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Yirng-Hurng Emma Liauh  
*The University of Montana*

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A STUDY OF THE PERCEPTIONS OF ENGLISH FACULTY AND STUDENTS OF EXIT  
ENGLISH EXAMINATIONS AT TAIWAN'S TECHNOLOGICAL AND VOCATIONAL  
HIGHER EDUCATION INSTITUTIONS

By

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Dissertation

presented in partial fulfillment of the requirements  
for the degree of

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in Educational Leadership  
The University of Montana  
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## Abstract

Yirng-Hrung Emma Liauh, Ed.D., March, 2011

Educational Leadership

A STUDY OF THE PERCEPTIONS OF ENGLISH FACULTY AND STUDENTS OF EXIT ENGLISH EXAMINATIONS AT TAIWAN'S TECHNOLOGICAL AND VOCATIONAL HIGHER EDUCATION INSTITUTIONS.

Committee Chair: Dr. John Matt

The mix-method research aimed to investigate the attitudes toward the implementation of Exit English Examination (EEE) from the perspectives of English faculties and their students at Taiwan's technological and vocational higher education institutions. The survey participants were 66 English faculty and 1009 students in ten first-tier Universities of Technology and Institutes of Technology in Northern Taiwan based on the admission scores of the Technological and Vocational College Entrance Examination in the school year of 2009-2010. Descriptive statistics, Chi-Square tests, Mann-Whitney U tests, Kruskal-Wallis tests, and Spearman Correlation tests of the SPSS were conducted to determine the characteristics and statistically significant differences of participants' survey questions.

Findings indicated the following: various factors for the faculties and students played significant roles in attitudes toward EEE implementation; motivation and desire to learn English were highest in those students with medium English performance; a majority of students perceived a stronger influence from the EEE than the faculties; influence of the EEE on future jobs was recognized by both groups, as well as the need for assistance with fees, monetary incentives, and the subsidization for financially challenged students; faculties and students had conflicting opinions in regard to teaching to the test, the curriculum, and teaching effectiveness; the qualitative data analyses was predominated by concern regarding the test standard, test choices and future jobs.

Suggestions for this study included: a continuous implementation and overhaul of the EEE in Higher Education; help in facilitating professional development and a learning community; a review and adjustment of the existing English curriculum, methods and test standards; an alignment of the curriculum with the EEE standard and student preparation; a review of existing preparation programs, including monetary incentives and fees; professional assistance for juniors and seniors; utilization of international counterparts' assessment tools. Further research could include (a) covering major stakeholder's participation in decision making, implementation and gathering of information and analysis, (b) longitudinal work tracking students who failed the EEE, and (c) replicating a similar study in other geographical areas of Taiwan. Numerous implications for future studies were also provided.

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## CHAPTER ONE

### STATEMENT OF THE PROBLEM

#### Introduction

English as a global language exerts its political, economic, cultural and educational power as it sweeps the world. National boundaries are disappearing (Mok, 2000) due to the impacts of globalization (Friedman, 2000). Taiwan cannot escape this trend of globalization because of heavy dependence on international business for economic growth. In order to survive and prosper in the hyper-competitive global economic market, Taiwan's government recognized English as being an indispensable key to success and created initiatives to elevate English proficiency in its population.

#### The Impact of English as a Global Language on Taiwan's Economy and Education

English is generally believed to be one of the most powerful languages in the world (Chen, 2002) and is acknowledged as a global language (Graddol, 1997). Taiwan was a strong economic power in the 1970's and 1980's. However, beginning in the 1990's, Taiwan's labor-intensive production gradually lost its competitiveness to newly developing countries in Asia. If Taiwan could not hold onto a competitive advantage, its economy would be seriously jeopardized (Wu, 2002). The logic behind the Taiwanese government's thinking was that elevating the entire population's English proficiency could increase national competitiveness. Higher Education Institutions had to shoulder the responsibility of surging national social and economic development and serve as job training places for the future work force. Under the influence of globalization, the English language has become more important than ever. The Taiwanese government's resolution to enhance the entire community's English proficiency can be recognized from its recent enactment of English Education Policies (EEP). According to Chang (2003), the general objectives of initiating the EEP were to cultivate the Taiwanese people's English language competence, specifically the ability to communicate for

international business and cross-cultural communication. In order to respond to the various challenges of internationalization and globalization, the EEPs asserted Taiwanese people had to actively participate in global communities by enhancing business interchange, international trade, technology, cultural and educational involvement as well as by promoting cross-cultural understanding, tolerance, and respect.

### *Economy and the English Language*

The emergence of English as a global language had a major influence on Taiwan's government, which saw the economic imperative as a major impetus for promoting the learning of English (Nunan, 2003). Because of English's critical role for international trade, Taiwan's government made its utmost effort to develop English Language Proficiency (ELP) (Wang, 2006). Taiwan hoped to play a role in the global economy by gaining more access in the global arena of international trade and commerce (Carey, 1998; Mok & Lee, 2001; Nunan, 2003; Tiangco, 2004; Thompson, 2003). A gain in ELP was expected to increase Taiwan's visibility on the global stage, raise Taiwan's global status, and possibly help in gaining international diplomatic recognition (Price, 2005). English proficiency is one of the most significant indices of the competitiveness of an industrial nation (Chang, 2003); thus it is the key to sustaining and advancing Taiwan's economic status in the future.

At the outset of the post-Industrial Age, schools in Taiwan's higher education were viewed as a means to directly affect the development of human resources and increase national competitiveness. Colleges and universities shouldered and continue to shoulder the responsibility of surging social and economic development as well as serving as job training places for students' future job markets. Therefore, schools in Taiwan's higher education were encouraged to offer an English curriculum by using English as an instructional medium in class and by setting requirements for passing an Exit English Examination (EEE; Council for Economic Planning and Development, Executive Yuan, 2003).

### *Taiwan's Education*

Taiwan's compulsory education consists of six years of elementary education and three years of junior high school education. Upon completion of compulsory education, students may choose to follow either an academic track or a vocational track. The academic track involves three years of senior high school education, plus four years of general university/college education and further graduate schools such as master's programs and doctoral programs. The educational goal in this general educational track is to nurture high-quality professionals with a global outlook (<http://english.education.edu.tw/ct.asp?xItem=11701&ctNode=2350&mp=12P4-5>). The vocational track includes senior vocational schools, junior colleges, Universities of Technology (UTs) and Institutes of Technology (ITs). The purpose of the vocational track is to cultivate technical manpower for the country. To be specific, after completing junior high school, students can choose from the two tracks, the junior high schools in the general education system or the senior vocational school in the vocational system. After completing senior high school, students can choose to attend general universities or colleges in the general education system or schools in the vocational system such as 4-year Universities of Technologies (UTs), 4-year Institutes of Technology (ITs), or 2-year junior college plus 2-year ITs (Figure 1 and Figure 2).

Higher education in Taiwan at the college level encompasses two major systems. One is the General Universities and Colleges in the General Education (GE) system supervised by the Department of the Higher Education (DHE) in the Ministry of Education (MOE); the other one is the Universities of Technology (UTs), Institutes of Technology (ITs) and junior colleges in the Technological and Vocational Education (TVE) system supervised by the Department of Technological and Vocational Education (DTVE) in the MOE (Figure 1 and Figure 2).



Figure 1. Educational System in Taiwan (Source: Website of Ministry of Education).

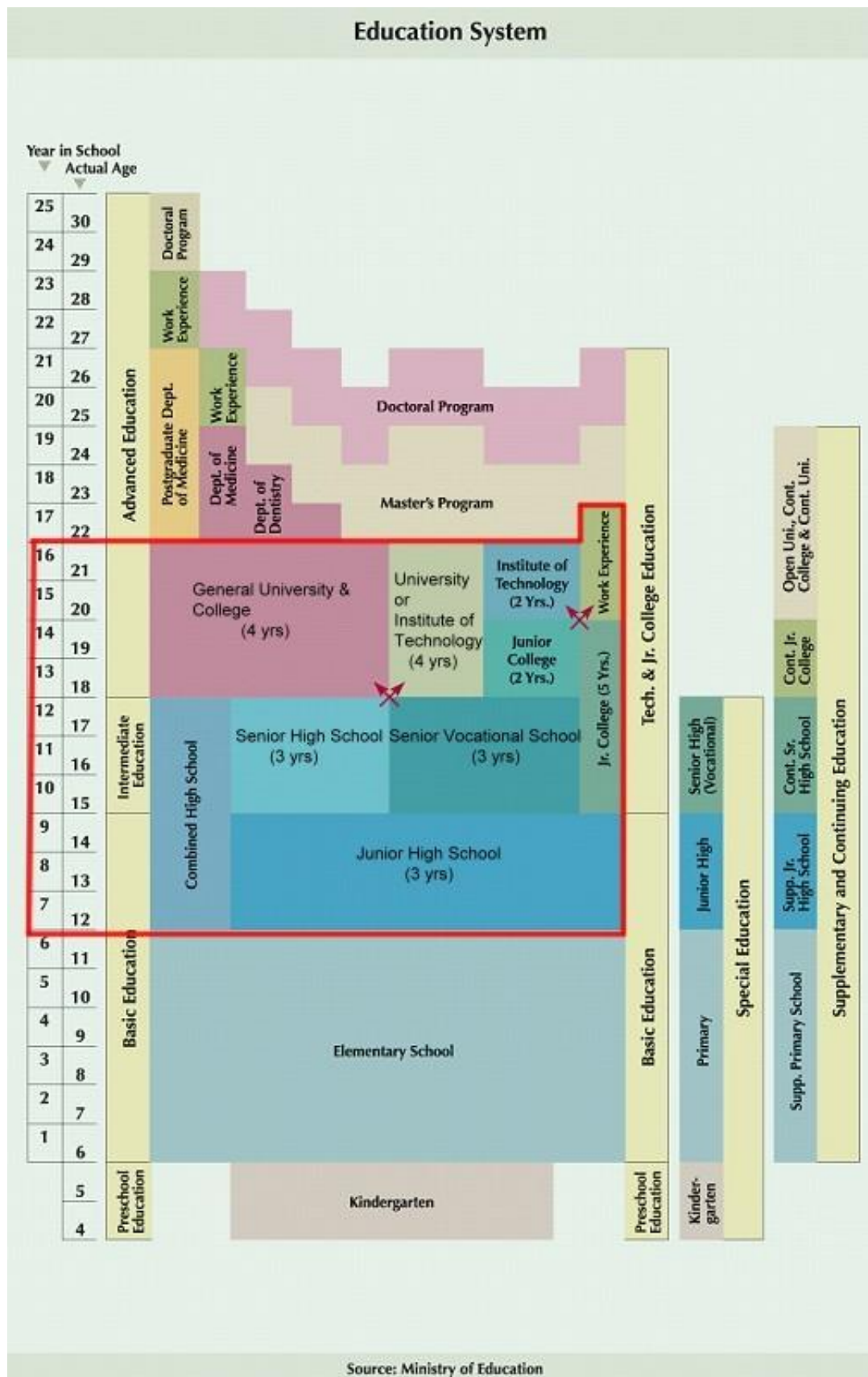
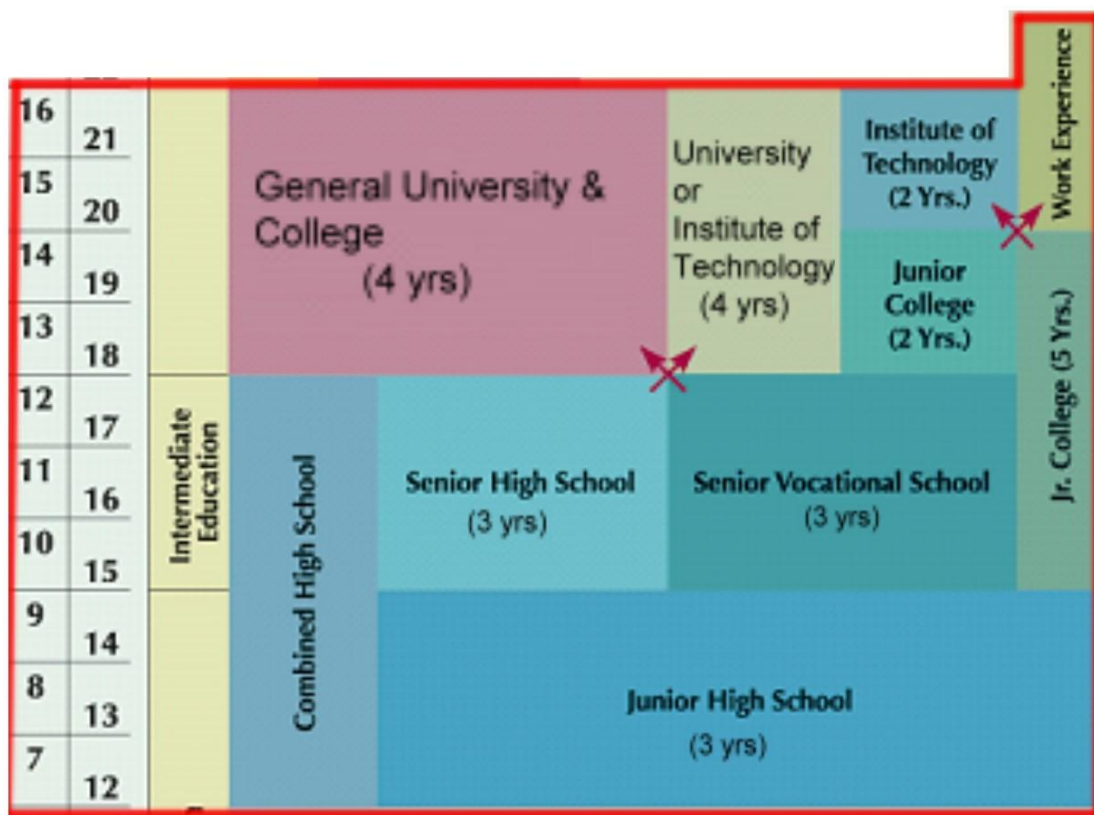


Figure 2. Enlarged Figure of Higher Education System in Taiwan.



Source: Website of Ministry of Education in Taiwan

*English Education Policy and English Language Proficiency/EEE*

Recognizing the tremendous global competition from neighboring countries in Asia, fearing marginalization in the global market, and realizing the increasingly essential role that English plays in the process of internationalization, Taiwan's Ministry of Education (MOE) suggested in 2003 that the higher educational institutions in both the general education and vocational education systems set benchmarks of the EEE to evaluate undergraduate students' English Language Proficiency (ELP) (Chang & Tu, 2007). The Ministry of Education hoped that by 2008 more than 50% of undergraduate students in the Higher Technological and Vocational Education (HTVE) system would be able to pass the basic level of the ELP Test before graduation (MOE performance, 2003-2007). In 2002, the government designated certain ELP goals designed to help cultivate an E-generation as a part of *The Challenge 2008 National Development Plan* (MOE, 2002). Initially, the MOE assessed students' progress toward English proficiency goals by using ELP tests such as the General English Proficiency Test (GEPT). However, in 2005, a major change was announced (MOE, 2005a; 2005b; 2005c). On May 27, 2005, the Deputy Minister of Education, Lu Mu-lin, announced that henceforth the English proficiency scale laid out in the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001; <http://www.coe.int>) would be followed by all facets of education. In order to elevate English proficiency, the Ministry of Education had decided to adopt CEFR as a criterion reference for matching various tests in the English Language testing market (see Appendices F, H, I, and J). Utilization of the CEFR scale as the national benchmark for measuring English Language Proficiency in all levels of Taiwanese schools and government agencies became imperative. In the meantime, the Department of Social Education in the MOE recommended that schools in the general education system adopt B1-Threshold level or above and those in the HTVE system choose A2-Way stage level in the CEFR as their benchmarks of the EEE (MOE, 2006; 2007; 2008a;

2008b). The MOE recommended that there be a 50% pass rate in the general education and TVE education system by 2008 (Chang, 2006; Chang & Tu, 2007).

### *Standard of Assessment*

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) provided a basis for describing the skills needed to reach different levels of language proficiency, and was used by language instructors, educators, curriculum designers and agencies working in the field of language development. The CEFR scale comprised six levels: A1, A2, B1, B2, C1 and C2 (where a beginner was A1 and an expert was C2 (Her, 2008; <http://www.coe.int>), describing language proficiency in listening, reading, speaking and writing on a six-level scale: (a) A1–A2 (Basic User), (b) B1–B2 (Independent User) and (c) C1–C2 (Proficient User). The CEFR provides standardized guidelines for interpreting the meaning and practical significance of scores on language tests.

In 2004, the MOE set a goal of having 50% of students in General Higher Education reach the B1 level of proficiency, and 50% of students in Technological and Vocational Higher Education (including the Universities of Technology, Institutes of Technology and Junior College) reach the A2 level of proficiency in the CEFR by the time of graduation (MOE performance, 2003-2007). This standard of assessment in the CEFR scale led to extended use of English standardized tests as barometers to evaluate students' achievements and even to the extent of influencing graduation rate from higher education. In order to enhance student learning outcomes, Universities of Technology (UTs) and Institutes of Technology (ITs) in Taiwan became increasingly engaged in assessing their students' ELP through standardized tests such as the General English Proficiency Test (GEPT) (Appendix H; Appendix K) or Test of English for International Communication (TOEIC) (Appendix I; Appendix L). Significantly, the MOE pledged to promote overall ELP through the evaluation of accountability in higher education.

Complying with the MOE's recommendation on the EEE, many higher educational institutions set up their EEE's in accordance with the CEFR. Each testing agency was asked to recommend and proclaim their minimum test scores (cut scores) for each of the six CEFR levels (A1 through C2) in their testing website. Accordingly, the tables in Appendices C-2 and C-3 present the recommended minimum test score for each CEFR proficiency level of the most commonly used tests administered by the LTTC in Taiwan and Taiwan's TOEIC representative agency for the ETS in the USA ([http://www.ets.org/Media/Tests/TOEIC/pdf/toeic\\_cef\\_mapping\\_flyer.pdf](http://www.ets.org/Media/Tests/TOEIC/pdf/toeic_cef_mapping_flyer.pdf)).

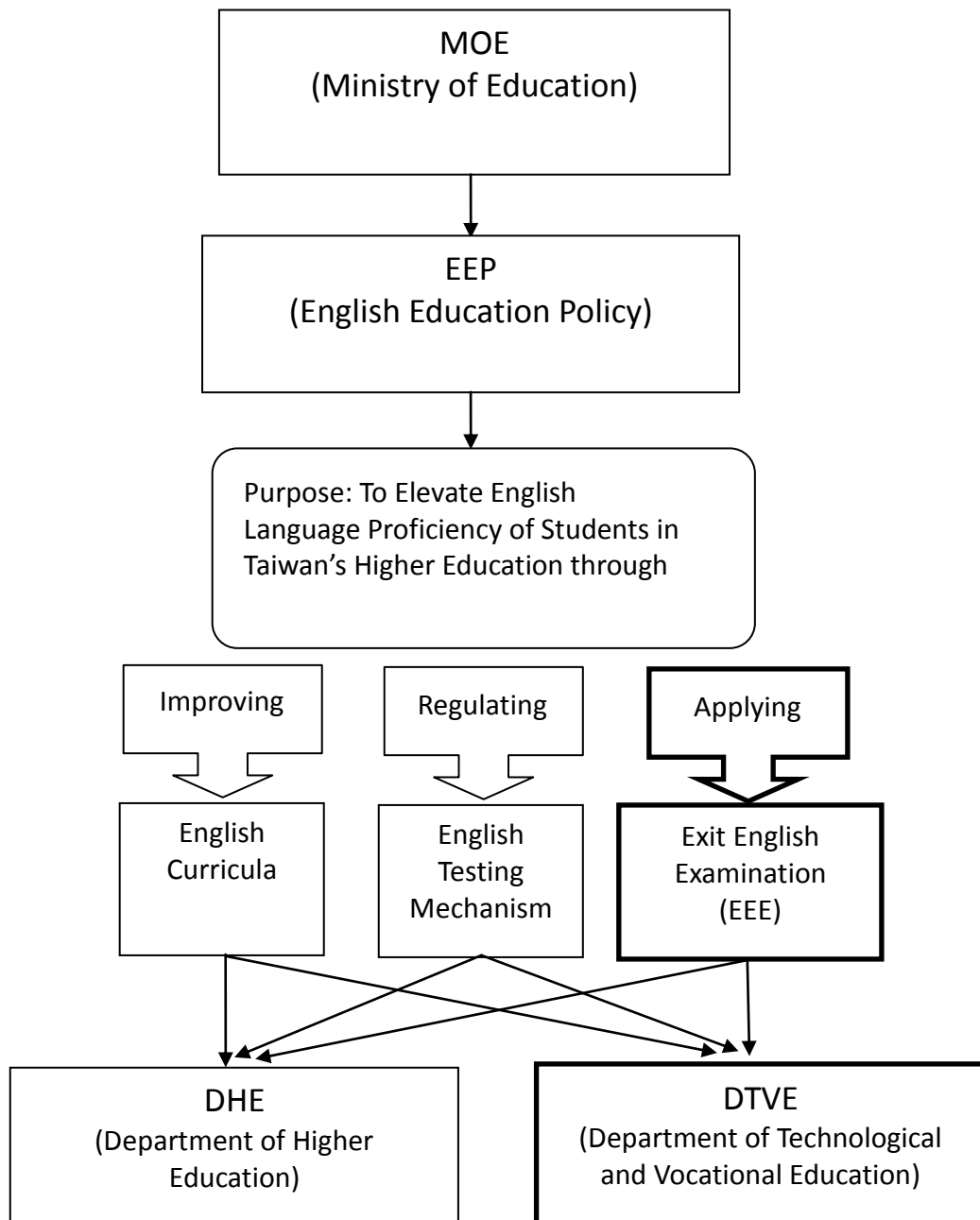
Stobart (2003) indicated that testing is never a neutral process and always has consequences. The complex relationships among testing, teaching, and learning were detected by different scholars from diverse aspects of testing influences. Cheng (2000) stated that for the past three decades the single most important theoretical development in language testing was the realization that a language test score represented a complexity of multiple influences and that interpretation of test scores was particularly difficult because these factors undoubtedly interacted with each other. The ever-increasing use of testing impacts not only individual learning and future careers, but also teaching paradigms and educational systems (Alderson & Walls, 1993; Cheng, 2000; Spolsky, 1997; Wall, 1998).

#### Statement of the Problem

Taiwan has depended on international business for its economic growth for almost four decades. Change and challenges arrived after Taiwan entered the World Trade Organization in 2002. Due to the severe impact of globalization, keen competition from neighboring countries in Asia and countries all over the world, and the fear of being weeded out from the global economic market, Taiwan's government created initiatives to boost its economy in 2002 (Song & Tsai, 2007). Challenge 2008: National Development Plan (2002-2007) was the primary initiative. Recognizing the critical role that English plays in the process of

globalization, Taiwan's government pledged to elevate its entire population's English proficiency so as to increase national competitiveness. Accordingly, Taiwan's Ministry of Education (MOE) claimed that students in higher education had to shoulder the responsibility of surging national economic development by advancing their English Language Proficiency (ELP). Higher educational institutions were viewed as a means of directly affecting the development of human resources and increasing national competitiveness. In line with the major initiative "Challenge 2008: National Development Plan", Taiwan's MOE initiated various activities to reinforce English education in higher education. However, due to students' insufficient ELP scores in the Higher Technological and Vocational Education (HTVE) system, Taiwan's MOE enacted various English Educational Policies (EEPs) to encourage schools in higher education to improve their English curricula, setting up English testing mechanisms, or setting requirements for passing Exit English Examinations in order to increase undergraduate students' English performance. However, implementing the EEP recommended by the MOE generated problems and issues that were unexpected by the MOE, higher educational institutes, and stakeholders (Figure 3).

Figure 3. English Education Policy in Taiwan's Higher Education.



Note: The bold outline of the Figure 3 is the focus of this study.

Exit English Examinations (EEEs) play a predominant role in the current movement of promoting English performance in higher education. Ultimately this movement has been reduced to a single policy: high-stakes English testing. In Taiwan's higher educational institutions, an EEE is used to ensure the quality of undergraduates' English before they enter the workforce. The score on a single English standardized test could determine whether or not an undergraduate academic degree was awarded, with immediate and direct effects on the test-takers and other stakeholders (Madaus, 1988). An example was the high failure rate of National Pingtung University of Science and Technology (NPUST) in 2007, which inflamed student anxiety over their low pass rates on the EEE as reported in the news and media (Lin, 2009).

On the eve of graduation in 2007, NPUST found that over 700 students (60% of the 1200 seniors) were unable to graduate in a timely manner. Students tried to voice their opinions about being denied their college degrees just because they were unable to pass the EEE after they had taken all the required courses at school. The ever-increasing use of testing impacted not only individual learning and future careers, but also teaching paradigms and educational systems (Alderson & Walls, 1993; Cheng, 2000; Spolsky, 1997; Wall, 1998). In Taiwan, implementing the EEE in higher education had generated these recent phenomena and issues: (a) the 50% pass rate set by the MOE for the EEE had not been met since 2003; (b) passage of the EEE was used as a criterion to grant or deny an academic degree at the tertiary level; (c) the EEE pass rate for a school sometimes influenced the amount of money the school received from the MOE and the annual grant amount provided by the Foreign Language Reinforcement Project to the HTVE system; (d) the EEE pass rate was sometimes used to evaluate English instructors' teaching effectiveness and performance, which could influence year-end bonus payments at some private Institutes of Higher Education. The high stakes attached to the EEE complicated the implementation of this MOE recommendation policy.



The high stakes associated with the EEE put Vocational System undergraduates in the national spotlight and caught the attention of Taiwanese society and the field of education. The establishment of exit standards to ensure students' quality of learning was only one dimension of the diverse English education policies aimed to elevate English language proficiency and improve English education in Taiwan. Lin (2009) found that various factors could contribute to successful English education in the HTVE system. Only the integration of these closely related components could help students in higher education attain the goal of improving English language performance. If adoption of the EEE was regarded as the major and sole solution to all the English-related problems at UTs and ITs, new problems would surface later. Educational leaders (policymakers, school administrators, and teachers) in the related field had to heed all components of the HTVE system, including English educational policies and practices, and consider them as a whole instead of merely concentrating on the EEE. Lin's opinion was beyond question. However, given limited resources and time, the present study only probed into a subset of the issues that could be dealt with practically. Therefore, this research did not focus on solving the substantial problems associated with the application of the EEE at the Universities of Technology and Institutes of Technology in North Taiwan, but rather investigated the perspectives and attitudes of English instructors and their students in regard to the adoption and implementation of the EEE.

#### Purpose of the Study

The overarching purpose of this study was to investigate the attitudes of English instructors and students toward the EEE, a recommendation policy set by Taiwan's MOE. In order to improve English Language Proficiency (ELP) for undergraduate students at the tertiary level, Taiwan's government has taken numerous English educational measures. This study investigated attitudes of English instructors and students toward the EEE, and the factors that influenced their attitudes regarding test importance and necessity, the General

English curriculum, English instruction inside the classroom, students' learning effort and motivation, and teachers' teaching effort. When facing effective application of the EEE, the opinions of English faculty and students regarding the EEE can shed new light on how to deal with students' learning needs.

Combination of identifying students' needs and addressing them can substantially assist students in attaining the MOE's desired 50% pass rate of the EEE. Any meaningful discussion of teaching and learning has to include a focus on student learning. Any meaningful education policy-making has to take administrators' and instructors' concerns into consideration. In practical classroom instruction, leaders (instructors) must thoroughly understand how much their followers (students) know about the general goal (passing the EEE) or the overall mission (advancing English Language Proficiency). In so doing, the purpose of this study was to develop a knowledge assessment tool to measure attitudes toward the EEE from the perspectives of English instructors and their students, and then to explore discrepancies or consistencies in the perceptions and attitudes across each group and between these two groups. Ultimately, this study sought to improve the quality of English education, students' English performance, and consequently the EEE pass rate in Taiwan's UTs and ITs.

#### Research Question

The research question for this study was: What are the attitudes of English language faculties and their students regarding implementation and the influence of the Exit English Examination (EEE) in Taiwan's Universities of Technology (UTs) and Institutes of Technology (ITs)?

#### Definitions of Terms

For the purpose of the study, the following definitions were used:

*Attitude.* An attitude is a mental position toward a topic, person, or event that influenced the holder's feelings, perceptions, learning process, and subsequent behaviors (Fishbein &

Ajzen, 1975). In the case of English learning, how an individual thinks about English, his or her cultural values, living style (attitude) and reasons for learning the language (motivation) are closely related to overall learning success and achievement (Gardner & Lambert, 1972). According to Lambert and Lambert (1973) the essential components of attitudes are thoughts and beliefs, feelings, and tendencies to react (p. 72). For example, considering undergraduates' English learning attitudes in Taiwan, learning attitudes include three components: beliefs (the cognitive component), feelings (the affective component), and thoughts about how to behave (the behavioral component). Investigating how students think, feel, and behave about their learning and preparation for the EEE provided insight on their learning attitudes toward the implementation of the EEE.

*Benchmark.* A benchmark was an explicit objective marking a level of achievement in a particular area. According to Little and Lazenby-Simpson's (1996) formulation, relating to language, a benchmark was a description of what an individual could do with language. The description was in the form of a statement of achievement, based on the performance of linguistic tasks. The tasks described were relevant to the areas of social activity of the individual, whether in formal education, work, private or public life. The benchmark also described the level of complexity and the linguistic sophistication at which the individual performed the task.

*English Language Proficiency.* The scores of standardized English examinations or tests served as the measure of English Language Proficiency (ELP) for the purpose of this research. According to Su (2005), learning consists of learning materials, instructors, teaching methods, equipment, internal and external environments, students' motivation, and test designs. Every single element matters. The survey questionnaires for the EEE in this study incorporated five of these elements of learning: attitudes, learning materials, teaching methods, test designs (i.e., what kinds of tests they have taken), and students' needs and motivation.

*Exit English Examination.* The working definition of an Exit English Examination (EEE) in this research is as follows: it is a test that a student is required to take in order to show his/her proficiency in a major subject before graduating from his or her school. An institute or a university may require that a student planning to graduate with a bachelor's degree has to take an exit exam. Typically the test will be taken a year or two before a student graduates. A student who does not pass the exam needs to take English remedial courses. Exit exams are primarily a means of helping students who may not initially be fully prepared for entering higher institutions at high school stage obtain minimum capacity before graduating from the college. Examinations that evaluate skills in a certain field require extensive study, since they are often very specific and require significant knowledge in the field.

Similar terms referring to an Exit English Examination (EEE) (Liauh, 2010; Liauh & Wu, 2011; Nash, 2005) were (a) an English Exit Exam (Chu, 2009), (b) the English Graduation Threshold (Chang & Tu, 2007; Chen, 2008; Lin, 2009), (c) the Graduation English Language Proficiency (ELP) test as a graduation benchmark (Tsai & Tsao, 2009), or (d) the Graduation Benchmark (Yen & Hsin, 2006). In this study, "EEE" represented all terms defined as a set of exiting standards for English competence that an undergraduate student had to meet in order to receive an academic degree in higher education in Taiwan. Passing an EEE meant that a basic level of English performance had been reached for the purpose of ensuring an undergraduate's English proficiency.

*High-Stakes Examination or Test.* An examination or a test with a high stake meant that its results were used to make important decisions affecting students, faculties, administrators, communities, schools, and districts (Madaus, 1988). High-stakes in this study meant a student was not permitted to graduate if (s)he did not pass the exit exam (Chabran, 2008). It also meant there were significant immediate future consequences for the school and its staff, including the school president. If the examinee passed the test, then (s)he received significant

benefits, such as a college degree or a certificate or license in the desired or a related field. An examinee who failed the assessments incurred significant disadvantages, such as being required to take remedial classes until passing the test.

*Instructional Capacity/Quality and Student Engagement.* In this study on EEE implementation, instructional capacity is defined as features of the school's organizational characteristics that supported teaching and learning. Among them were teachers' knowledge of English, skills in teaching English, and dispositions that promoted achievements, specifically sensitivity to individual differences and commitment to caring. In addition, access to a high-quality English curriculum, English teaching materials, and English teaching methods are factors used to evaluate the influence of EEE policy on students (Sergiovanni & Starratt, 2007, p. 7). Instructional quality is defined for the purpose of this study as teaching for mastery of basic information and skills as well as deep understanding, complex thinking and a climate for learning characterized by high expectations and a commitment to caring and cooperation (Sergiovanni & Starratt, 2007, p. 9). Student Engagement is defined as students' commitment to and participation in learning (Sergiovanni & Starratt, 2007, p. 9).

*Washback.* Washback (Alderson & Wall, 1993) or backwash (Biggs, 1995; 1996) is defined as the influence of testing on teaching and learning (Cheng, 2000). The term is deeply rooted in the notion that tests have to drive teaching and hence learning. McNamara (2000) defined washback as the effects of language tests on micro-level language teaching and learning, i.e. inside the classroom. Some educators claimed that backwash had been used to refer to the way a test or an examination affected teaching materials and classroom management (Hughes, 1989; Tylor, 2005), although within the applied linguistics and language testing community the term washback was more widely used (Weir, 1990; Alderson & Wall 1993; Alderson 2004). Bachman and Palmer (1996) referred to the influence of testing on teaching and learning as "test impact." Washback is generally perceived as being either

negative (harmful) or positive (beneficial). Negative washback is said to occur when a test's content or format is based on a narrow definition of language ability, and so constrains the teaching and learning context. Davies, Brown, Elder, Hill, Lumley, & McNamara (1999) offered the following illustration, "If, for example, the skill of writing is tested only by multiple choice items then there is great pressure to practice such items rather than to practice the skill of writing itself" (p. 225). Positive washback is said to result when a testing procedure encourages good teaching practice; for example, an oral proficiency test is introduced in the expectation that it will promote the teaching of speaking skills. For the purpose of this study, the term washback is used to represent the influence of testing on teaching and learning.

#### Delimitations

The study was delimited to English language faculties and their students in the ten Universities of Technologies (UTs) and Institutes of Technology (ITs) in Northern Taiwan. Therefore, findings were not generalizable beyond the current HTVE system in Taiwan. Additionally, this study utilized intact groups thereby limiting internal validity.

#### Limitations

This study had the following inherent limitations: (a) some of the disadvantages of cluster sampling were the reliance of sample estimate precision on the actual clusters chosen. If clusters chosen had been biased in a certain way, inferences drawn about population parameters from these sample estimates might have been far from accurate; (b) some of the survey questions may have posed translation variation. The questions in the survey instrument for this study were translated from English to Chinese. This study, however, could not control this limitation due to cultural differences between the English and Chinese languages; (c) some of the participants may not have responded honestly and rigorously to the questions of this study in the Universities or Institutes of Technology in Taiwan; (d) English faculties may have biased students' attitudes about the curriculum, lesson, content, and other processes of

learning in their practical instruction.

### Significance of the Study

Increasing students' ELP by applying the EEE in higher education received priority by the Taiwanese government in 2003. The majority of Taiwanese UTs and ITs initiated different forms of the EEE as gate-keeping devices to guarantee their undergraduate students' ELP quality in the job market. Implementation of the EEE created new problems—a large percentage of students were unable to pass the test at the time of graduation. After several years of implementing the gate-keeping EEE, various higher institutions in Taiwan were facing complicated issues arising from repercussions of implementing the EEE, specifically students' inability to pass the EEE and their denial of academic degrees after taking all the required courses.

This study sought to explore the attitudes of English faculties and students about the EEE and the factors that shaped attitudes regarding English teaching and English learning at UTs and ITs. The findings of this study had implications for the following areas: (a) raising awareness among policy makers, administrators, and English faculties about issues pertaining to desired and undesired influences of the EEE; (b) suggestions for mitigating negative influences of the EEE; (c) recommendations for educational policy makers to reexamine implications of the EEE in the HTVE system. In addition, in regard to high-stakes examinations or tests, assistance for academic administrators in sound policy-making decisions to help academic administrators was essential. Academic leaders' consideration of English faculties' teaching perceptions and instructional effectiveness when interviewing potential candidates for faculty positions was also beneficial. The results of this study helped facilitate English faculties' self-evaluations of their instruction of the EEE, as well as better understand students' learning process, needs, and progress.

## Summary

Taiwan's MOE in 2003 recommended applying a new English policy to its higher education institutions and initiated various English activities in hopes of advancing Taiwanese students' English competence. Taiwan's MOE recommends three ways to enhance students' English performance, namely, developing a new English curriculum, setting up English testing regulations, or adopting an Exit English Examination to elevate undergraduate students' basic skills and enhance students' global views on international matters. The most commonly used method of advancing students' English proficiency is to have the EEE to ensure senior graduates' exit quality at graduation. The logic behind the recommendation of implementing an EEE is that developing the entire population's English proficiency will eventually lead to greater access in the global arenas of international trade, commerce, and diplomacy because Taiwan has depended on international business for its growth for over 40 years. Economic imperative is a major impetus for the Taiwanese government's tireless promotion of English learning at the tertiary level. However, various issues associated with the EEE policy have recently emerged in Taiwan's HTV educational system. The impacts of the high-stakes EEE can be beneficial or harmful. This research study, conducted 8 years after schools' implementation of the EEE policy, can elucidate the attitudes of English faculties and students toward the implementation recommended by Taiwan's Ministry of Education. The concerns included whether or not the EEE had influenced students' learning, motivation, and attitudes toward English learning and faculties' attitudes toward English instructional practice. In order to help students prepare for the EEE, educational administrators and policy makers need to understand English faculties' instructional practice including their teaching curriculum, teaching methods, and teaching materials. These aspects of teaching demanded in-depth understanding in order to determine whether or not the EEE had the impact originally intentioned by the MOE and policy makers.



## CHAPTER TWO

### REVIEW OF THE LITERATURE

#### Introduction

Review of the literature is a precondition for doing research. Shulman (1999) argued that *generativity* is one of the hallmarks of scholarship and defined *generativity* as the ability to build on prior scholarship and research (pp. 162-163). Educational research had to build on and learn from prior research and scholarship on the topic; that is, the research had to be cumulative (Boote & Beile, 2005, p. 3). Creswell (2009) indicated the purpose of the literature review was to synthesize and critique the previous research so that it could show the necessity of the proposed research. Boote and Beile (2005) noted the following purpose—to analyze and synthesize the research in order to arrive at defensible conclusions in the face of inherent uncertainty of the results in qualitative and quantitative research reports. In order to advance the collective understanding, a researcher had to understand what had been done before, the strengths, weaknesses, and meaning of the existing literature. (Boote & Beile, 2005).

The review of relevant literature in this chapter included eight major parts: English Education in Taiwan's Higher Education, Key Theories of Language Learning, Individual Learner Factors, Implementation of the Exit English Examination (EEE) in Taiwan, Perceptions and Attitudes toward High-stakes Testing, Influences of the EEE as High-stakes Tests on Teaching and Learning, Alternative Solutions to Students' Failure of the EEE, and Relevant Studies on the EEE in Taiwan. More specifically, the first part consisted of English Language Proficiency and English Education Policies, focusing on those in the Universities and Institutes of Technology in Taiwan. The second part comprised Adult Learning Theories, Learning Motivation Theories, Self-Determination Theory, and Self-Efficacy Theory. Under the rationale of Learning Motivation Theories, the following four theories were explored in

detail: Attribution theory, Behaviorist Approach, Gardner's Learning Motivation Theory, and Maslow's Needs Theory. The self-efficacy theory was described in detail, including its origin and definition and its association with effort, academic achievement, and examinations. The third part explored individual learners' factors such as beliefs and attitudes, personality and characteristics, value, and gender differences. The fourth part presented EEE implementation in Taiwan, such as its history of implementing the EEE, needs and considerations in implementing the EEE, eight-year assessment results, and recent emerging phenomena and issues. The fifth part attempted to understand the stakeholders' attitudes toward the high-stakes testing through various researches conducted in US and Taiwan contexts, specifically regarding teacher attitudes, student attitudes, and the discrepancies between them. The sixth part explored influences of high-stakes examinations on teaching and learning, such as appropriate standard setting, positive and negative reactions toward the examinations, issues and concerns regarding washback (backwash) and teaching to the test, consequences of failing to meet the pass rate of the EEE. The seventh part comprised the alternative solutions to students' failure of the EEE. The last part consisted of relevant studies on the EEE in Taiwan.

#### English Education in Taiwan's Higher Education

The majority of students were required to take some general English courses after entering higher educational institutions. Beyond that, opportunities to improve students' English Language Proficiency (ELP) depended on individual curriculum planning in each department and school. In general the English proficiency level of students in the TVE system was much lower than that in the General system (Chang, 2006).

In Taiwan, English is taught as a school subject but not used as a medium of instruction in education nor as a language for daily communication within the country (Lan & Oxford, 2003; Shih, 2007). English is neither used at home nor for social purposes by English as

Foreign Language (EFL) speakers, nor do the speakers intend to replace their mother language with English. Therefore, in Taiwan, English is learned as a foreign language and functions as an international language to satisfy the need to communicate with other language speakers. Under these circumstances, motivation of students to learn the English language without reinforcement programs is difficult. In addition, mounting pressures to pass the college entrance examination during the high school period is immediately alleviated after being admitted to schools of higher education. Improving English might not be as high a priority for non-English major students when compared to those whose majors are English.

### *English Language Proficiency*

Taiwan's government works ceaselessly to enhance the entire country's English Language Proficiency (ELP) and hopes for playing in the global economy through greater access to international trade and commerce (Carey, 1998; Mok & Lee, 2001; Nunan, 2003; Thompson, 2003, Tiangco, 2006), which has long been a mainstay of Taiwan's economic prosperity (Wang, 2006). To sustain and advance Taiwan's economic status in the future, ELP is the key to global business because it is one of the most significant indices of the competitiveness of an industrial nation (Chang, 2003). Fluent ELP is regarded as an effective means not only to connect Taiwan to the world economy but also to raise Taiwan's global status by increasing Taiwan's visibility on the global stage, and possibly to help Taiwan gain international diplomatic recognition (Price, 2005; Wang, 2006). Improving national English proficiency is a key part of many countries' educational strategy (Graddol, 2006, p. 70). A first step to advancing an entire population's English proficiency is reinforcing English learning in higher education. The Executive Yuan of Taiwan's administrative government pledged to take effective measures to achieve this goal, that is, to internationalize higher education as a first priority (The Executive Yuan of Taiwan, 2002).

The target sample in this study was students in Taiwan's Universities of Technology and

Institutes of Technology. This group of students' English Language Proficiency (ELP) level had been below average for a long time because their English education had been neglected from the beginning of their English learning (Chen & Lee, 2004; Hou & Yang, 2007; Ministry of Education (MOE), 2008; Joe, 2005; Lin, 2009; Lin, 1994). Although the participants in Su's (2005) quantitative research held a positive attitude toward implementation of an EEE, they felt that lower criteria than the basic level of the General English Proficiency Test (GEPT) suggested by the Taiwan's Ministry of Education (MOE) at that time was more suitable, which implied the possible inappropriateness of the standards of the EEE (Lin, 2009). Several studies suggested that the average performance of current students in the Higher Technological and Vocational Education (HTVE) system was well below that expected by the MOE (Chen & Lee, 2004; Hou & Yang, 2007; MOE, 2008a, 2008b, & 2008c; Su, 2005).

Wu (2003) found approximately 90% of Taiwanese students had attended private cram schools for learning English (NTA survey, 2002). Liou (2003) pointed out that the demand for these English lessons is not just a big-city phenomenon, but a rural one as well. In English cram schools, students with various levels of English proficiency are often combined in the same class (Wu, 2003). Chen's (2002) study indicated that most of the classes in the formal elementary settings are heterogeneous in students' abilities and learning attitudes (Chen, 2002). Huge English performance gaps in the same classroom usually perplex English teachers and reduce their instructional effectiveness. Low-achieving students in this system lose their self-confidence and become the object of derision from classmates (Chang, 2005).

The students with English deficiency were mainly from low income families (Chang, 2007). To them, English was just another boring academic subject and useless in their daily life. These misconceptions hindered the continuation of their English learning. After this group of students entered junior high school, their English performance was below that of other students due to lack of family financial support, lack of English resources available at

home, and the lack of opportunities in tutoring from cram schools having better qualified English teachers (Chang, 2005; Wu, 2003). Due to lack of competition, low requirements, poor performance, and low motivation in their English study, the majority of these students eventually attended senior high schools in the Technological and Vocational Education (TVE) system. Consequently, students in the TVE system generally perform unsatisfactorily in English and come from lower socioeconomic families (Chang, 2007; Pen, 2005). These students belonged to a special group whose teachers did not expect too much of them at the onset of English learning, resulting in low motivation and low English proficiency (Chang, 2007). At the high school and college levels, these same students continued to harbor a misconception of English learning and regarded English as simply an academic subject for testing, learning it with low self-confidence and low self-esteem. Furthermore, educational resources allotted by the Taiwan's MOE to the schools in the vocational education system compared to those of the general educational system were insufficient (Chang, 2007). All in all, the combination of family background, limited educational resources, and low English Language Proficiency meant students at Universities of Technology (UTs) and Institutes of Technology (ITs) faced greater difficulties in attaining the level of English proficiency currently required for the EEE (Chen & Lee, 2004).

#### *English Education Policies*

Strictly speaking, Taiwan has no national English education policy—only English educational guidelines and plans exist (Lin, 2009). Although the MOE formed the English Education Promotion Committee to draft the “R.O.C. Goals of English Education Policy and Strategy,” this document was just a framework for national administrative plans. The guidelines still lack lawful binding force and execution in the form of open hearings and legal confirmation of delegacy. Thus, this document is not an official guideline for promoting English education, nor is not a regulation related to English, and it is not based on legal

requirements. Lack of official guidelines and legal requirements make actions of institutions of higher education questionable. Withholding degrees because of failing the EEE at National Pintung University is one example of this situation. Consequently, the compliance of UTs and ITs and the outcomes were in question (Lin, 2009).

According to Articles 15, 16 and 27 in the *University Act* of Taiwan (2010) amended on November 18 in 2009, student representatives had to be present in meetings discussing important academic and student affairs. Accordingly, before school authorities made any potent decisions, such as requiring implementation of the EEE in higher education, the views and attitudes of students were to be taken into consideration (Lin, 2009), Article 33 stipulated that “To enhance education, universities shall make the elected representatives of students attend the academic affairs meetings and meetings relating to their study, living and formulating of regulations about reward and punishment; the proportion of representatives of students attending the academic affairs meeting shall not be less than one tenths (1/10) of all attendants of the meeting.” In addition, in order to protect student rights, Article 33 in Taiwan’s *University Act* (2010) mandated that Universities shall establish a student appeal system to receive appeals of the students, the student union, and other student government organizations against penalties or other measures and to receive decisions from the university to guarantee the rights and interests of the students. Students in the Technological and Vocational Education (TVE) system should have been concerned about their rights on campus in terms of student-relevant information. However, from the researcher’s observation and experiences of teaching in the TVE system for over 20 years, students often acted passively in the aspect of school regulations or policy issues due to either ignorance of or indifference toward these issues (Lin, 2009). Therefore, low compliance with the regulations and policies were sometimes a problem. Nevertheless, the major purpose of formulating the English Education Policies (EEPs) and implementing an EEE in Taiwan was to increase the

population's English capabilities in order to advance national competitiveness.

Taiwan's higher education was under rigid government control until the mid- 1980's. Even today, Taiwan's MOE retains control of educational policies and directs educational planning at all levels of education. Numerous important education policies were formulated with an eye to activating and boosting Taiwan's economic development (Chen, 1997; Nunan, 2003; Young1994). For the sake of developing Taiwan's economy, English Education Policies (EEPs) had been implemented to justify English education and application of the EEE. Taiwan viewed this economic imperative as a major impetus for promoting the learning of English (Nunan, 2003), the significance of which could be recognized from its recent enactment of EEPs. According to Chang (2003), the general objective of initiating the EEPs is to advance national competition by way of cultivating the entire population's English language competence, specifically the ability to communicate for international business and cross-cultural communication. In order to cope with the various challenges of internationalization and globalization, the EEPs assert that Taiwanese people have to actively participate in global communities by enhancing business interchange, international trade, technology, cultural and educational involvement and by promoting cross-cultural understanding, tolerance, and respect. For the first time in history, Taiwan's MOE asked experts and scholars in related fields to form an English Education Promotion Committee to discuss and elucidate the EEPs. The EEP draft suggests that English Education and English relevant activities and projects be promoted and enacted legitimately. Elevating the Taiwanese people's English performance is conducive to the success of implementing Taiwan's national development plan, Challenge 2008: National Development Plan, enacted by the Executive Yuan from 2002 to 2007. One sub-plan was exclusively aimed at promoting internationalization in colleges and universities. In line with Challenge 2008, the Ministry of Education asked for a full compliance with the E-Generation Manpower Cultivation Plan in

the Challenge 2008: National Development Plan and announced that internationalization on campuses would be an important indicator in college and university accreditation in the future.

*English Education Policies in the Universities and Institutes of Technology*

Under the national development plan, the MOE in Taiwan recommended that English language benchmarks be implemented and met by all levels of higher education. Due to differences in students' English education background, most universities had higher EEE requirements than vocational colleges and universities (Chang 2003, Lee 2004, and Su 2004). Generally, most general universities and colleges in the Department of Higher Education (DHE) system applied high-intermediate or intermediate levels of the General English Proficiency Test (GEPT) as their graduation benchmark, while schools in the tertiary TVE system set the intermediate or basic level of GEPT as graduation benchmarks. The MOE set a goal of increasing the pass rate of elementary level GEPT (in the tertiary TVE system) from 14% in 2003 to 50% in 2007 (Chang & Tu, 2007). In order to reach this goal, numerous higher education institutions in Taiwan had regulated their own exit mechanisms to ensure students' English proficiency at graduation, and to enable students to compete in more globally competitive workplaces.

Since 2004 colleges and universities made strides in their efforts to embrace the MOE's suggested standards of English proficiency exams. To cope with the National Development Plan proposed by the Executive Yuan, the current EEPs in the TVE system encompass the following measures: required General English courses and electives, placement tests and ability grouping instruction, English proficiency test preparation courses, English remedial programs, English certificate programs, English as a medium of instruction (EMI) programs, and Exit English Examinations and complementary courses (Lin, 2009). Meanwhile, higher institutions in the TVE system will execute the grant projects on enhancing students' English



Language Proficiency and will be prepared for application of the following year's project from the MOE related to creating an English learning environment, recruiting international students to study in Taiwan, and forming a special implementing agency to direct English education and to integrate school internal resources. Among the various measures taken by Taiwan's higher education system to enhance students' English proficiency, the one that most influences undergraduate students is the exit examination.

Tests are often used as policy tools in the school system (Shohamy, 2001). A belief that tests can leverage educational change has often led to top-down educational reform strategies. Empirical evidence suggested that tests have washback effects on teaching and learning (Alderson & Wall, 1993). Their relation to the curriculum, teaching, student learning, and individual life opportunities were of vital importance. Tests, examinations, or assessments were a means to an end, not the end in itself (Lin, 2009). Some experts are concerned about issues such as teaching to the test or washback (backwash) effects. High-stakes language testing should at least provide (as much as possible) fair, reliable and valid test results with beneficial backwash effects on both teaching practices and learning performance (Gong, 2007).

#### *English Curriculum and English Language Education*

The English curriculum affects the way students learn English. A comprehensive understanding of the academic credits and types of English courses currently provided in Taiwan's UTs and ITs is indispensable. MOE regulations require at least 128 graduation credits for a four-year program, though the total required graduation credits varied among selected UTs and ITs in this study. In general, each university sets required credits according to its educational goals. The university-required credits vary from 20 to 42 credits. Although credit requirements differ, they share a similar framework that consisted of two parts: (a) the General subjects: referring to Chinese, English, and other constant courses for all students;

and (b) General education electives. The English courses in this research survey refer to the required General English courses in the English curriculum ranging from 4 to 12 credit hours during the four-year General English course study.

### Key Theories of Language Learning

Given the present condition of English curriculum in higher education, the key theories of language learning were depicted in the following sections. The researcher focused on Adult Learning Theories first because of the characteristics of this study's participants, and then on Learning Motivation Theories, followed by Expectancy-value Theories and Self-efficacy Theory.

#### *Adult Learning Theories*

Elevating English proficiency is broadly regarded as a key ingredient of success for undergraduates in Taiwanese higher education. Compared to children and teens, adult learners have special needs and requirements. Fixed classroom teaching methods do not always work, especially for adults (Dean, 2002). Effective instruction involves understanding how adults learn best.

The theory of adult learning, Andragogy, was pioneered by Malcolm Knowles and has become one of the better-known theories of adult learning in recent years. Knowles (1970, 1980) proposed basic assumptions of adult learning: Adults have a psychological need to be *autonomous* and *self-directed*. The cognitive psychologist Hunt (1971) claimed that human beings have an inner desire to control their own lives and make their own decisions, rather than yield to other people's commands. Therefore, students' motivation is the greatest when they are given some autonomy and allowed to make their own choices. Adults also accumulate an expansive reservoir of experience and knowledge that can and should be utilized in the learning situation. In addition, adults tend to be *goal-oriented*. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an

educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals.

Furthermore, adult learners are *relevancy-oriented*. Adults' readiness to learn is influenced by a need to solve real-life problems and often related to adult developmental tasks. Therefore, instructors must identify objectives for adult participants before the course begins. This also means that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests. Furthermore, adults are *practical* and also *performance-centered* in their orientation to learning. They tend to make immediate application of knowledge and experience. Knowles (1984) added a fifth assumption to his adult learning theory. He indicated that adult learning is primarily intrinsically motivated. Adults learn for the sake of learning, seeking knowledge for its own sake to satisfy an inquiring mind. As do all learners, adults need to be shown *respect* in their learning contexts. Effective instructors must acknowledge the wealth of experiences that adult learners bring to the classroom. Being treated respectfully and allowed to voice their opinions freely in class will intrinsically motivate their learning.

From Knowles' introduction of Andragogy to current criticisms of his andragogical assumptions, the most commonly-mentioned shortcoming of his theory is the lack of discussion of the role that contexts play in shaping the learners and the learning process (Caffarella & Merriam 2000). Moreover, Andragogy was found to over-generalize the characteristics of a particular group of learners as those of all adult learners. Knowles had drawn his assumptions from a specific portion of the population, that is, predominantly "White, middle class, employed, younger and better educated" (Merriam & Caffarella 1999, p. 71).

Hvitfeldt (1986) investigated the impact of cultural contexts on newly immigrated Hmong adults' learning experience and their behaviors. She found that the cultural contexts in

which learners were once socialized continue to shape their learning behaviors even after their contexts change. Pratt (1991) compared and contrasted the conceptions of “selfhood” under the influences of the cultural, historical, and socio-political contexts of the United States and Mainland China. The American “selfhood” is believed to be reflective of the prevailing individualism in which individual rights are more important than societal rights. Thus, individual autonomy should be protected, uniqueness accepted, and experience respected in the US milieu. In contrast, Chinese tend to emphasize conformity, obedience, social harmony, and the significance of valuing the collective good over personal good. Within a hierarchical context, to respect authority and to conform to hierarchy and order determined by age, seniority, and gender are norms. In an educational context, the role of the teacher is viewed as a noble position and deserves unquestioning respect from students. An obedient attitude toward instructors and academic knowledge is usually characterized by an absence of questioning and critiquing instructors in the classroom. Following that, when educators allow their students more freedom to do faculty evaluation, voice their opinions, or even critique the authorities, instructors often encounter some degree of reluctance and resistance, which contradicts Knowles’ proposal that adult learners should be allowed to voice their opinions freely in his adult learning theory.

Lee (1999) explored the cultural impact on the meaning-making process as perceived by Taiwanese Chinese immigrants in the United States. The study demonstrated the significance of socio-cultural contexts in shaping the informal learning process. That is, the major Chinese cultural values—respecting authority, maintaining harmony, valuing study and academic degrees, and putting men above women—shape the participants’ meaning-making process.

Yu’s (2009) paper reported a study of foreign language learning motivation and learning achievement from a cross-cultural perspective. She investigated Australian students learning Chinese in China as a foreign language (FL) and Chinese students learning English as a

foreign language (EFL) at the university level in China. The findings of her study pointed out that Chinese university students were more instrumentally motivated than their Australian counterparts, while Australian university students were more likely to be motivated by integrative purposes than their Chinese counterparts in FL learning. Yu concluded that FL learning motivation is closely associated with language policy, curriculum, and pedagogy. She recommended that contextual or socio-cultural factors be taken into consideration for language learners in non-English speaking countries.

Motivation is a complex phenomenon which is difficult to explain. Other research even showed that there was a third type of motivation related to foreign language learning (Ely, 1986; Ferman, 2004). Ferman's study indicated parents were involved in student test preparations by urging their children to study diligently or by hiring private tutors to coach them when dealing with high-stakes testing. When the target language was not relevant to learners' daily life and work, the reasons for language learning were merely to acquire credits, pass exams or please learners' parents, the same manner in which the learners treated their general subject matter, which was neither integrative nor instrumental motivation.

From the aforementioned studies, effective educators should not overlook the significance of social contexts shaping people's beliefs, ideas, and experiences. This suggestion corresponds to Weiner's (1994) study of social motivation, which is defined as an influence of the environment imposed on an individual's behavior. The social context plays a crucial role in shaping human's behavior, especially for second language (L2) learning (Dörnyei, 2000). After elaborating on the Adult Learning Theories, the next section is centered on Learning Motivation Theories.

### *Learning Motivation Theories*

Motivation begins with a longing, directs a person to action, and then ends with a desired purpose (Liao, 2006). The current job of teachers is to motivate students to learn materials

that they have not chosen and perhaps will prefer to avoid (Noddings, 1997). Historically, motivation has been studied mainly in the field of psychology with the following approaches:

#### *Attribution Theory*

Research on Achievement Motivation was first initiated by Murray (1938), who took a need-oriented approach to studying motivation for achievement. Later, Weiner (1974, 1986) established the cognitive-oriented approach to probe achievement motivation from the aspect of attribution. Attribution theory singles out that the relationship between a student's beliefs regarding cause of success or failure and the ways these beliefs are internalized will influence the student's academic achievement, expectation of success, and self concept. Weiner (1979) proposed his two-dimensional and more recent three-dimensional models of causal attributions (Williams, Burden, & Al-Banharna, 2001). As Figure 4 indicated, the original findings attribute a learner's success or failure in academic achievement to internal factors (such as ability and effort) and external factors (such as task difficulties and luck) (Griffin, Combs, Land & Combs, 1983; Williams, et al., 2002). Of the four causes, ability and task difficulties do not usually change over time and they are more stable than effort and luck.

Figure 4. The Two-dimensional Attributional Model.

	Locus of Causality		
		Internal	External
Stability	Stable	Ability	Task Difficulty
	Unstable	Effort	Luck

(Modified from Williams et al., 2001, p. 173)

Accordingly, more researchers such as Brown (2004) and Graham (2004) further explored what factors that language learners ascribed to their success or failure. The original model was unable to completely explicate the attributional factors of success or failure. Weiner's two-dimensional model was later updated to a three-dimensional attributional model by adding one more factor, "controllability," to its original one. As demonstrated in Figure 5, four more attributional factors are included to interpret language learners' motivation, i.e., immediate effort, mood, teacher bias and unusual help from others.

Figure 5. The Three-dimensional Attributional Model.

Locus of Causality				
	Internal		External	
	Stable	Unstable	Stable	Unstable
Controllable	Typical effort	Immediate effort	Teacher bias	Unusual help from others
Uncontrollable	Ability	Mood	Task difficulty	Luck

(Adopted from Williams et al., 2001, p. 173)

Zuckman (1979) found that 71% of the research he reviewed manifested that internal factors (ability and effort) influenced success more than they influenced failure and he noticed more stable attributions following success than failure (Arkin & Maruyama, 1979; Frieze, 1976; Miller, 1976). However Elig and Freize (1979) questioned this practice and found other additional causes such as significant others, interest, and mood.

In Asian contexts, under the influence of Confucianism, people not only recognize the importance of personal autonomy but also highly value the obligation or duties inherent in their social roles (Hwang, 1998, 2001). Salili, Chiu, and Lai (2001) also conducted research to compare Chinese students in Canada and Hong Kong with White counterparts in Canada and the results revealed that Asian students tend to stress the importance of social expectations in their academic achievement. D'Ailly's (2003) study sampling 806 elementary school students in Taiwan manifests a negative correlation between autonomy and academic achievement, contradicting the research results in Western contexts. Social values and parental expectations were recognized to be strongly positively correlated with effort. These results reveal that Taiwanese students' achievement in academic domains may be affected more by social expectation than by autonomous interest.



In the Taiwanese context, some scholars' research (Chen, Wang, Wei, Fwu & Hwang, 2009) indicated that previous studies of achievement motivations had focused on the patterns of self-attribution with little consideration of the effects of achievement goals. In their research, they investigated Taiwanese students' self-attribution for achievement goals on the basis of autonomous interest (i.e., personal goals) and on social expectation (vertical goals). The research results showed that (a) in pursuit of personal goals, participants tended to attribute success to internal factors and failure to external factors and (b) in pursuit of vertical goals, participants tended to attribute their failure to lack of effort (p. 179).

### *Behaviorist Approach*

Behavioral psychologists such as Skinner and Watson emphasized the importance of rewards and punishments in motivating students, arguing that students pursued goals to receive externally administered rewards (such as praise, good grades, certificates and good careers). This prevailing theory of external motivation, which was sometimes called *the carrot and stick* theory, claimed that students are best motivated by *extrinsic* sources of motivation, similar to a horse pursuing a carrot (Littlewood, 2002; Noddings, 2006). Teachers typically use both rewards and punishments to entice or force students to learn things in which they are not interested (Noddings, 2006). Teachers can use both extrinsic and intrinsic motivation to maximize learning effects. However, stubbornly maintaining a pure approach to motivating students seems impossible. When the purpose of maximizing motivation is done, caring teachers can employ a balancing/negotiating strategy to help get students back on track. Sometimes intrinsic and extrinsic motivations alternately employed to sustain motivation is indispensable. Exclusive use of one method and adherence to a single theory or perspective can verge on "idolatry" and may not serve the best interest of students (Noddings, 2006, p. 108). Both intrinsic and extrinsic motivation theories were important and not mutually exclusive. They could complement each other in instructional practice. Noddings claimed

intrinsic and extrinsic motivations should be used in combination to attain and maximize the desired results.

### *Gardner's Learning Motivation Theory*

Gardner & Lambert conducted research on the reasons why Canadians learned English and French as their L2. Their study revealed that people learn L2 for different purposes. Some wanted to connect to other communities, to realize culture, and to communicate and interact with community people for personal growth and cultural enrichment, whereas some people learned the L2 for the purpose of gaining better jobs, promotions or higher income. Gardner and Lambert (1972) coined two terms to explain motivation in foreign language learning, *integrative motivation* for the former purpose and *instrumental motivation* for the latter purpose. Chen (2008) addressed that individuals with instrumental motivation easily give up learning L2 once they attain their pragmatic goals such as the pursuit of better employment or higher salaries. Both Yu (2009) and Chen (2008) suggested that integrative motivation be promoted to help Chinese learners of English reach a higher goal of communicative competence. Additionally, Gardner's motivation theory included two more significant components, "motivational intensity" and "the desire to learn the language". The effort that a learner takes in learning a L2 is "motivational intensity." The will or want in learning a L2 represents an individual's "desire to learn the language." The more an individual desires to learn the language, the more effort he/she will put into the learning process. Thus, Gardner (1985) defined motivation as "the combination of effort plus desire to achieve the goal of learning the language along with favorable attitudes toward learning that language" (p. 10). Gardner emphasized that these two positively correlated components comprise an individual's motivation in L2 learning.

### *Maslow's Needs Theory*

Maslow (1970) elucidated that human beings are motivated by unsatisfied needs, which progressed in a hierarchical order from the satisfaction of: (a) physical needs (e.g., air, water, food, and sleep), (b) safety needs (e.g., security, financial reserves, protection and freedom from fear), (c) communal needs (e.g., love, belonging, and affection), (d) esteem needs (e.g., recognition, attention, social status, accomplishment, self-respect and self-confidence), and finally (e) self-actualization needs, a state of reaching the person's full potential (e.g., truth, justice, and wisdom). Contrary to the behaviorist approach, Maslow's Needs Theory underscored *intrinsic* human needs for higher attainment as an integral aspect of human motivation, and thus contributed to uncovering the dynamics of human motivation.

### *Self-Determination Theory*

In educational psychology, motivations are divided into two types, intrinsic and extrinsic. They are extensively investigated in the field of L2 learning motivation (Ellis, in press; Noels, 2003; Noels, Pelletier, Clément, & Vallerand, 2003; Shaikholeslami & Khayyer, 2006). Ellis (in press) purported that intrinsic motivation is generally believed to relate to long-term success and the extrinsic to short-term success. Intrinsic motivation refers to performing a behavior for individual interest or enjoyment of the targeted task. With extrinsic motivation, one demonstrates a behavior for desired rewards or punishment avoidance. From educational perspectives, learners may be intrinsically motivated to learn a second language if their behaviors are triggered by maintaining desired inherent consequences in tasks, such as pleasure. On the other hand, individuals may be extrinsically motivated to learn a second language that helps them become employed or be granted higher salaries in the future. Deci (1970, 1971, and 1972) and his colleagues found that most extrinsic motivators damage intrinsic motivation. In education contexts, if students see a certain behavior as a way to obtain a particular reward or avoid a punishment, then they will engage in those activities

when “they want the rewards and believe the rewards will be forthcoming from the behavior” (Deci & Porac, 1978, p. 149). If they do not want that reward or the possibility of reward is removed, they lose their interest and motivation because the external reward is viewed as a controlling behavior. Compared with extrinsic motivation, intrinsic motivation such as verbal reinforcement and positive feedback can stimulate interest, or at least keep motivation from “evaporating” (Bain, 2004, p. 33). Deci (1971) and deCharms (1968) theorized that people not only lose much of their motivation but also decrease their performance if they think they are being manipulated by the external reward. Bain (2004) singled out that the key to being an extrinsic or intrinsic motivator seems to lie in how the person views the reward.

### *Self-efficacy Theory*

In this section, the depiction of self-efficacy beliefs was introduced, related to expectancy of success under the expectancy-value frameworks. The origin and definition of self-efficacy beliefs were first presented, followed by exploring the relation between self-efficacy beliefs and academic achievement and between self-efficacy beliefs and examinations.

#### *Origin and definition*

Bandura (1977) first presented the concept of self-efficacy beliefs and defined it as “beliefs in one’s capabilities to organize and execute the course of action required to manage prospective situations” (p. 2). Self-efficacy refers to an individual’s expectancy of his or her capability to organize and execute the behaviors needed to successfully complete a task (Bandura, 1997; Schunk, 1991).

#### *Self-efficacy beliefs and efforts*

Eccles & Wigfield (2002) denoted that the level of self-efficacy beliefs determine how much effort an individual expends for a task completion. People with low self-efficacy beliefs are characterized by self-diagnostic orientation, tending to see difficult tasks as personal

deficiencies, obstacles, and threats that impede their performance (Chen, 2008). They give up their tasks easily when encountering setbacks. In contrast, individuals with high self-efficacy are more task-diagnostic oriented. Difficult tasks are equal to challenges. They cope with frustration and hindrance with more confidence. Therefore, high-efficient effort can be maintained or even heightened during the process of work.

#### *Self-efficacy beliefs and academic achievement*

Literature on the theory of learning motivation confirmed that self efficacy is one effective factor in learning motivation. A meta-analytic review of 39 educational studies indicated that self-efficacy is strongly related to student persistence and performance across a variety of subject areas, experimental designs, and grade levels (Multon, Brown, & Lent, 1991). Various researches manifested that self-efficacy beliefs explicitly predict students' achievement and are positively related to academic performance (Bong, 2001; D'amico & Cardaci, 2003; Elias & Loomis, 2002; Lent, Brown & Larkin, 1984; Multon, Brown, & Lent, 1991; Pajares, 1996; Zajacova, Lynch, & Espenshade, 2005). When designing learning experiences, effective instructors had to take this factor into consideration and make every effort to heighten students' sense of self-efficacy.

#### *Self-efficacy beliefs and examinations*

In English-speaking contexts, opportunities to communicate with English native speakers were ample. In EFL (English as a Foreign Language) countries such as Taiwan, English learning environment to most students means their English classroom. The chance to practice English is rather limited once they step out of their EFL classrooms. Students under such circumstances may look forward to success in English learning by performing well on examinations (Chen, 2008). Their value judgment of success or failure is thus shaped by examination results.

The aforementioned sections were subsumed under the concepts of shared features of

learners. The focus in the following section was centered on individual learner factors.

### Individual Learner Factors

From the broad perspective of English Language Education, theories about second and foreign language learning research were divided into two categories by emphasizing shared features and individual learner factors which significantly influenced students' daily language learning process and were studied primarily in the context of classroom learning (Brown, 2001; Ellis, 2000; Matsumoto, 2007, Littlewood, 2002). Related variables included were: (a) belief and attitude, (b) personality characteristics, (c) value, and (d) gender differences.

#### *Beliefs and Attitudes*

Beliefs are interchangeably used as attitudes, judgments, values, opinions, perceptions, ideology, and internal mental processes (Eisenhart, Shrum, Harding, & Cuthbert, 1988; Pajares, 1992), and they are the best indicators of the decisions individuals make throughout their lives (Pajares, 1992). Teachers' beliefs appeared to underlie their judgments about students (Fang, 1996). Researchers identified teachers' beliefs as a way to explain their instructional practice. Several researchers (Bain 2004; Rotenberg 2005) explored the complexities of teaching and learning effectively in the classroom. An understanding of central roles in the classroom—teachers' and students' personal beliefs and their espoused theories of teaching and learning—is pivotal because teachers' beliefs are closely related to their values, views of learners, attitudes toward teaching and learning, and conceptions of teachers' roles and students' roles in teaching practices (Liao, 2007; Moon, 2000; Pajares, 1992; Richards, 1998; Richards & Lockhart, 1996; Smith, 1996; Trappes-Lomax & McGrath, 1999). The success of teacher teaching and student learning in the classroom depend a great deal on teachers' roles (Osman, 1992). Therefore, information and knowledge about teachers' belief systems are critical for improving teaching effectiveness (Nespor, 1987; Brophy & Good, 1974). Because the EEE in Taiwan's higher education is in its infancy, limited research

has been conducted on the EEE and on teachers' and students' beliefs and attitudes about the EEE.

### *Personality/Characteristics*

George and Jones (2008) defined personality as the pattern of enduring ways that a person felt, thought, and behaved. Personality is an important factor accounting for why a person acts the way (s)he does in an organization. Personality is inclined to influence choices, satisfaction level, stress, and some aspects of performance. Some personality characteristics are conducive to teaching and learning. Teachers' expectations of their students made a difference in the instructional practice at school.

The idea of communicating high expectations on student achievements began with Rosenthal and Jacobson's (1968) study, in which they concluded that teachers form expectations about future performance of students' academic success and then interacted with students according to these expectations. This effect was called the *self-fulfilling prophecy effect* or the *Pygmalion Effect*. Jussim, Eccles, and Madon (1996) found that self-fulfilling prophecy effects were stronger for students with a lower socioeconomic status than for students with a higher socioeconomic status. Madon, Jussim, and Eccles (1997) reported stronger self-fulfilling prophecy effects for low-achieving students than for high-achieving students. Although having high expectations for all students is a noble goal, Marzano (2010) singled out two problems that arose while having expectation bias effects. First, expectations are subtle and difficult to change. Second, while communicating expectations to students, teacher behaviors influence student achievements more than teacher attitudes do. Additionally, Brophy (1983) found that teacher expectations do not always automatically function as self-fulfilling prophecies. He suggested that student characteristics such as socioeconomic status, ethnicity, age, and motivation all influence the susceptibility to biased teacher expectations (Brophy, 1983; Good, 1987; Weinstein, 2002). Therefore, for some groups of

students the expectation bias effects might be more profound than for others.

Research literature about possible factors that moderate the effects of teacher expectation bias on achievement is rare. The research literature also indicated that positive expectation bias increased later achievement more than negative bias decreased achievement. However, when the authors took into account the moderation of prior achievement, this difference was no longer significant. Despite all of these studies, no general consensus was reached. Even though this was the case, Yatvin (2009) indicated that what teachers could give to their students that really mattered today was unmistakable signals of their faith in them: smiles, nods of approval, more opportunities to ask and answer questions, and a kindly tone of voice. Teachers' expectations of student success, and their unconscious communication of those expectations, made all the difference.

#### *Value*

Self-worth theory put forth by Covington (1992) was relevant to maintaining one's self-esteem. An individual tends to protect his or her personal value and worth, especially when facing competition, challenge, failure or negative feedbacks. Under expectancy-value frameworks, one facet is value, also labeled as "valence", "incentive value", "attainment value", "task value", or "achievement task value" (Chen, 2008). Eccles and Wigfield (1995) proposed four components comprise task value: (a) attainment value, (b) intrinsic value, (c) extrinsic value, and (d) cost. Factors such as effort, time, anxiety, and fear of failure are all costs that individuals (e.g., language learners in this present study) have to pay during the process of completing a task (e.g., passing the EEE). Individuals are motivated to complete tasks because of inner interest and enjoyment (intrinsic value) or external rewards and tangible goals (extrinsic value). George and Jones (2008) proclaimed that intrinsically motivated behavior is performed for its own sake and the source of motivation derives from performing the behavior itself. Extrinsically motivated behavior is performed for its



consequences such as to acquire material or social rewards or to avoid punishment. In short, the above-mentioned four components intertwine to determine the level of strength and intensity of their momentum when executing a task.

### *Gender Differences*

The pioneering work of Maccoby and Jacklin (1974), after reviewing over 1,600 students, concluded that females tended to have higher levels of task attainment in verbal abilities, whereas males tended to perform better on tasks measuring quantitative ability. Hyde and Linn (1986) and Hyde, Fennema, and Lamon (1990) concluded that gender differences exist in their studies, but were small and varied based on sample characteristics. Small and variable gender differences were also claimed in mathematics and language tests by Willington and Cole (1997). Ryan and DeMark (2002) conducted a meta-analytic study to analyze the effect sizes of the previous research. The assessment formats included constructed response format, including short answer, essay, and other types of performance assessments, and selected response format, encompassing multiple-choice, matching, and true-false items. The results of their analyses signified little or no influence due to assessment formats. Females outperformed males on assessments of language-related measures using constructed responses. Even though these performance differences were small they were potentially important because they revealed that males seemed to be disadvantaged in the significant area of language—the essential life skill of writing ability. The differences are likely to reflect influences relevant to instruction and socialization (Ryan and DeMark, 2002, p. 83). As Ryan and DeMark indicated, the gender difference is clear and well-established in academic study.

### Implementation of the EEE

Taiwan's Ministry of Education (MOE) recommended in 2003 that institutions of higher education set benchmarks on the EEE to evaluate students' English Language Proficiency (ELP). This led to extended use of English standardized tests as barometers to evaluate

students' achievements and influence students' graduation rate in higher education. In order to enhance student learning outcomes, institutions in the HTVE system were becoming increasingly engaged in assessing their students' English proficiency through standardized tests such as the GEPT and the Test of English for International Communication (TOEIC), the two most commonly used English proficiency tests at UTs and ITs. Most significantly, the MOE pledges to promote overall ELP through the evaluation of external accountability in higher education.

### *History of the Implementation of the EEE*

The legitimate origin of applying the EEE was traced back to the *Challenge 2008: National Development Plan* and the consecutive national development plan, the *Intelligent-Taiwan 12 Projects*.

#### *Challenge 2008: National Development Plan (2002-2007)*

In 2002, the government of Taiwan formulated the Challenge 2008 (2002-2007), a comprehensive six-year national development plan, as the latest effort to meet the challenges of globalization and internationalization (Ministry of Education, Taiwan, 2002). As a World Trade Organization member, Taiwan has been under pressure to undertake a complete transformation in order to enhance economic conditions and achieve a competitive advantage in the global market which had been transformed by large-scale multi-national enterprises from developed nations. In response to these developments, the Executive Yuan proposed *the Challenge 2008 National Development Plan* in May of 2002. This plan drew on and integrated many resources—including human resources, technology, capital, institutions, and the cluster effect—built up during Taiwan's long-term economic development. This project emphasized internationalization of education and the ability to master foreign languages, especially English. Because English is the language that links the world, the Taiwanese government planned to designate English as a quasi-official language and actively expanded

the use of English as a part of daily life in hopes of establishing an environment for internationalizing learning. According to *Challenge 2008*, the blueprint of its E-Generation Manpower Cultivation Plan was to develop an internationalized living environment and to enhance people's English proficiency.

*Intelligent-Taiwan 12 Projects (2009-2016)*

The Intelligent Taiwan-Manpower Cultivation Project forming a part of the "I-Taiwan 12 Projects" (Retrieved on July, 20, 2010 from <http://english.moe.gov.tw/ct.asp?xItem=10164&ctNode=784&mp=2>) proposed by the Council for Economic Planning and Development of Executive Yuan was scheduled to be implemented from 2009 to 2016 after Taiwan's new government, the Ma's Administration, took office in 2008. The overall goal of the Intelligent Taiwan-Manpower Cultivation Project was to leverage the close links between manpower cultivation, human capital and competitiveness by ensuring that educational resources were allocated as efficiently as possible in order to strengthen national competitiveness and cultivate outstanding, self-actualizing modern citizens who would also be "citizens of the world."

The three main goals included: "strengthening language, reading and IT education, encouraging lifelong learning, and bridging the rural-urban gap and the digital divide," "promoting tuition assistance measures for senior vocational high schools, and improving the faculty, facilities and curriculum of vocational schools and institutes of technology, so as to cultivate a variety of human resources needed by industry, and enhance national competitiveness," and "implementing the 'Development Plan for World-class Universities' and 'Teaching Excellence Project,' to cultivate high-level human resources and bring the standard of research in Taiwan's universities up to world-class levels." Among the 13 individual plans that were implemented under the "Intelligent Taiwan-Manpower Cultivation" Project, the English-relevant project "the Plan for Enhancing National English Proficiency" was to

strengthen the cultivation of specialists with strong English language capabilities, create opportunities for scenario-based English language learning, leverage English language capabilities to enhance market competitiveness, make effective use of English to enhance the quality of international service provision, and strengthen and support the mechanisms needed to support the process of internationalization.

The Plan would be implemented in collaboration with the Executive Yuan's plans to create an international living environment. In summary, the consecutive English related project for the incumbent Ma Administration basically continued with those of the previous government, aligning with the National Economy Development Plans of the Executive Yuan. For the EEE implementation in higher education, no words explicitly described what specifically would be done in the future.

#### *Needs and Consideration on Implementing the EEE*

From the perspective of policy-setting, Cheung (2004) suggested considering whether or not a graduation benchmark is a real requirement in students' workplaces after graduating from higher institutions. Another consideration is whether or not the necessary assistance in preparing for the EEE can be obtained from a four-year English curriculum. Students' needs have to be evaluated before implementing education policies (Chu, 2009, Su, 2005; Tsai & Tsao, 2009). Ideally, school administrators have to efficiently plan with instructors, communicate with students in advance, and add more resources to increase the effectiveness of English teaching and learning. However, Chu (2009) lamented that under the era of assessment, the administrative force is relying entirely on one test to bring about changes in English education, but " exactly how [an EEE] reflects college students' language needs has never been a major issue, not to mention its substitute measures (p. 13)."

### *Eight-Year Assessment Results*

One of the concerns over the implementation of the EEE in the HTVE system was that undergraduate students have not attained the target 50% pass rate since 2003. According to an MOE survey in 2007, 17 (out of 43) Universities of Technology, 9 (out of 44) Institutes of Technology, and 1 (out of 15) Junior Colleges instituted an EEE as a gate-keeping device for graduating students in Taiwan and a total of 67 out of 102 (66%) schools in 2008 had the requirement of implementing the EEE. In a three-year research project conducted by the Language Training and Testing Center (LTTC) and Taiwan's MOE on students' English proficiency in the HTVE system, the pass rate of tests equivalent to the A2 level in the Common European Framework Reference (CEFR) were 12%, 14%, and 18% respectively from 2002 to 2004 (Ministry of Education, 2004).

According to the official statistical reports of the MOE (Ministry of Education, 2008; 2007; 2006 and 2005), the annual average pass rate at UTs and ITs for the GEPT basic level or the equivalent proficiency tests according to the CEFR Framework were 24%, 24%, 42% and 40% from 2005 to 2008 respectively. Even after promoting English proficiency enhancement projects in the HTVE system for several years, by 2008 the English performance of undergraduate students in the technological and vocational education system did not meet the initial expectations of the MOE, namely, a 50% pass rate in English testing. Meanwhile, GEPT results from 2002 to 2007 revealed that test takers whose highest education was in the HTVE system scored lower in listening, reading and writing than other groups of test takers did. The group of test takers in higher education barely scored higher in speaking than junior high school test takers. The annual pass rate of the GEPT-elementary level in the first stage among HTV test takers decreased from 39% to 20% from 2002 to 2007. Pass rates in the second stage of the GEPE-elementary level seemed to fluctuate as well, ranging from 27% to 15% (LTTC, 2007). In addition, test results for the TOEIC in Taiwan

(Educational Testing Service Representative in Taiwan, 2007; 2008) showed that HTV test takers only scored higher than junior college test takers in 2007 and higher than vocational high school test takers in 2008 (January to June).

What amazed the general public was that after scrutinizing 35 privately-owned higher institutions in the HTVE system in 2007, the MOE announced that the annual average pass rate on the EEE for the students in the HTVE system was only 0.74%, not even one percentage, which was significantly below expectations of school administrators and the general public (Lin & Hu, 2009). For students in some UTs and ITs, the pass rate is even lower than 3% with the benchmark set at the first stage of the GEPT Elementary Level (Chu, 2009). The annual pass rate on the EEE was in fact very low (Su, 2005). Chu (2009) manifested a striking discrepancy between the MOE's expectation and students' actual English performance over the years, with the latter much poorer than the former.

In summary, the annual pass rate on the EEE continues to fluctuate in the HTVE system after years of implementation. This phenomenon indicates that the issue needed to be investigated deeper.

### *Phenomena and Issues*

English as a Foreign Language (EFL) testing plays a predominant role in the current movement of promoting English performance in higher education. Ultimately this movement is reduced to a single policy: high-stakes testing. The specific measure taken in higher education in Taiwan is to apply an EEE to ensure undergraduate students' quality before they entered the workforce. The policy espoused by Taiwan's MOE used scores from a single set of high-stakes standardized tests to determine whether or not an undergraduate is awarded an academic degree (Madaus, 1988). However, testing is never a neutral process and always has consequences (Stobart, 2003, p. 140). The complex relationships among testing, teaching, and learning were identified by different scholars from diverse aspects of testing.

Cheng (2000) stated that for the past three decades the single most important theoretical development in language testing was the realization that a language test score represents a complexity of multiple influences and that the interpretation of test scores is particularly difficult because these factors undoubtedly interacted with each other. The ever-increasing use of testing impacted not only individual learning and future careers, but also teaching paradigms and educational systems (Alderson & Walls, 1993; Cheng, 2000; Spolsky, 1997; Wall, 1998). The phenomena and issues generated by the application of the EEE were as follows: (a) the 50% passing rate set by the MOE for the EEE had not been met since 2003. In an era of standards and accountability, the EEE challenged English teachers to show that their students could gain advanced scores. The greatest pressure for English faculties at the tertiary level might be to produce at least an adequate student EEE pass rate (50%) as mandated by Taiwan's MOE. Their students could fail the EEE if inadequately prepared. Generally, school authorities did not wish to intentionally withhold diplomas from undergraduate students due to failure of exit examinations. From their perspectives, the EEE were only minimum competency tests that should have been easily passed after four years of undergraduate study. Policymakers did not intend to use the EEE to limit career opportunities for undergraduate students. However, the fact still exists that the MOE's target 50% passing rate remains unmet since 2003. Eight years after implementation of the EEE policy, this low pass rate was one of the major issues of concern among educators in higher education.

(b) The passage of the EEE was used as a criterion to grant or deny an academic degree in higher institutions. On the eve of graduation in 2007, Pingtung University of Science and Technology in Taiwan found that over 700 students (60% of the 1200 seniors) that year were unable to graduate in a timely manner (Yang & Chen, 2007). Students protested the denial of college degrees based only on failure to pass the EEE. Fooying University of Science and Technology in Taiwan faced similar protests in 2008 when a

considerable number of students failed the EEE. Students who failed the EEE automatically failed their English classes associated with the EEE. The difficult question was whether or not the practice of granting or denying a senior's academic degree based simply on EEE performance was fair and legal.

(c) The Taiwan MOE uses EEE pass rates to allocate financial subsidies and foreign language reinforcement projects to private higher institutions. In addition to elevating students' English ability, another purpose of the EEE is to judge how efficiently a higher institution is managed and administered in order to justify how the MOE allotted subsidies and grants.

(d) The EEE pass rate is used as an indicator of English faculties' teaching performance, which affected annual year-end bonus awards in some private higher institutions. The use of student performance on EEE as an indicator of teacher performance was perceived by some teachers as disrespectful.

Lin (2009) argued that the formation and impact of test-oriented teaching might have resulted from setting test pass rates as the criterion for evaluation in higher education. Gate-keeping devices for quality assurance were necessary. However, if evaluation of the policy relied on a single specific standard, namely, the passing rate of an exit examination, curriculum planning and teaching at the internal school level would be hampered. Lin noted that exit examinations and proficiency tests should have become the goals themselves rather than a means to elevate English proficiency. Students learned English in order to pass ELP tests, generating unexpected problems as evidenced by the College English Test (CET) situation in China (Cheng, 2008; Lin, 2007).

Chinese CET, the largest English As a Foreign Language Test (EFL) in the world, caused similar problems as those in Taiwan because China's Ministry of Education binds CET results with high-stakes for the students, such as whether college students can graduate with academic degrees, find good jobs, or be eligible for residence permits in some major cities



(Jan, 2008). Worst of all, even some CET certificate holders have unsatisfactory English performance (Gu & Liu, 2005). High-stakes could have detrimental effects on individuals “as they can create winners and losers, successes and failures, rejections and acceptances” (Shohamy, 2001, p. 113). Taiwan should learn from China’s experiences of implementing high-stakes testing.

The first and foremost task to clarify the phenomena and problems is to understand the attitudes of internal primary stakeholders, teachers and students, regarding implementation of the EEE. The attitudes of these major stakeholders provided insight into how the EEE could be smoothly implemented in higher education. Notwithstanding the complex phenomena and issues generated by the application of the EEE, this study focused on attitudes regarding the implementation and influences of the EEE on teachers and their student groups in the classroom. Given this concern, the next section discussed the attitudes of teachers and students toward high-stakes assessment.

#### Perceptions and Attitudes toward High-stakes Testing

In higher education, students’ perceptions of assessment are pivotal because assessment has a critical impact on quality of learning (Entwistle & Entwistle, 1991; Ramsden, 1997). According to Kellaghan and Greaney (2001), the effects of assessment influenced not only the achievements of students but also effected changes in curricula, teaching and learning. Empirical research conducted by Brown and Hirshfeld (2008) demonstrated that meaningful relationships exists between students’ conceptions of assessment and their academic achievement. Pajares (1992) argued that teachers’ perceptions are a product of their educational experience as students, suggesting strongly that similar conceptions are found in both teachers and students. Research on teachers’ attitudes regarding the purpose and the nature of assessments identified four major purposes: (a) assessment improves teaching and learning, (b) assessment makes students accountable for learning, (c) assessment makes

schools and teachers accountable, and (d) assessment is irrelevant to education (Brown, 2002; Brown & Hirshfeld, 2008; Torrance & Pryor 1998; Warren & Nisbet, 1999). The literature on students' attitudes suggested students view assessments as (a) a means for improving performance, (b) a means for accountability, (c) being irrelevant, and (d) being enjoyable (Struyven, Dochy & Janssens, 2005). From the aforementioned literature, three of the assessment attitudes of students matched those of the teachers, that is, (a) assessment improves performance (teaching and learning), (b) assessment makes them (teachers and students) accountable for their performance (teaching and learning), and (c) assessment is irrelevant.

Some researchers argued that examinations were viewed as external pressure and undermined students' learning interest (Chen, 2008; Tsai & Tsao, 2009). Contrarily, some proposed that examinations serve as an effective reinforcement to students' learning (Linn, 1993; Thomas, 2005). Students study harder for the examinations and consequently experience the pleasure of learning (Grolnick & Ryan, 1987; Remedios, Ritchie, & Lieberman, 2005). Grolnick and Ryan's study demonstrated that students in test groups displayed high enthusiasm and interest in performing well on the examination despite feeling pressure from it. Remedios, et al.'s (2005) study revealed that intrinsic motivation of students in the test group was diminished whether or not students passed the exam. However, the control group did not demonstrate such a tendency. The results of Remedios et al.'s were contradictory to those of Grolnick and Ryan's study. As Chen (2008) denoted, the possible reason for this inconsistent result lies in the varying nature of examinations (p. 28). Students will be motivated to prepare for the examination if they perceive it as pivotal (Wolf & Smith, 1995).

The above study accounted for the significance of the test-taker perception of the examination in determining the level of the effort he or she is willing to take. Effort is closely related to self-efficacy beliefs. How much effort will be put in the examination is based on the

test-taker's perception, not merely judged by the stakes to which the examination may be attached. In this study, the EEE in the higher institutions of Taiwan is viewed as high-stakes by educational policy makers and school administrators because its result determines granting or denying of the academic degree. How many stakes the EEE possesses and how crucial teachers and their students perceive the EEE still remained uncertain. These concerns need to be addressed in order to embrace the EEE policy. In Taiwan's context, the attitudes of teachers and students toward the adoption and implementation of the EEE were investigated as follows:

### *Teacher Attitudes*

Cheng (2000) concluded that the ultimate reason for the persistent and widespread negative influences of testing on teaching and learning is the existence of high-stakes testing. For example, a real challenge was imposed by the CET designers in China. Chinese educators began teaching to the test with students in order to "cross the hurdle" of passing the CET (Li & Zeng, 2002). Coaching materials were sometimes used by teachers to replace normal classroom teaching, leading to a narrower teaching and learning content. College teaching hours were not required in some universities after their students passed the test. Students were often satisfied with narrow passing scores and stopped learning English after they received certificates (Yan, 2008).

Whether teachers are concerned about their own self-esteem or their students' well-being, teachers clearly want their students to perform well on high-stakes tests. Accordingly, teachers tend to focus a significant portion of their instructional activities on the knowledge and skills assessed by such tests. From the perspective of large-scale surveys and polls, both Public Agenda of 2003, a nonpartisan opinion research and civic engagement organization, and Phi Delta Kappan's 2005 annual poll in the USA reported complicated and sometimes contradictory views of how high-stakes tests affected teachers' instruction. Almost an equal

number of teachers said high-stakes testing did not affect their teaching and those who indicated that such testing influenced their classroom teaching.

Cimbricz (2002) found that testing influenced teachers' beliefs and practices, but how and how much was unclear. Teachers' perceptions of how much testing influenced their beliefs and practice were influenced by (a) teachers' knowledge of their subject matter; (b) their views of teaching and learning; and (c) the context in which teachers worked. Cimbricz concluded that more research was needed to elucidate the influence of testing. From educational administrators' perspectives, the framework of supervision integrated by Sergiovanni and Starratt (2007) served as a guideline to survey teachers' beliefs about testing effects and therefore provided insight into how teachers conducted their instruction. Three components to helping students become more successful in academic learning were (a) instructional capacity, (b) instructional quality, and (c) student engagement. By conducting surveys in these three areas suggested by Sergiovanni and Starratt, this study elucidated how implementation of the EEE influenced teachers' classroom performance.

#### *Student Attitudes*

In terms of students' attitudes toward assessment, one empirical study conducted in Arkansas reported that anxiety, school climate, pressure from teachers and parents, and school rewards for good scores were not significantly related to performance on standardized tests (Mulvenon, Connors & Lenares, 2001). Cheung (2004) indicated that when facing an EEE, students typically were motivated by either positive reinforcement or negative reinforcement to achieve their goals. Most low-achieving students made every effort to pass the high-stakes examinations without any long-term plans to advance their English proficiency level. Given this attitude, practices focusing on "teaching to the test" in preparing students for the EEE by familiarizing them with test formats and increasing their test-taking effectiveness were not surprising. This was the typical teaching approach employed in the majority of private cram

schools in Taiwan, deeply rooted in the Chinese tradition and culture of testing. Additionally, according to the score report of students in the TVE system by the Language Training and Testing Center (LTTC) in 2004, more than 77% of students did not feel their schools' instruction improved their English language proficiency.

Mitchell (2006) reported that educational experts frequently did not support high-stakes testing as a policy for improving student achievement. In contrast, in the USA the general public and national legislators did support high-stakes tests as an educational policy. Amrein and Berliner's study (2002) indicated that high-stakes testing was a failed policy initiative in many reported studies and in the general public's mindset. However, some researchers found the opposite results, demonstrating that accountability measures linked to test scores improved student performance (Mitchell, 2006). Cheng (2000) claimed that high-stakes test results markedly influenced the nature of instructional programs and of test takers. Linn (2000) wrote "Assessment systems that are useful monitors [of student performance] lose much of their dependability and credibility....when high-stakes are attached to them" (p. 14). Whether these test experts supported or opposed large high-stakes testing, the testing system was still in its infancy and needed a great deal of refinement as it developed. In Taiwan's context, the EEE policy in higher education was in its infancy and similarly required refinement.

#### *Discrepancies between Attitudes of Students and Teachers on Assessment*

Pajares and Graham (1998) surveyed 216 Grade 8 students in language arts classes and found that students wanted honest, comprehensive, and constructive feedback on how to improve, while their teachers emphasized praise and positive feedback as important responses. In fact, college students had requested more improvement-oriented feedback on their assessed performance than they were actually receiving (Duffield & Spencer 2002). In other words, students wanted assessments to be provided in time for them to improve their performance, and they were frustrated by teachers' practices and concerns. In this respect, students were

less inclined than teachers to agree that assessments improved achievement. Furthermore, assessments were considered irrelevant to students if they regarded the assessments as being subjective, unfair, or lacking professionalism in scoring or examinations (Duffield & Spencer 2002; Hawe 2002; Sambell, McDowell & Brown, 1997).

#### Influences of the EEE as High-Stakes Tests on Teaching and Learning

High-stakes testing is commonly used to assess knowledge and skills, and to predict future performance in a systematic and controlled fashion. The notion of “high-stakes” implies that these tests had significant consequences for individuals such as a requirement for graduation, selection, promotion or licensing, and for institutions as a requirement for receiving funding, gaining accreditation, establishing a reputation or predicting job performance. Also known as standardized testing, this type of assessment is carefully designed and developed to account for issues of validity, reliability, diversity and bias, and was administered under prescribed conditions that are usually guided by policies meant to ensure fairness.

In educational settings, high-stakes testing is used to measure students’ cognitive abilities and to ensure that they met minimal performance requirements set by government-developed curricula and standards. If used effectively, high-stakes testing had the potential to influence teaching by providing educators with meaningful data that were used to address areas of difficulty, which ultimately improved education. For instance, if test results indicate that a cohort of students is particularly weak in certain skills which they should master, teachers can alter their content and instructional strategies to provide students with increased support in this area. In this case, testing is beneficial.

On another level, testing helps determine whether students pass or fail, are promoted to the next grade or retained, or have special needs. Some jurisdictions compare year-to-year performance between cohorts, teachers, schools and districts on standardized test results to

determine accountability on educational, financial and political levels. Although rigor and validity are characteristics of these tests, caution has to be exercised when making such comparisons as environmental factors differ among the testing population, and test scores tend to oversimplify student learning (Haladyna, 2005). In the next section, the focus was centered on the how the standards of high-stakes tests could be set appropriately.

### *Setting Standards of High-stakes Testing*

Thomas (2005) indicated that five of the more popular criteria used in the U.S. to set standards for high-stakes tests are: (a) the ideal student, (b) the attainable level, (c) other students, (d) each student's own record, and (e) some combination of (a)–(d) (p. 59).

The criterion of “the ideal student” is the standard of a person who is ideally fitted to display all worker-virtues at a high level of efficiency after entering the workforce and able to attain an optimal degree of self-fulfillment. Business executives are most impressed by these features of high level of attainment when selecting their employees. However, to apply such a standard, education leaders are obligated to explain and specify the numbers of test items and the level of difficulty in each test, which can increase the level of difficulty in practice. As Thomas (2005) singled out, the ideal level of this standard will be too high if only a small portion of learners earn acceptable marks, and will be too low if an excessively large proportion of students receive extremely high ratings.

The attainable level is the criterion that education leaders (such as policy makers, administrators, test-makers, or teachers) believe that most students can answer correctly if their students have studied diligently. The assumption of this standard implied that all participants can master all of the learning objectives. For the purpose that all students or nearly all students are to pass, the standard tends to be set at a level that the least adept can reach. This low expectation may “result in the average and above-average students not being challenged to exert their best effort, because they lack the incentive to learn far beyond the

limits of such an expectation” (p. 60). The press in the U.S. criticized the phenomenon of “inflation of standards” in educational contexts as follows:

For whatever reasons, marks have broken free of performance and become more and more unreal. They are designed to please, not to measure or to guide students about strengths and weaknesses. Give A’s and B’s for average effort and the whole system becomes a game of “Let’s Pretend” . . . . What happens when [students] join the real world where A and B rewards are rarely given for C and D work? (Leo, 1993, p. 22)

Failing a test can “motivate some learners to greater effort to score higher in the future” (Thomas, 2005, p. 61). However, if the attainable level is mandated to such a high standard that few learners reach it, the large portion of the students who fall below the pass line may hold negative views about their abilities and “view themselves as failures.” Some students, who already have been working diligently and still fail, may become discouraged, give up and drop out. Additionally, having a high proportion of students fail to pass the tests after applying this criterion manifests that “the instruction has been very poor, or that the methods of evaluating student progress have been faulty, or that the achievement standards have been unreasonably strict” (Thomas, 2005, p. 60).

The criterion of “other students”, according to Thomas’s categorical definition, compared students’ performances to those of their classmates, grade-mates, or age-mates. The school administration can avoid being accused of setting an unreasonably high or low attainment level. However, the decisions for the cutoff score (which is subjectively decided by opinion) to distinguish students’ passing or failing will be challenging to policy makers, administrators, test-makers and teachers, which is subjectively decided (Thomas, 2005, p. 61).

The criterion of “Each Student’s Own Record” drew on the judgment of passing or failing a test by focusing on the progress that each student has made for a given period of time. This individual-progress approach has been highly eulogized for its promotion of the goal of



developing a person's potential of being what he or she is capable of. However, Thomas explained that the drawbacks of this type of criterion-setting are (a) developing a false sense of a person's actual ability if only comparing against his or her past record; (b) failing to provide information about how a learner performs compared with other age-mates or global counterparts of the same age and (c) suffering rude shock in the real world after a learner realizes that the high grade received in school for his or her moderate improvement was unrealistic and devastating.

The Hybrid Approach to combining the features of the ideally-educated-person, attainable-level, and student-comparisons criteria is the fifth popular achievement standard proposed by Thomas. The combination of above-mentioned perspectives is a viable alternative in terms of setting achievement standards. The whole learning process is regarded as a system arranged in hierarchical stages combining all these elements. The student-comparisons aspect can be viewed as the starting stage for setting their criteria of learning and testing at their own learning pace, specifically to the learning disadvantaged student group that should pass the required tests during any given year in order to avoid the failure label. The attainable-level element is found in the stage of progress as proposed each year by the school authorities so that eventually every learner can attain the standard set by their school in a certain given period of time. The ideally-educated-person element is obviously represented by the ideal alternate aim to have virtually all students proficient in knowledge and practical skills in the related field after they graduate from schools.

In summary, Thomas (2005) denoted that people's beliefs about "sufficient competency" and "fair treatment" can lead to their disagreement with the test-score levels or cutoff points by which to determine the designations *success* or *failure* of a test (p. 76). Disagreement in proper standards of tests is bound to continue. Expecting complete accord regarding standards-setting is challenging and unrealistic. The next section investigated the general

reaction to high-stakes testing such as the EEE in Taiwan.

*Positive and Negative Reactions to High-stakes Testing*

In the U. S. context, high-stakes testing provoked a series of articles and books passionately defending and opposing assessment and its effects on teaching and learning (Mitchell, 2006). Research on the relationship of assessment to teaching grew in 2002. The literature divided quite sharply between support for and arguments against high-stakes testing.

Phelps (2005) unearthed hundreds of surveys and polls from the 1960s to the present and summarized that in forty years of public opinion on standardized testing, the results have been persistently positive. In his book, he indicated that standardized tests can produce at least three benefits: (a) improved diagnosis (of students' strengths and weaknesses), (b) improved prediction and selection (for college, scholarship, or employment), and (c) improved achievement (most controversial) (p. 56). However, he lamented that the positive consequences are routinely ignored in the literature on high-stakes testing (Cizek, 2005, p. 72).

Studies by Bishop (1998, 2000) revealed some encouraging findings on the positive consequences of high-stakes testing. In one study, Bishop compared countries and Canadian provinces that had what he termed "curriculum-based external exit examination systems" (CBEEESs), also high-stakes tests, with those that did not have such tests (1998, p. 171). A significant, positive relationship was found between the presence of CBEEESs and student scores on the International Assessment of Educational Progress (IAEP) and the Third International Mathematics and Science Study (TIMSS). After controlling for student demographic characteristics, Bishop further examined students who participated in New York state's Regents examination system and found that students in a state with a high-stakes testing program performed significantly better on the National Assessment of Educational Progress (NAEP) in the 8th grade, and on the Scholastic Assessment Test (SAT) in high

school (Bishop, 2000). The question was why the testing critics acclaiming the negative effects preferred overlooking the positive results and continued to write articles starting with a negative tone such as “much research has shown that standardized testing, particularly when it is high-stakes, produces mostly negative consequences.” The possible answer to the question was, in Phelps’ opinion, “teachers or administrators are made to change the manner and content of their work from that which they personally prefer” (p. 84).

In the experimental literature, large-scale quantitative multivariate studies, polls and surveys, Phelps (2005) thoroughly reviewed the effects of testing. He manifested that some research results showed little or no effect, a small number of results indicated negative effects on achievement, and a large portion of those studies showed positive effects. He concluded that “On average, the use of testing tends to improve academic achievement....the evidence for this proposition is overwhelming and voluminous” (p. 84). If proof of the positive effects of the standardized tests is so obvious, as long as the testing program clearly improves student achievement, the popular complaints of testing critics should not bother parents and policy makers, especially when the findings of those testing critics were based on little or unsupported research results (Cizek, 2005; Phelps, 2005). Phelps urged that schools exist to educate students, not to allow educational professionals to spend their workdays in a manner that optimizes their personal pleasure and preferences (p. 84).

In contrast, the representative figures asserting the negative effects of high-stakes testing include Bracey (2002), Hilliard (2000), Kohn (2000, 2001), Madaus (1988, 1998), McNeil (2000), Ohanian (2001), Popham (2001), and Thompson (2001). The academic critiques of high-stakes testing were initiated by the work of Smith and Rottenberg (1999) over a decade ago (Cizek, 2005). Six major negative effects of external testing are as follows: (a) reduction in time available for regular instruction, (b) disregard of teaching material not included in tests, (c) pressure to teach and to assess only those contents implied by tests (frequently

low-order), (d) limits on students' instructional opportunities, (e) negative impacts on teacher morale, (f) infliction of "cruel and unusual punishment" on students (p. 10). Yeh (2005) reported four negative classroom effects of high-stakes testing (such as the EEE): (a) narrowing the curriculum by excluding from it subject matters not tested, (b) excluding topics either not tested or not likely to appear on the test even within tested subjects, (c) reducing learning to the memorization of facts easily recalled for multiple-choice testing, (d) devoting too much classroom time to test preparation rather than to learning.

As Phelps (2005) signified, the backlash of the opposing camp of high-stakes testing often takes the form of commentary or data analysis in periodicals produced for educators, educational researchers, and policy makers. Alfie Kohn (2001), a commentator of a widely read magazine in the US for educators, *Phi Delta Kappan*, urged teachers to "make the fight against standardized tests our top priority... until we have chased this monster from our schools" (p. 349). Another article in the same issue described high-stakes testing as "the evil twin" of an authentic standards movement (Thompson, 2001, p. 358). A third articles praised educators and parents for their efforts to derail, resist, or sabotage standardized testing (Ohanian, 2001). Gerald Bracey (2002) summed up the critics' perspective: "High standards and high-stakes testing are infernal machines of social destruction" (p. 32). The published commentary concerning high-stakes testing has been remarkable for its uniformity.

High-stakes tests are uniformly bad (Cizek, 2005, p. 27).

Cizek further commented that the critiques of the vernacular of most researchers and teachers who claimed finding the negative conclusions about high-stakes testing consistently and routinely neglected the positive consequences. Worst of all, numerous results were based on home-grown anecdotes or pseudo-scientific research (Cizek, 2005). Issues such as the potential to foster negative attitudes by students toward tested content (Lattimore, 2001) or to diminish students' self-esteem (Meisels, 2000) have raised some concerns about the

high-stakes standardized tests. However, Cizek's (2005) study identified these two studies seemed insufficient to determine whether the tentative results were negative or positive because the conclusion of Lattimore's (2001) study was derived from only three tenth graders. In addition, Meisels' (2000) insight was not well-supported by any data. Therefore, Cizek suggested that conclusions should be verified by more controlled, more representative or larger scale efforts (p, 28).

As a policy for advancing students' English proficiency in Taiwan's higher education, the EEE as a gate-keeping device aroused positive and negative reactions (Chen & Lee, 2004; Crambricz, 2002; Liu, 2002; Mitchell, 2006; Nash, 2005; Su, 2004; Yen and Hsin, 2006). Key findings regarding education testing policies suggested that the national emphasis on high-stakes examinations or tests dramatically impacted the way students were educated in order to meet the demands of high-stakes testing. The higher the stakes involved with assessments, the more likely those assessments would influence course curriculum preparations (Su, 2004). The most serious consequences of this unwelcoming aspect of testing was that teachers were likely to be disempowered by the simple reason that they no longer had much control over what and how to teach (Jan, 2008).

The negative impacts of the high-stakes tests are usually related to "teaching to the test." Emerging studies suggest that teaching to the test can be good or bad (Mitchell, 2006). Testing that will result in teaching a focused and aligned curriculum is beneficial to students. However, testing that reduces instruction to the memorization of test items is harmful to students. Cizek (2005) summarized that both positive and negative consequences of high-stakes testing should be recognized and weighed when crafting assessment policy or evaluating the results of testing and accountability systems (p. xv).

### *Washback (Backwash) and Teaching to the Test*

The consequences of testing on classroom curricula are most evident in classes specifically geared toward gate-keeping assessments or evaluations. These evaluations will influence a student's academic success or even determine critical outcomes, such as graduation from school or being granted a license or degree (Crmbricz, 2002; Rottenberg & Smith, 1990). A test's influence on what and how a teacher teaches does not necessarily mean that all types of influence (or washback) are negative. If carefully executed, the skills taught can match objectives of the curriculum, leading to positive washback (Mitchell, 2006) or at least mitigating the negative influences. However, if carelessly executed, teachers may teach subjects or skills (for standardized examinations) that has a negative effect on the curriculum. In order to guide students' advancement, teachers have a tendency to *teach to the test* and students have an inclination to focus only on those subjects and skills that appeared on the examinations. Whether the influence of teaching to the test is good or bad depends on how a teacher deals with it in terms of meeting the curriculum goal.

The usual assumption that curriculum leads instruction or instruction leads testing can easily be reversed (Frederiksen, 1994; Tyler, 1934). McEwen (1995) mentioned that what is assessed becomes what is valued, which becomes what is taught. The influences of testing on teaching and learning are observed in many educational institutions. The influence was what Airasian (1988) and Popham (1987; 1983) called "measurement-driven instruction"—a condition in which greater efforts are given to teaching whatever knowledge and skills are being assessed by a test. In order to achieve the goal, a match or an overlap between the content and format of the test and the content and format of the curriculum is encouraged (curriculum alignment). The closer the match is, the greater the potential improvement on the test. However, the idea of alignment—matching the test and curriculum—was claimed as unethical (Haladyna, Nolen, & Haas, 1991; Widen, O'Shea, & Pye, 1997). Yeh (2005) noted

that drilling students to fill in the appropriate bubbles on the answer sheet or narrowing the curriculum was cheating. The necessity of curriculum alignment, on the other hand, was supported by some Taiwanese educators (Chen & Lee, 2004; Gong, 2007). In the USA, some educators believed this narrowing was shortchanging students from learning important subjects while others saw it as necessary to help low-achieving students catch up (Center on Education Policy, 2006). Whether this alignment has a negative or positive effect depends on what teachers' perceptions of *teaching to the test* are. Popham (2001) provided two useful terms to differentiate this concept by using "item-teaching" and "curriculum-teaching." He wrote, "In item-teaching, teachers organize their instruction either around the actual items found on a test or around a set of look-alike items"(p. 16). Curriculum-teaching, on the other hand, means teaching to the knowledge and skills prescribed in the curriculum. A good curriculum covers everything that students have to know, that is, an alignment with state standards, so they are prepared to answer questions on any part of it. Curriculum-teaching elevated students' scores on high-stakes tests and, more importantly, students' mastery of the knowledge or skills on which the tests were based (Popham, 2001).

Washback is an inherent quality of any kind of assessment, especially when people's futures are affected by the examination results. When teachers use the opportunities that tests offer them, assessments help students learn. Mitchell (2006) concluded that a formula for success in high-stakes testing consists of two main points of intervention: (a) alignment of curriculum and tests with standards and (b) use of test results to target instruction on areas needing improvement. In this study, research on applying the EEE shed more constructive insight into how this language testing impacted test-takers, test instructors, and educational administrators. The next section focused on how to appropriately prepare students for the test without being accused of teaching "to" the test.

### *Preparing Students for Assessment*

According to Crocker (2005), teachers, students and school administrators negatively view teaching “to” the test when done to improve test scores because of the instruction geared solely for the purpose of increasing examinee scores (p. 165). Crocker defined appropriate test preparation as “as instruction that is geared not only toward study of content from the domain of knowledge sampled by the test, but also toward practicing the skills that will allow students to demonstrate their knowledge on various types of assessment exercises “ (Crocker, 2005, p. 161). He explained that teaching for assessment occurs when students are taught “the broader content domain represented by the curricular standards, not simply to that subset of content sampled by the items on a single test form.” He used the term “teaching ‘for’ the test” to distinguish the negative connotation of “teaching ‘to’ the test.” When dealing with students’ urgent needs in high-stakes EEE, test preparation is the primary concern. Four essential elements of teaching for the test include: (a) a challenging core curriculum, (b) comprehensive instruction in that curriculum, (c) developing students’ test-taking skills, and (d) adherence to ethical guidelines regarding preparation of students for assessment (Crocker, 2005).

Approaches to test preparation offered by Smith, Smith, and DeLisi (2001) were useful to classroom instructors in differentiating curriculum alignment from measurement-driven instruction. The four stages of test preparation for instructors were as follows: “(a) teach without paying attention to the standardized test and hope that the students’ abilities will show through on the assessment; (b) spend most of the time in instruction as instructors normally do, but spend some time going over item formats to be found on the assessment so that students will be familiar with these formats; (c) analyze the content of the assessment, make certain that instructors cover the content in the regular instructional program, then work on item format and test taking skills as well; (d) analyze the content of the assessment and



restructure the instructional program around that content exclusively”(Crocker, 2005, pp. 90-91). The first approach illustrates teaching without test preparation and without curricular alignment. The second approach illustrates instruction without curricular alignment, but with some attention to test-taking skills. The third approach describes a reasonable balance of instruction with curricular alignment and instruction in test taking skills, especially there is concerted effort to teach subject matter knowledge and test taking skills that will have broad utility to the students beyond this immediate examination situation. Two important premises of undertaking the third approach are that (a) the assessment represents a good sample of the core curriculum, and (b) the core curriculum is worthy and important. The fourth approach crosses alignment the line toward measurement-driven instruction.

Crocker (2005) used various sources to develop his classroom strategies of proper test preparation (Brown, 1982; Campanile, 1981; Crocker & Hombo, 1997; McPhail, 1981; Mehrens, Popham, & Ryan, 1998; Millman & Pauk, 1969; Smith et al., 2001; Wilson, 2002). Some of these strategies included: (a) demonstration of a positive attitude toward test preparation with students and parents, (b) building concentration endurance in test-like conditions without becoming fatigued or distracted, (c) practicing various test item formats with instructions and answer sheets as those on the tests, (d) timing practice tests, (e) modeling good problem-solving strategies (how to approach the test items, to determine the meaning of the question, to provide various ways of posing the same question, and to arrive at the correct answer), (e) practicing working through tests with various difficulty levels, (f) diagnosing any response patterns that needed to be corrected before testing through homework grading or class work, (g) building students’ test-taking vocabulary, (h) explaining how score rubrics are used to award points for performance assessment items, providing examples of responses generating full, partial, or no credit, and helping students evaluate their responses.

Crocker (2005) also suggested four criteria for determining if classroom instruction practice is ethical. These four criteria are as follows: (a) Academic ethics: test preparation should be guided by the ethical canons of the education profession, dealing with cheating, misrepresentation, and respect for intellectual property or work of others (Popham, 1991); (b) Validity: Test preparation should improve validity of test scores by allowing only students who have knowledge or partial knowledge of content being tested in an exercise to display that knowledge (AERA, APA, & NCME, 1999); (c) Transferability: Test preparation should provide student with skills that have applicability to a broad range of testing situations (Mehrens, Popham, & Ryan, 1998; Popham, 1992); (d) Educational value: test preparation that leads to improvement in student scores should simultaneously increase student mastery of the content domain tested (Popham, 1991; Reeves, 2001).

#### *Consequences of Failing to Meet the Pass Rate of the EEE*

The logic behind the thinking of Taiwan's MOE was that managers (MOE) had to offer clear rewards and punishments to get their subordinates (higher institutions) to do what they wanted schools to do. In fact, the whole education system in Taiwan is based on sanctions and punishments. Students, teachers, administrators and entire schools suffer punishment if they do not meet the expectations laid down by the government. The high stakes attach to the EEE of the HTVE system include consequences such as denial of undergraduate degrees, poor evaluations that influence subsidies and the allocation of educational resources by the MOE, and possible withdrawal of the university from the higher education market if the university continues to demonstrate low levels of student performance.

Educational resources are allocated to higher education in two ways—one portion of money was allocated according to the number of students at an institution, and the other portion is granted for successful project proposals submitted by individual universities. The MOE's Enhancement of Students' Foreign Language Proficiency Grant Project specifically

funds project proposals for improving English learning on higher education campuses; this project thus has the most direct financial impact on students' English learning. A recent significant development is the MOE's announcement in May 2008 of new grant criteria for private sectors in the HTVE system (Cheng, 2008). For the first time in history, the pass rate on the EEE is included as an indicator for the allocation of the annual education subsidy (3.3 billion New Taiwan dollars per year) for private sectors in higher education. The pass rate on the EEE in private higher sectors plays a critical role in the competitive grant proposal process and in educational resources allocation in higher education. The consequences of failing to meet the target pass rate are dire and immediate.

#### Alternative Solutions to Students' Failure of the EEE

When the EEE was first incorporated in the HTVE system in 2003, there was no consideration of alternative options for students who failed the EEE. Most school authorities allowed students failing the EEE multiple times to take an additional four to eight credits of English courses as an alternative solution for fulfilling the EEE requirements (Chen & Lee, 2004). Over time, schools in the HTVE system gradually modify their methods to implement the EEE. Almost every university and college has to provide options for those who could not meet the English requirement before graduation. For students unable to pass the EEE, Chu (2009) indicated that the most common way is to take extra courses to fulfill the graduation benchmark requirement. Some schools provide internal tests for students to take in addition to the external ones. A few others lowered the passing scores originally set for the EEE.

The common make-up measures for failing the EEE include an internal test or a make-up course. The reason why make-up measures are institutionalized in college is that the majority of students in the Technological and Vocational Higher Education need a backdoor to graduation (Chu, 2009). Chu indicated that the make-up alternatives to students failing to pass the EEE are a necessary evil (p. 173). However, not every undergraduate and English faculty

agrees with the institutionalization of the backdoor measure. A frequently-asked question to the alternative solution to the EEE failure is why do higher institutions have to go to the trouble of adopting an EEE initially if backdoor make-up measures have been in place, meaning that eventually every student will be granted an academic degree after they pass the EEE or complete the required English make-up courses according to their internal regulation about failure of the EEE.

Chu (2010) found the EEE can serve various purposes for diverse stakeholders. For school administrators, implementation of the EEE is a good management tool for teaching and learning. English faculty may perceive the EEE as a reinforcement or monetary incentive for students to study English. For students, taking the EEE could fulfill the “social expectation” of the public in Taiwan.

The various standardized tests serving as the EEE requirement in various higher institutions are actually four language skills of English, that is, two receptive skills (reading and listening) in the first stage and two productive skills (speaking and writing) in the second stage. However, as Chu (2009) indicated, for practical reasons, many schools choose the first stage of these various standardized tests as their graduation benchmark (Appendix G). Chu’s study of the influences of the EEE on teaching and learning in two colleges manifested that English instructors at these two Technological and Vocational higher institutions prepare for their students’ EEE by practicing numerous multiple choice questions focusing on only two receptive skills, listening and reading. More similar phenomena of teaching to the test can be discovered at private higher institutions than public ones when dealing with the impact that the EEE exerted.

Additionally, the Vice President in one University of Technology in North Taiwan, interviewed by the researcher in May of 2010, manifested that the alternative solution of the EEE in his university was “to lower the English benchmark standard for the EEE after

graduation ceremony because implementing the EEE has lowered my school's graduation rate from 88% in the first school year of implementation to 70% in the second one (A. B. Wang, personal communication, May 13, 2010).” Due to the unexpected influences of the EEE on each individual UT or IT, administrators can adopt alternative solutions depending on students' needs and their English proficiency levels. Even within the same school, solutions applied to each of the four grade levels are different. Consequently, students complain about inconsistency and unfairness in the implementation of the EEE and about the varied solutions to EEE failure (Liauh, 2010). For example, some schools de-emphasize the importance of the EEE when their student pass rates are lower than the previous school year. Students expect school authorities to make compromises of having English make-up courses or alternatives to ensure all students will eventually be granted their degrees, regardless of passing or failing the EEE. Some students do not take the EEE due to expensive testing fees. The aforementioned attitudes reduce student motivation to study for the EEE. Given the low EEE pass rate (< 25%) for the schools in the HTVE system in 2008, it is uncertain if the new government taking office in 2008 will continue with the EEE set by the previous government. In fact, confusion is caused by the lack of an explicit English Education policy with concrete English-related activities to advance the nation's English language proficiency after 2008. Not until 2010 was “A Plan for Enhancing National English Language Proficiency” in the *Intelligent Taiwan-Manpower Cultivation Project* formulated by the new government, the Mar's Administration, (<http://english.moe.gov.tw/ct.asp?xItem=10164&ctNode=784&mp=2>). Taiwan's new government did not explicitly announce future prospects for the EEE recommendation policy. For the time being, the new government will continue with implementation of the EEE until a viable new mechanism is developed to replace it.

### Relevant Studies on the EEE in Taiwan

Few studies address the EEE in the HTVE system. In part, this is because English education in the TVE system is overlooked for some time and in part because the EEE are new educational policies, the influences of which will not be noticeable until the fourth year of implementation (starting from freshman year for each implementing higher institution). The scope of the existing empirical research is narrow, typically focusing on a single higher institution or a single grade level in an individual university or college. The limited results of relevant studies on the EEE concluded that the majority of students surveyed held positive attitudes toward the application of the quality-ensuring exit examinations. Little research was conducted on English faculties' views on the EEE. Only two empirical articles (Chu, 2009; Su, 2009) researched teachers' perspectives about the EEE in HTVE system in Taiwan.

Su (2005) employed self-developed questionnaires to survey the attitudes of students regarding the necessity of implementing the EEE. The participants were 539 students from grades 1, 3 and 4 at the School of Engineering and Business in an Institute of Technology in southern Taiwan. The survey included three major components: (a) demographics, (b) the experience of taking the EEE and (c) opinions on the regulations of English testing and the EEE. On the questionnaire, participants were asked to assess their attitudes about the EEE and their implementation on a five-point Likert scale, by indicating the extent to which they agree with each statement using (1) SD = strongly disagree to (5) SA= strongly agree. The research results showed that only 6% of those surveyed had previously taken the EEE and 1% (8 participants) of those had passed the EEE (5 passed basic level; 3 passed intermediate level GEPT). Fifty-eight percent of those surveyed felt a basic level GEPT was suitable to be used as a benchmark for graduation; 27% thought an intermediate level was more appropriate; and 10% were neutral about the appropriate GEPT level.

In general, surveyed students approved adoption of the EEE provided a reasonable

graduation benchmark was set. Students believed the EEE would benefit them by (a) increasing competitiveness in the workforce and furthering their academic study, (b) elevating their English Language Proficiency and (c) advancing national and global competitiveness. Their reasons for opposing the EEE were: (a) unfamiliarity with the different English tests on the market, (b) low individual English proficiency, (c) low confidence in their ability to pass the EEE, (d) lack of understanding regarding EEE regulations and (e) expensive external test fees. In general, students preferred measures to assist them with English learning and to motivate their participation in the EEE rather than strict compliance to exit standards. Monetary incentives, subsidies or encouraging measures from concerned school authorities increased students' motivation to pass the EEE. Students' responses to the surveys indicated high uncertainty and anxiety about the EEE. Su (2005) suggested active promotion of the EEE on campuses, resulting in students' recognition of the good intentions of school authorities and the MOE in applying the EEE.

Chen (2008) investigated how 319 first-year undergraduate students in National Chiao Tung University in Taiwan perceived required English proficiency tests and how their perceptions of the importance of examinations influenced their L2 learning motivation levels and GEPT scores. In conducting this research, Chen used the framework of three facets of L2 learning motivation, i.e., self-efficacy beliefs, intrinsic value, and motivational intensity. Pretest and posttest examinations of the GEPT were executed. Two sets of five-point Likert questionnaires were conducted to collect quantitative data in order to measure the correlation between test motivation and L2 learning motivation. Additionally, a portion of students was interviewed to collect qualitative data to elucidate their experiences about ways to prepare for the standardized English examination and attitudes toward the compulsory English examination. Results included (a) student participants were moderately motivated by the required English graduation examination; (b) the test motivation was slightly correlated with

the three facets of L2 motivation theories; (c) self-efficacy beliefs, intrinsic value, and motivational intensity were positively correlated with one another both before and after the examination; (d) change took place in students' L2 motivation before and after the examination; (e) approximately one third of the surveyed students prepared for the examination despite their recognition of the significance of the examination.

Chu (2009) conducted a mixed method research to elucidate the association of washback effects of the EEE, the stakes of the graduation benchmark policy, and other possible mediating factors at two UTs with similar English benchmark policies for graduation in Taiwan. The Model of Washback by Green (2007) was utilized as a rationale to examine her study. Additionally, students' English language needs were explored to determine the relationship between the EEE requirement and the current English education. Two questionnaire surveys were used to collect quantitative student and teacher data so as to clarify issues on washback and stakes. Regarding qualitative data, the research did classroom observations, interviewed different stakeholders, and collected teaching materials and GEPT test samples for the related issues.

The results of the study revealed that the washback on teaching was limited to merely a "superficial level", whereas the washback on learning was small and negative. To the majority of surveyed students, the hurdle of English benchmark for graduation was too high to cross. In contrast, the benchmark was of little help to high-achieving students in terms of their eagerness to learn English. The self-perceived stakes of the EEE and its standards of make-up measures taken in the two schools by English faculty and students were generally low. The findings concerning students' actual English language needs in the future job market, in higher education, and the benchmark requirement signaled some mismatch among these three areas, which in turn lowered the expected positive washback on English faculty and students. In addition, no effective mediating factors were found to affect the washback effects except



that faculties with more administrative experience tended to perceive more pressure from the school administration and students with low English proficiency worried more about their EEE.

Huang (2010) conducted quantitative research on implementation of the English graduation threshold among 1,399 college students in East, North, and Central Taiwan. The study explored the correlation of EFL students' learning anxiety, motivation, and strategies and the differences across student backgrounds against the application of the English graduation threshold. A questionnaire survey was given to collect quantitative data. The conclusions included: (a) student anxiety on English graduation threshold was not high, their motivation in learning was strong and the usage of the English learning strategies were above average; (b) the study yielded significant results on student responses to English graduation threshold across different student backgrounds; (c) positive small correlation was discovered between English anxiety, motivation on English graduation threshold and the usage of strategies; (d) students' self-perceived English scores could predict their English anxiety, language learning motivation, and English learning strategies.

Shih's (2007) qualitative study investigated the washback of the General English Proficiency Test on English learning in Taiwan. The research sites were the applied foreign language departments of a UT and an IT. The latter school required day-division students to pass the first stage of the required EEE's intermediate level or to take the school-administered make-up examination; whereas the former did not prescribe any General English Proficiency Test requirement. Department documents and records were reviewed, and the department chair, two to three teachers, 14 to 15 students from day, night and weekend divisions, and parents or family members such as spouses of participating students were interviewed. One of the courses taught by each interviewed teacher, as well as activities in the self-study centre, was observed. Results indicated the EEE seemed to have induced various but limited degrees

of influences on learning among participants at the two schools. A test standard set lower than students' English proficiency might have a limited impact on their learning.

Shih even revealed that the EEE seemed to have induced a detrimental impact on some of the participants' motivation for learning English. Students prepared for the skills such as reading and listening skills that predominantly tested in the first stage than for speaking and writing skills. When students prepared for the EEE, their parents, siblings, spouses, friends, and classmates might have influenced them. They could feel the pressure from the people surrounding but they admitted that their jobs or other personal affairs prevented them from preparing for the EEE. Due to the make-up examinations allowed in one of the schools, students thought that they could eventually circumvent the EEE by taking the make-up courses, resulting in low impacts of the EEE implementation.

Tsai and Tsou (2009) probed 520 students' attitudes toward the EEE in the TVE system in Taiwan. They employed nine self-developed questionnaires to survey students. Questions one through four were related to student attitudes on the use of English testing as a graduation benchmark, while Questions five through nine investigated the impact of the English testing on English teaching and learning in the classroom. The findings showed that 31% of participants took the EEE and 44% of these were satisfied with their English language proficiency at the time of the survey. Only 21% of respondents supported the EEE; 44% were against the EEE; and 35% were neutral on the issue. Forty-nine percent of survey participants felt greatly pressured by the EEE; 31% felt moderately pressured; and 20% felt the pressure was bearable.

T-test results showed that participants who were more satisfied with their language proficiency held more positive views on the EEE than did participants with unsatisfactory English competence. The two groups had significantly different viewpoints regarding the necessity of the EEE. In addition, students with high pressure had more negative attitudes on

implementation of the EEE than did students with moderate or low pressure. Some students felt that their school's basic level GEPT graduation benchmark poorly reflected what they had learned in the EFL classroom. School authorities could better familiarize students with and encourage their participation in more English tests rather than stipulating what tests the students should take. The researchers concluded that motivation, not pressure, could best elevate students' language proficiency. A needs analysis had to be completed as a prerequisite to adopting the EEE. The EEE had to be optional, rather than mandatory (Tsai & Tsao, 2009).

Yen and Hsin (2006) surveyed 143 students from five non-English majors at National Kaohsiung Normal University in Taiwan. They attempted to understand students' attitudes on implementation of the EEE and the association between the EEE and the English curriculum. Their research found that the majority of participants favored adopting the EEE. This research focused on implementation of the EEE in the General Higher Education system in Taiwan. Su (2004) indicated that more students in the General universities and colleges approved implementation of the EEE than in the TVE system.

#### Summary

An investigation of the attitudes and perceptions of English faculties and students on the EEE sheds new light on emergent issues. Taiwan's higher education is at the juncture of implementing educational reforms while facing the MOE's suggestion of enacting the EEE recommendation policy, the needs of MOE's subsidies and grants, the need to elevate students' English competence, the requirement of modifying English curriculum, the controversial linkage of the EEE test results to individual teachers' teaching evaluation and school accreditation, and other high stakes of the EEE. In view of the surfacing issues, diverse concerns and voices are expressed about the EEE. Some educators worry about the effects of teaching to the test; some students are afraid they will be unable to pass the EEE. Some even turn to mass media to force their schools to compromise in their withholding of students'

academic degrees. Many schools implement the EEE in modified forms. The above-mentioned measures taken by different universities demonstrate that there are both positive and negative opinions of the EEE. The school authorities have to identify and address impacts and consequences of the EEE and find viable solutions to the issues generated by the EEE. The perspectives and attitudes of students and faculties are critical in evaluating the success or failure of their EEE implementation. Recognition of English faculties' concerns over the growing number of students having difficulties passing the EEE is critical for addressing emergent issues and problems. In their efforts to address these concerns and to help students meet English proficiency requirements for graduation, English faculties need to better understand students' attitudes toward the EEE.

## CHAPTER THREE

### METHODOLOGY

#### Introduction

This chapter focused on the procedures utilized to identify which factors surrounding the implementation of the Exit English Examination (EEE) influenced the attitudes of English faculties and students on: (a) the implementation of the EEE, (b) the level of satisfaction with the General English curriculum, (c) the application of the English Language Proficiency Tests (d) the perception of “teaching to the EEE,” (e) self-perceived motivation and effort to English learning, and (f) self-perceived influence and motivation of the EEE on teaching and learning in Taiwan’s Universities of Technology (UTs) and Institutes of Technology (ITs). This mixed method study focused primarily on the factors that influenced attitudes of English faculties and students about adopting and implementing the EEE in the Higher Technological and Vocational Education (HTVE) system in Taiwan. The conceptual framework that emerged from an extensive review of the literature (Chapter Two) guided this study. Two self-developed survey questionnaires for both teachers and students plus one open-ended question for students were developed to gather data on attitudes of English faculties and students about implementation and influence of the EEE, demographic data and their conceptions of why students failed to pass the EEE. In preparing for and conducting the survey, this study included the following key points: (a) the aims of the survey, (b) the survey approach adopted, (c) the target population, (d) the processes and procedures to be used in analyzing responses.

#### Research Design

This research was a mixed method study, combining both quantitative and qualitative procedures. As Creswell (2003) indicated, “with the development and perceived legitimacy of both qualitative and quantitative research in the social and human sciences, mixed methods

research, employing the data collection associated with both forms of data, is expanding” (p. 208). The combination of quantitative and qualitative data was appropriate in classroom research (Allwright & Bailey, 1994). Mixed methods of quantitative and qualitative procedures were conducted in order to increase the depth and breadth of the study. Recognition of the concern of English teachers over a number of students experiencing difficulties passing the EEE was critical. In order to effectively address this concern, teachers had to learn more about their students’ attitudes toward the EEE. Two self-developed survey questionnaires were used as primary instruments of data collection (Appendices D-E). By comparing the survey responses of English faculties and students, this study hoped to establish the common grounds on which to better understand the self-perceived influences of the EEE on teaching and learning English. This information helped the UTs and ITs more effectively implement the EEE policy and shed useful insight into what alternative processes had to be in place and how to genuinely help students pass their EEE by elevating their English Language Proficiency. In addition, an open-ended question about the EEE for students was included to increase the depth and breadth of this study.

#### Quantitative Sub-Research Questions and Null Hypotheses

For the purpose of this study, the quantitative research question was:

What were the attitudes about the implementation and the influence of the Exit English Examination (EEE) between English language faculties and students at Taiwan’s Universities of Technology (UTs) and Institutes of Technology (ITs)?

Null hypothesis for this research question was: There were no experimentally important or consistent mean differences between the attitudes of English Language faculties and students toward the implementation and the influences of the EEE at Taiwan’s UTs and ITs.

Sub-research questions of this study were as follows:

Sub-research Question 1 (SRQ1): What were English faculties’ attitudes toward the

implementation of EEE at Taiwan's UTs and ITs when compared across demographics?

Null hypothesis for the Sub-research Question 1 was: There were no experimentally important and consistent mean differences in English faculties' responses when compared across demographics regarding attitudes toward the implementation of the EEE at Taiwan's UTs and ITs.

SRQ2: What were students' attitudes toward the implementation of EEE at Taiwan's UTs and ITs when compared across demographics?

Null hypothesis for the Sub-research Question 2 was: There were no experimentally important and consistent mean differences in students' responses when compared across demographics regarding attitudes toward the implementation of the EEE at Taiwan's UTs and ITs.

SRQ3: What were English faculties' attitudes toward the influences of EEE at Taiwan's UTs and ITs when compared across demographics?

Null hypothesis for the Sub-research Question 3 was: There were no experimentally important and consistent mean differences in English faculties' responses when compared across demographics regarding attitudes toward the influences of EEE at Taiwan's UTs and ITs.

SRQ4: What were students' attitudes toward the influences of EEE at Taiwan's UTs and ITs when compared across demographics?

Null hypothesis for the Sub-research Question 4 was: There were no experimentally important and consistent mean differences in students' responses when compared across demographics regarding attitudes toward the influences of EEE at Taiwan's UTs and ITs.

SRQ5: Were there any differences between English faculties and their students in attitudes toward the implementation of the EEE at Taiwan's UTs and ITs?

Null hypothesis (H0) for the Sub-research Question 5 was: There were no experimentally

important and consistent mean differences between English faculties' and students' responses regarding attitudes toward the implementation of the EEE at Taiwan's UTs and ITs.

SRQ6: Were there any differences between English faculties and their students in attitudes toward the influences of the EEE at Taiwan's UTs and ITs?

Null hypothesis for the Sub-research Question 6 was: There were no experimentally important and consistent mean differences between English faculties' and students' responses regarding attitudes toward the influences of the EEE.

The independent variables of Sub-research Question 1 to Sub-research Question 6 were demographic data and were nominal level data. The dependent variables were the frequency number on the 7 subscales A-G therefore they were ratio level data.

#### *A Priori Assumption*

A difference of 5 percent determined the level of experimental importance. Experimental consistency was set at  $\alpha = .05$  level.

#### Population and Samples

According to the MOE's website ([http://tve.nkut.edu.tw/All\\_Data\\_Pdf/Year\\_97.pdf](http://tve.nkut.edu.tw/All_Data_Pdf/Year_97.pdf)), there were a total of 78 Universities of Technology (UTs) and Institutes of Technology (ITs) in the 2008–2009 school year and approximately 780,000 four-year program students in the day-time division and 650 English faculties in the Technological and Vocational Education (TVE) system in Taiwan. The researcher divided the total 78 UTs and ITs into three tiers according to the admission scores of the Technological and Vocational College Entrance Examination in the 2009-2010 school year. Therefore 26 schools were categorized as first-tier, second-tier and third-tier from the pool of the population respectively. The UT where the researcher worked happened to fall in the first-tier category in North Taiwan. Clustered sampling was used for this study. Rather than randomly sampling from the list of individuals, the researcher identified "clusters" of individuals and then sampled from these clusters. This



study only surveyed first-tier schools in North Taiwan.

In this case, first-tier school was the “cluster”. According to the geography of Taiwan, there were 11 schools in the north, 6 schools in the central and 9 schools in the south of Taiwan categorized as first-tier institutions. The population of this study was English faculties and their undergraduate students in 11 first-tier UTs and ITs in North Taiwan, comprising approximately 110,000 students and 110 English faculties. The cluster sample for this study was English language faculties and their four-year program students in the day-time division at 10 first-tier UTs and ITs from the pool of population in Northern Taiwan. The researcher chose 10 out of the 11 first-tier schools because the nature of the medical higher institution was different from that of the rest of the ten schools in this first-tier group. Participants in this study were English faculties and their students from these 10 first-tier schools, approximately 100 English faculties and 100,000 students.

The researcher surveyed all of the teachers from 10 schools and then randomly requested 2 English faculties’ assistance in randomly selecting two thirds of their current students from each school to participate in the students’ survey if they were willing to do so. All participants were assured that anonymity and confidentiality were maintained. Appropriate sample size for a study was determined using a mathematical formula that took into account the size of the confidence interval and the size of the study population (Cozby, 2007, p. 139). A sample size of 468 students would be consistent with what Cozby suggested to precisely describe populations of over 100,000. Fowler (1984) noted, “A sample of 150 people would describe a population of 1,500 or 15 million with virtually the same degree of accuracy...” (p. 41).

The reasons for choosing cluster sampling were as follows: First, in the pilot survey, 40% of missing data was attributed to non-responses and missing-values by students in southern and central parts of Taiwan. These students did not complete questionnaires

diligently, perhaps because the researcher was based in the USA and could not administer the questionnaire survey in person at that time. Second, the pilot survey identified significant differences in ELP level between students in Northern and Southern Taiwan. Third, due to homogeneity of students' backgrounds and ELP, schools from the same region shared more similarities. If samples were limited to the northern part of Taiwan, research results could contribute to the genuine improvement of English education in the surveyed UTs and ITs of Northern Taiwan. Fourth, the target UT where the researcher worked was situated in Northern Taiwan. The main purpose of conducting this research was to help solve issues and problems associated with adopting and implementing the EEE in the researcher's UT. Therefore the sample was English faculties and their students randomly selected from 10 UTs and ITs which belonged to the pool of the 1st-tier 11 UTs and ITs in north Taiwan. Cozy (2007) indicated that "in probability sampling, each member of the population has a specifiable probability of being chosen" (p. 140). A sample for this study was English faculties and their students chosen from a pool of UTs or ITs in northern Taiwan. These students in the category "1st-tier" had similar admission grades in the Technological and Vocational College Entrance Examination of the UT where the researcher was employed. Therefore, the target schools for this study were 10 first-tier UTs and ITs in north Taiwan. The selected participants were approximately 100 English faculties and 100,000 students.

#### External Validity

The study had generalizability to the populations from which the samples were randomly selected. External validity was controlled by surveying all faculty members and randomly selecting the faculty' student sample in the 10 first-tier schools in North Taiwan.

#### Qualitative Research Question

For the purpose of this study, the qualitative research question was an open-ended question to get an idea of how students perceive the implementation of the EEE in their

respective school. The question was: The EEE in my school is \_\_\_\_\_. The data collected were read, reread, and transcribed appropriately. Based on the data transcription, the researcher analyzed and classified responses into different categories. Different categories and themes emerged after analyses and classification.

#### Data Collection Procedures

Permission to conduct the study was requested from University of Montana Institutional Review Board. Two surveys were translated into Chinese and available in both English and Chinese in the appendices of this study. The translation of the questionnaires was inspected by professors who were proficient in both the English and Chinese languages. The informed consent forms and cover letters were translated to Chinese (Appendices A-C). Participants in this study included one group of English faculties and one group of students from each of 10 UTs and ITs.

Faculty and student surveys conducted by the researcher in person were administered in faculties' offices or their classrooms. Before conducting the survey, the researcher orally emphasized the participants' rights to choose whether or not to do or to complete the survey even in the middle of process if they thought it was appropriate. The participants could skip any questions when they felt uncomfortable. This demographic data collected were used for descriptive purposes only; no names or schools were mentioned and only group results were reported.

Student surveys were administered in the classroom. The length of participation time was approximately 15 minutes. Although no risks or discomforts were anticipated before the administration of the surveys, filling in the survey questions might trigger unhappy or upset feelings. If this happened, the researcher would emphasize again to the participants that they might stop the survey and take a break. The students could proceed with the survey when they felt comfortable. The person was also told that if he or she chose to not complete the survey,

he or she might do so with no negative consequences.

### *Confidentiality*

All participants were assured that their information was kept in strict confidence. The researcher disseminated informed consent forms to the selected faculties and students in each of the selected colleges and universities and administered surveys in person. All data collected were confidential with regard to the names of schools, faculties, and students. The identifying information of the questionnaire survey was stored in a locked safe for the duration of the research. All relevant confidential records were destroyed, leaving only aggregate tabulation of data for publications or validation purposes.

### *Research Measurements and Instruments*

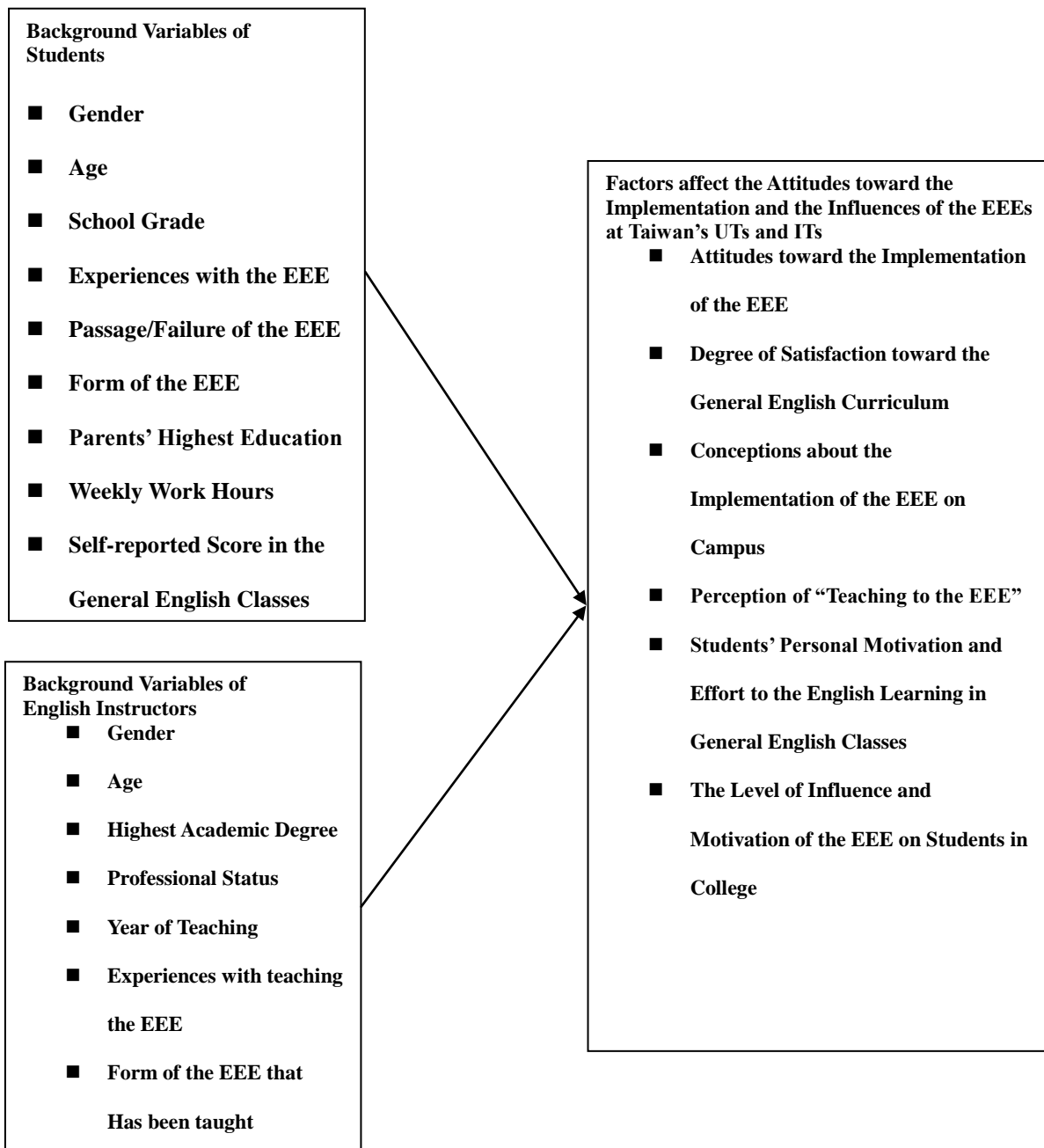
In an attempt to identify, in a more systematic way, English faculties' and students' explicit conceptions about teaching and learning after implementing the EEE, two survey instruments, *The Questionnaire Survey for English Faculties about the Exit English Exams (EEE) in Taiwan's Technical and Vocational Higher Institutions*, and *The Questionnaire Survey for Students About the Exit English Exam (EEE) in the Taiwan's Technical and Vocational Higher Institutions*, were developed by the researcher. The researcher first reviewed available theories related to teachers' conceptions to lay out a conceptual framework, and then drew on a number of related questionnaires to devise items for the current questionnaires, thereby contributing to the validity of the instrument.

Three English professors in Taiwan and three professors at University of Montana (two of whom are fluent in Chinese and English) were asked to review the survey questionnaires and make suggestions about the surveys, which constituted expert validity for this instrument. These two self-formulated surveys were written in English and translated into Chinese, and had been verified by two professors at the University of Montana. The surveys were composed of 31 discrete items and organized into 6 major categories to assess participants'

attitudes toward implementing the EEE regarding teaching or learning the EEE. The questionnaires were titled *Questionnaire Survey for the Exit English Exam (EEE) in Taiwanese Higher Institutions –English Instructor version*, and *Questionnaire Survey for the Exit English Exam (EEE) in Taiwanese Higher Institution –Student version* (see Appendices A-B).

The two surveys about teachers' and students' attitudes toward the implementation and influences of the EEE about the diverse influences brought about by the EEE policy on learning and teaching were as follows: (a) attitudes toward the EEE in the Higher Education of Taiwan; (b) level of satisfaction toward the general English curriculum, (c) conceptions about the applying the English Language Proficiency (ELP) testing; (d) perception of "teaching to the EEE", (e) self-perceived motivation and effort of English learning, (f) self-perceived influence and motivation of the EEE on teaching and learning in Taiwan's UTs and ITs, and (g) one open-ended question for students: I feel the EEE is\_\_\_\_\_. The final part of the survey encompassed demographic information of the participant. The various items in this part allowed the researcher to analyze and compare the data of the survey questionnaires across and with the demographics of English teachers and their students (See Figure 6).

Figure 6. Conceptual Framework of the Questionnaire Survey.



In the questionnaire, the participants were asked to assess their attitudes toward EEE on a four-point Likert scale, by indicating the extent to which they agreed with each statement using (1) SD = strongly disagree, (2) D =disagree, (3) A = agree, or (4) SA= strongly agree.

### *Internal Validity*

In terms of internal validity, threats consisting of history, maturation, testing, instrumentation, statistical regression, and mortality were controlled by the research design of this study. Faculty and student surveys were conducted by the researcher in person and were consistently administered in faculties' offices or in students' classrooms in Taiwan. To avoid statistical regression, an effect caused by a tendency for participants to "regress" from extreme high or low scores to a more "moderate" or "average" level of survey responses, the researcher changed the five-point Likert Scale based on the pilot survey results into a four-point scale to avoid results being skewed to the middle of the five-point survey. However, the threat to internal validity of selection was not controlled in this research due to the utilization of intact groups without the ability to manipulate groups or variables as in a true research design. Selection-maturation interaction referred to an effect of maturation not being consistent across the groups due to some selection factor. In this study, intact groups of freshman, sophomore, junior, and senior participants were involved in the survey. Different graders might experience different degree of pressure from the EEE depending on how much time was left before graduation. Students overall felt much stressful at their junior and senior years than at freshman and sophomore years, thus probably resulting in different survey responses.

## Data Analysis

### Quantitative Data Analysis

At the data analysis stage, the researcher would analyze and interpreted the data. First, the researcher checked the raw data and removed the invalid questionnaires, including sheets

with missing values and with the same choice throughout the sheet. A number of different statistical approaches were used to analyze the collected data:

1. A quantitative analysis was processed through SPSS for Windows, Version 12.0.

Descriptive statistics on frequencies, percentages, means and standard deviation were summarized so that characteristics of the questionnaire respondents were estimated, which could advance the knowledge of educational policy makers, administrators, and the general public about participants' attitudes toward implementation of the EEE.

2. Spearman Rho and Chi Square were computed to determine the correlation between English faculties' and students' attitudes toward the implementation and the influence of the EEE and to see if there were differences based on participants' demographic backgrounds such as gender, age, prior experience with the EEE, grade level, and perception of students' ELP testing and EEE from both faculties' and students' perspectives.

3. Cronbach's alpha and item-total correlations were utilized to compute the internal consistency reliability of the data.

#### *Qualitative Data Analysis*

The Principal Question for the qualitative part of this study was conducted to determine the participants' attitudes toward the implementation and influences of the EEE. There was an open-ended question as follows: The EEE in my school is \_\_\_\_\_. Some themes emerged after analyzing the data collected from the open-ended question.

The five-step procedure proposed by Schmidt (2004) was adopted to analyze the transcripts of the open-ended question. In the first stage, the transcripts were read repeatedly and intensively to determine analytical categories that had the potential to provide answers to the six quantitative sub-research questions. Two examples of the analytical categories were students' views of the teaching effectiveness of the General English classes and GEPT's non-internationally-recognized credibility.



In the second phase, the written transcripts were further analyzed to see whether or not (a) variants or (b) different aspects of evidence under each analytical category were discovered. Variants refer to aspects of the content of each analytical category (Shih, 2007). For example, under the analytical category of “Standard of the EEE”, there were three variants: positive, negative, and neutral. Some students described the standard of the EEE was easy and some thought it was set too high to be achieved before graduation. Some students just mentioned the standard of the EEE in their college. Each variant was defined and described. Different aspects of evidence refer to the information on an analytical category that might support the quantitative sub-questions. For example, under the analytical category of “English instructor’s personality or behavior”, student motivation of English learning was affected by their instructors’ teaching effectiveness, which could echo students’ survey results regarding disagreement with English curriculum, teaching methods, and teaching materials. Then all analytical categories with the variants and different aspects of evidence according to a guide of analysis and coding were assembled.

In the third stage, each transcript was coded according to all the analytical categories in the coding guide. In the fourth step, results of coding were calculated. For example, the number of students who considered that the standard of the EEE was adequate, who believed that it was too low or too high, and who took a neutral stance on this issue, was calculated. Finally, the detailed case interpretations were conducted. The goals of this stage were to discover new hypotheses, to test the hypotheses on cases, or to revise existing frameworks (Shih, 2007). For example, part-time jobs seemed to occupy numerous surveyed students’ time so as to be unable to adequately prepare them for the EEE in Taiwan’s HTVE system.

## Summary

This chapter began with an enumeration of preliminary procedures on how the two survey questionnaires would be formulated. Second, this chapter stated the 7 subscales of the survey emerging from the principal research question. Third, the chapter supplied the research design, procedure, questions and survey instruments. Fourth, this chapter described sampling characteristics and data collection procedures. Finally a description of analytical methods to test the research sub-questions and the analyses of the open-ended questions were provided.

## CHAPTER FOUR

### RESULTS

#### Introduction

This study examined the attitudes of English instructors and students on the implementation and influences of the Exit English Examination (EEE) with two questionnaire surveys. In general, the questionnaire used positively worded items to express concepts. Seven items in subscale A (Q1-Q7) were used to measure participants' attitudes toward implementing the EEE. Another six-itemed measure in subscale B (Q8–Q13) assessed participants' satisfaction toward the General English curriculum. Subscale C (Q14-Q17) was developed to assess the conceptions of implementation of the English language proficiency testing, followed by subscale D (Q18-Q20), which measured the perception of “teaching to the tests.” Subscales A to D were all four-point Likert types with overall scores ranging from seven to twenty-eight. However, the measure (Q21-29) addressed students' personal motivations and efforts in English learning, with dichotomic options (agreement or disagreement) for participants to choose from. Additionally, two types of questions (Q30-Q31) in subscale F with five and eleven items respectively measured the magnitude of influence and motivation of the EEE on students. This was also a four-point Likert Scale type. The answer to each test item could range from strong disagreement (1) to strong agreement (4). Furthermore, Spearman' rho tests were computed to measure the strength of the relationship between the two variables in Subscales A and D. All correlations were significant at the .05 level (two-tailed).

This study incorporated background variables such as gender, age, school grade, previous experience with the EEE, parents' highest education level, students' average score in the General English class, students' weekly work hours, faculty' professional rank, faculty' highest education level, and year of teaching. Survey results will be described in this chapter,

including content validity, pilot study, reliability of the instrument, and data analysis. All analyses were conducted in Microsoft Excel and SPSS 12.0.

### Content Validity and Pilot Study

A panel of two Taiwanese professors who teach English in Taiwan and two Chinese professors who teach Chinese and Business Management at the University of Montana, USA, reviewed the instrument for content validity. The professors were asked to evaluate if: (a) survey directions were understandable and easy to follow, (b) questions needed to be omitted or added, (c) other improvements would be beneficial to the study, and (d) English and Chinese translations of the survey questionnaires were appropriate. English and Chinese translations of the survey are in the appendices of this dissertation (Appendices D-1 and E-1). The informed consent forms and cover letters were translated to Chinese (Appendices A-1 and C-1).

For the pilot study, 521 student and 41 teacher questionnaires were distributed to 10 target UTs and ITs in North Taiwan in August 2010. Pilot study questionnaires had three parts: (a) Attitudes toward Exit English Exam (EEE) (14 questions), (b) Attitudes toward English Curriculum Planning, Teaching Materials, and Teaching Methods (eight questions), and (c) Needs of curriculum alignment with the implementation of the EEE (eight questions). The response rate for the pilot study was 90% (468 out of 521). After deleting surveys with missing values, 311 valid student and 39 valid teacher questionnaires remained. The researcher used the statistical software, Principal Component Analysis, KMO, and Bartlett's Test of Sphericity (Factor Analysis) to determine the factors related to the research (Table 1).

Table 1

*Results of KMO and Bartlett's Test for the Factor Analysis*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.881
Bartlett's Sphericity Test Approx. Chi-Square	4467.112
df	190
p-value	0.000

The result from the KMO/Bartlett's Test was the four factors categorized from the 18 questionnaires in Table 2. Based on pilot study results, the researcher changed the five-point Likert Scale into a four-point scale to avoid results being skewed to the middle of the five-point survey. In addition, participant demographics was moved to the end of the survey in accordance with Cozby (2007), who stated, "It is best to ask the most interesting and important questions first to capture the attention of your respondents and motivate them to complete the survey" (p. 133). The item response reliability of the instrument was examined using Cronbach's  $\alpha$  test. The Cronbach's  $\alpha$  value of the pilot survey was .843, indicating that inter-correlations among test items in the survey were high and the instrument of survey possessed good consistency.

Table 2

*Four Factors Categorized from the 18 Questions in the Pilot Data*

Factors	Original Question Nos.	Nos. of the Questions	Cronbach's $\alpha$ for Each Category of the Factor
(1)Attitudes toward the EEE	6, 7, 8, 9, 10, 12, 13, 14	8	.902
(2)Level of Satisfaction toward the EEE	20, 21, 22, 23	4	.900
(3)Attitudes toward English Curriculum, Materials, and Methods on Campus	24, 25, 26	3	.833
(4)Perceptions of the EEE	28, 30, 31	3	.718
Total		18	.843

## Quantitative Survey Results

Descriptive and inferential statistics were conducted in SPSS 12.0 for Windows. Means and standard deviations were calculated for all survey questions. Analyses of correlation, Chi-Square, Mann-Whitney U tests and the Kruskal-Wallis tests were used to determine the differences across faculty demographics, across student demographics, and between faculty and students regarding the survey responses. This study assumed the dependent variable is at least ordinal. Therefore, the Mann-Whitney U test was applied. This test, a non-parametric analog of the independent samples t-test, can be used when the dependent variable is not a normally distributed interval variable.

The Spearman rank correlation test was applied to examine the correspondence between faculty' and students' attitudes toward the implementation of the EEE and its influence on English class learning and teaching including the curriculum, materials, methods, needs, motivations, effort, and self-perceived future influence after graduation. For the first two questions, the researcher explored attitudes toward the implementation of the EEEs when compared across participants' demographics. The third and fourth research questions addressed influences of the EEE when compared across participants' demographics. The fifth and sixth research questions compared English faculties' and students' attitudes toward the implementation and influences of the EEE. The researcher made an investigation into the interrelatedness among the six subscales by using correlation analysis and by studying importance of the EEE to the survey participants, the efforts and time students spent on learning English, and students' self-perceived ability, self-determination and test motivation level, and success and failure of passing the EEE. The last part of the survey questions was related to student participants' responses obtained from one open-ended question. The qualitative data collected from this open-ended question were classified in terms of common themes which offered information to help the researcher investigate and reconfirm the results

drawn from the quantitative data of survey.

The data were processed and analyzed by descriptive statistics and nonparametric statistics software including Chi-Square test, and Mann-Whitney U-test. Questionnaire surveys were administered to 1388 undergraduate students and 87 faculty members in English as Foreign Language (EFL) classrooms at 10 first-tier Universities of Technology (UTs) and Institutes of Technology (ITs) in North Taiwan from November to December 2010. After discarding questionnaires with missing values or with the same response throughout the questionnaire, a total of 73% (1009) EFL student and 76% (66) EFL English faculty survey responses were analyzed.

#### *Demographic Information*

The research incorporated participant demographics as variables, including personal information of English faculties and students.

#### *English Faculty Participants*

The Teacher Questionnaire Survey (TQS) studied the attitudes of faculty participants toward the current implementation of the EEE. Demographic data pertaining to faculty participants' gender, age, and professional status, highest education, experience with teaching the EEE, year of teaching, and form of the EEE that faculty members had taught were collected (Table 3).

*Gender.* Sixty-six EFL instructors responded to the questionnaires. Female respondents (49) outnumbered male (17) respondents by three to one.

*Age.* Most of the faculty participants (85%) ranged from 30 to 59 years of age. Thirty-five percent of faculty participants were in their forties; 26% in their fifties; and 24% in their thirties. Six percent of the faculty participants (4 out of 66) were over 60 years old, and 9% (6 out of 66) were less than 30 years old.



*Professional status.* Almost 67% (44 of 66) of faculty participants were lecturers, 14% (9 of 66) were assistant professors, 14% (9 of 66) were associate professors, and 6% (4 of 66) were professors.

*Teaching experience.* The majority of faculty participants (20%) had 21-25 years of teaching experience, followed by 2-5 years (18%), 16-20 years (17%), 6-10 years (15%), 26-30 years (11%), 11-15 years (9%), 31 years or more (6%), and 1 year (5%) of teaching experience. English proficiency tests. Over half of the surveyed faculty (52%) had taught the EEE in their respective universities or colleges.

*Form of the EEE taught.* Of the faculty participants who had experience teaching the EEE, 27% had taught basic level of the General English Proficiency Test (GEPT); 11%, Test of English for International Communication (TOEIC); and 7%, intermediate level GEPT, the International English Language Testing System (ILETS), and the Test of the English as a Foreign Language (TOEFL; ITP).

Table 3

*Demographics of Faculty Participants (N=66)*

Item	Group	Frequency	%
Gender	Male	17	26
	Female	49	74
Age	less than 30	6	9
	30-39	16	24
	40-49	23	35
	50-59	17	26
	60 and above	4	6
Professional Status	Professor	4	6
	Associate Prof.	9	14
	Assistant Prof.	9	14
	Lecturer	44	66
Year of Teaching	1 <sup>st</sup> year	3	5(8)
	2-5	12	18(2)
	6-10	10	15(4)
	11-15	6	9(6)
	16-20	11	17(3)
	21-25	13	20(1)
	26-30	7	11(5)
	31 or more	4	6(7)
Experience with the EEE Teaching	Yes	34	52
	No	32	48
Form of the EEE that Faculty Members Taught	GEPT	18	27
	(elementary level)	7	11
	TOEIC	4	7
	GEPT	4	7
	(Intermediate level)	4	7
	IELTS	1	2
	TOEFL (ITP)		
CSEPT			

*The number in the parentheses indicated the rank of the percentage*

*Student Participants.*

The Student Questionnaire Survey (SQS) investigated the attitudes of students toward the current implementation of the EEE at UTs and ITs. Demographic data pertaining to student respondents' gender, school grade, age, experience with the EEE, passage/failure of the EEE, and the form of EEE that the student participants had passed were collected (Table 4).

*Gender.* Thirty percent of student respondents were males and 70% of them were females.

*School grade.* Student participants comprised 17% freshmen, 48% sophomores, 30% juniors and 5% seniors. Four students were delayed seniors.

*Age.* Ninety-seven percent of student respondents were in the 18 to 22 year age range.

*Experience with the EEE.* Of all the surveyed students, 52% of them had experience in taking the EEE.

*Passage/failure of the EEE.* Of all the students who had experience in taking the EEE, 42% of them had passed the English proficiency tests.

*Form of the EEE that surveyed students had passed.* English proficiency tests referred to standardized language tests, such as GEPT, TOEIC, and TOEFL.

The three most commonly taken English proficiency tests for the surveyed students were the elementary level of GEPT, TOEIC, and CSEPT (College Student English Proficiency Test).

Table 4

*Demographics of Student Participants (N=1009)*

Item	Group	Frequency	%
Gender	Male	303	30
	Female	706	70
Grade	Freshman	168	17
	Sophomore	484	48
	Junior	306	30
	Senior	47	5
	Others	4	.4
Age	18	36	4
	19	195	19
	20	409	41
	21	248	25
	22	84	8
	23	20	2
	Above 23	10	1
Experience with the EEE (No. 34)	Yes	527	52
	No	482	48
Passage/Failure of the EEE	No	306	58
	Yes	221	42
Form of the EEE that Surveyed Students Had Passed (Q35)	GEPT (elementary level)	187	17.8
	TOEIC	98	9.4
	CSEPT	38	3.6
	GEPT (Intermediate level)	36	3.4
	Global English Test	26	2.5
	Tailor-made Collegiate English Proficiency Test	26	2.5

### *Participants' Responses to Survey Questions*

#### *Teacher Responses*

The Mann-Whitney U test identified significant differences ( $p < .05$ ) in survey responses as a function of faculty gender, age, professional status, highest education, experience with teaching the EEE, year of teaching, and form of the EEE that faculty members had taught.

*Gender.* Responses to three questions, Q15, Q25, and Q31-6, showed statistically significant differences ( $p < .05$ ) by gender (Table 5). The three questions are (a) the university needs to subsidize students from low income families to participate in the English proficiency test in higher education of Taiwan; (b) speaking English with foreigners will make their students nervous, and (c) how faculty members perceived the impact of the EEE in college on their students' motivation to learn English.

Table 5

*Significant Differences in Survey Responses by Faculty Gender (Mann-Whitney Test)*

(N=66) Male=17 Female=49	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Q15	266.500	1491.500	-2.467	.014
Q25	367.500	1592.500	-2.420	.016
Q31-6	244.500	397.500	-2.771	.006

\* $p < .05$ 

As shown in Table 6, all male faculty members (100%) believed universities should subsidize students from low income families to participate in English proficiency tests (Q15), whereas 10% of female faculty did not think so. Additionally, the entire females (100%) believed that “speaking English with foreigners will make their students nervous” (Q25), but 12% of males disagreed with this statement. As to how faculty members perceived the impact of the EEE in college on their students’ motivation to learn English, more male faculty (59%) thought the impact of the EEE on English learning motivation was low than female faculty (27%) did.

Table 6

*Significant Percentage Differences in Survey Responses by Gender (Mann-Whitney Test)*

N=66 Male=17 Female=49	Q15		Q25		Q31-6	
	Disagree %	Agree %	Disagree %	Agree %	Low %	High %
Male	0	100	12	88	59	41
Female	10	90	0	100	27	73

\* $p < .05$

Faculty's Age. This section revealed systematic and significant differences ( $p < .05$ ) of eight survey questions when compared across faculty' age. As indicated in Table 7, six questions that had reached a significant level were Q1, Q9, Q16, Q23, Q28, Q30-2, Q31-2, and Q31-6.

Table 7

*Significant difference ( $p < .05$ ) When Compared across Faculty Age by Chi-Square Test*

( $N=66$ )

N=66	Person Chi-Square Value	df	Asymp. Sig. (2 sided)
Q1	21.642	12	.042
Q9	27.336	12	.007
Q16	24.107	12	.020
Q23	13.133	4	.011
Q28	14.334	4	.006
Q30-2	21.761	4	.040
Q31-2	23.776	12	.022
Q31-6	23.826	12	.012

\* $p < .05$

*Faculty's Age.* In particular, compared to other age groups in Table 8, (a) faculty in their 30's were less inclined to agree the EEE should be required; (b) English faculty in their 30's and in their 50's did not believe English classes have elevated their students' English abilities; (c) faculty older than 59 and in their 30's tended to doubt the necessity of university-borne monetary incentives for students passing various levels of English proficiency tests; (d) faculty in their 50's and 40's were less likely to believe their students could pass the EEE by their own effort; (e) a higher percentage of faculty in their 50's and 40's did not believe their students could pass the EEE before graduation; (f) faculty older than 59 (to a lesser extent) and faculty in their 30's did not believe students' desire to get a job influenced their performance on the EEE; and (g) the same group of faculty (as f) believed students had less motivation to learn English and lower prospects for graduate school than other age groups.

Sample sizes were small for age groups above 59 years old ( $N=6$ ) and below 29 years old ( $N=6$ ), so survey responses for these age groups may not be representative. Therefore the researcher chose the top two results to display the statistical significance.



Table 8

*Percentage of Agreement and Disagreement within Faculty Age Group (N=66)*

Q1	Below 30	30-39	40-49	50-59	Over 59
Disagree %	0	13	9	0	0
Agree %	100	87	91	100	100
Q9	Below 30	30-39	40-49	50-59	Over 59
Disagree %	33	38	22	35	25
Agree %	67	62	78	65	75
Q16	Below 30	30-39	40-49	50-59	Over 59
Disagree %	0	19	4	6	25
Agree %	100	81	96	94	75
Q23	Below 30	30-39	40-49	50-59	Over 59
Disagree %	17	12	52	59	0
Agree %	83	88	48	41	100
Q28	Below 30	30-39	40-49	50-59	Over 59
Disagree %	0	6	52	53	0
Agree %	100	94	48	47	100
Q30-2	Below 30	30-39	40-49	50-59	Over 59
Low %	0	31	0	18	75
High %	100	69	100	82	25
Q31-2	Below 30	30-39	40-49	50-59	Over 59
Low %	17	31	9	29	50
High%	83	69	91	71	50
Q31-6	Below 30	30-39	40-49	50-59	Over 59
Low %	33	50	30	24	50
High %	67	50	70	76	50

*Teaching Experience.* As indicated in Table 9, year of teaching experience was a significant factor in the responses to three questions of the survey; they were Q1, Q23, and Q31-2.

English faculty members with 21–25 years of teaching experience were most likely to disagree with the implementation of the EEE, followed by the group with 16 to 20 years of teaching. Those with 11-15 years of teaching experience perceived their students were not able to pass the EEE by their own effort. The faculty-perceived influence of EEE on students' prospects for graduate school was considered low, specifically to faculty with 26-30 years of teaching experience.

Table 9

*Significant Difference ( $p < .05$ ) When Compared across Year of Teaching by Chi-Square Test*

*(N=66)*

Question No.	Chi-Square Value	df	Asymp. Sig. (2-sided)
Q1	36.684	21	.018
Q23	14.287	7	.046
Q31-2	34,045	21	.036

\* $p < .05$

*Year of Teaching.* Faculty' previous teaching experience with the EEE was a significant factor for only one question, Q28 (Table 10). Faculty group with EEE teaching experience is more inclined than the group without EEE teaching experience to believe that their students are unable to attain the goal of passing the EEE before graduation.

Table 10

*Statistically Significant Difference ( $p < .05$ ) When Compared across Faculty Members'*

*Previous Teaching Experience with the EEE (N=66)*

Question No.	Chi-Square Value	df	Asymp. Sig. (2-sided)
Q28	3.926	1	.048

\* $p < .05$

### *Student Responses*

*Gender.* Gender was a significant factor influencing students' responses to many survey questions: Q1, Q3-4, Q6-7, Q18-20, Q22, Q25-26, Q29, Q30-2, Q30-4, Q31-1, Q31-6, and Q31-10 (Figure 7). In general, more females than males agreed that (a) higher institutions should require the EEE; (b) the EEE can improve their English abilities and increase their competitive abilities in the workplace; (c) they would study harder to pass the EEE; and (d) their university should conform to other Taiwan universities in requiring the EEE. Regarding student needs while facing the EEE, more females than males believed that (a) providing good-quality materials for their self-study is necessary, (b) "teaching directly to the EEE" in the General English class is appropriate; (c) adding more supplementary English courses to their curriculum is necessary to help prepare for the EEE; (d) their English instructors expect of them a lot in the General English class; (e) preparing for the EEE will deprive them of time that to learn other professional subject matters and (f) professional subjects in their major occupy most of their time so they had no time for English learning. In contrast, more male students than females believed that speaking English with a foreigner will make them nervous. When asked about the impact of the following items to motivate students doing well in college, females admitted that the desire to get a good job exerted a higher influence to motivate them to do well in college than males did. However, males admitted that avoiding summer school for the EEE had a higher influence on them than females did. Regarding the influence of the passage of the EEE, all females felt the EEE passage exerted higher influences than males did on (a) their prospects for future jobs, (b) their motivation to learn English, and (c) How they feel about their English learning abilities.

Figure 7. Gender Differences in Attitudes Regarding the EEE (Mann-Whitney U Test)

(N=1009).

Part	Questions	Mean Rank M=Male F=Female	Z	Sig (2-tailed)	
A: Attitudes toward the Exit English Examination 1-7	1	Institutions of Higher Education in Taiwan should require Exit English Examinations (EEEs).	M: 466.83 F: :521.38	-3.086	.002
	3	The EEE can increase my competitive abilities in my workplace in Taiwan.	M: 479.62 F: :515.89	-2.036	.042
	4	The EEEs as exit benchmarks in my university can help elevate my English ability.	M: 474.43 F: :518.12	-2.420	.016
	6	I think I will study English harder because of the EEE required in my university or college.	M: 442.44 F: :531.85	-4.902	.000
	7	My university should conform to other	M: 469.52 F: :520.23	-2.736	.006

		universities in Taiwan in requiring the EEE.			
D: Perception of "Teaching to the Test" 18-20	18	It is necessary to provide good-quality teaching materials for my self-study in order to help prepare the EEE.	M: 468.92 F: :520.48	-2.926	.003
	19	I believe "teaching directly to the EEE" is appropriate in my General English class.	M: 472.43 F: :518.98	-2.526	.012
	20	It will meet my need to prepare for the English proficiency test by adding more supplementary English courses to my curriculum.	M: 451.73 F: 527.86	-4.344	.000
E: Personal Motivation and Effort to English Learning 21-29 <b>1=Agree;</b> <b>2=Disagree</b>	22	My English instructors expect much of me in the General English class about my English learning in my school.	M: 475.31 F:517.74	-2.469	.014
	25	Speaking English with a foreigner	M: 530.37 F: 494.11	-2.537	.011

		will make me nervous.		
	26	Preparing for the EEE will deprive me of time that is originally assigned to learn other professional subject matters.	M: 458.50 F: 524.96	-3.870 .000
	29	Professional subjects in my major occupy most of my time in my university so I have no time for English learning.	M: 481.72 F: 514.99	-1.968 .049
F: The Influence and Motivation Level of the EEE on Students 30-31	30	Does the following item motivate you to do well in college? ( <b>Please circle each item</b> the level of motivation you think)		
		30-2: Desire to get a good job	M: 462.12 F: 523.40	-3.406 .001
		30-4 : Avoiding summer school for the EEE	M: 537.09 F: 491.23	-2.378 .017
	31	Does passing the EEE influence the following item in college to you? (Please circle each item the level of influence you think)		
		31-1: My prospects for future job	M: 470.23 F: 519.92	-2.765 .006
		31-6: My motivation to learn English	M: 479.21 F: 513.96	-2.021 .043
		31-10: How I feel about my English learning abilities	M: 461.40 F: 523.71	-3.415 .001

Information resources: data collected and analyzed by the study, \* $p < .05$



*Passage of the EEE.* Whether or not a student passed the EEE had a significant influence ( $p < .05$ ) on responses to Q4-6, Q12, Q22-24, Q26, Q28, Q30-3, Q31-10, and Q31-11, as determined by the Mann-Whitney U Test (Figure 8).

Figure 8. EEE Passage/Failure Differences in Attitudes Regarding the EEE (Mann-Whitney U Test; N=1009).

Part	Question	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
A: Attitudes toward the Exit English Exam SQ1-7	SQ4: The EEE as an exit benchmark in my university can help elevate my English ability.	113,548.500	300,514.500	-1.970	.049
	SQ5: Choosing the EEE as a gate-keeping device will increase my employment opportunity in my workforce.	112,499.500	299,465.500	-2.247	.025
	SQ6: I think I will study English harder because of the EEE required in my university or college.	111,935.500	298,901.500	-2.341	.019
B. Level of Satisfaction toward the General English curriculum SQ8-13	SQ12: The gradual improvement on the test grades of my English proficiency is due to the proper English teaching methods.	113,218.500	300,184.500	-2.021	.043
E: Personal Motivation and Effort to English Learning SQ21-29	SQ22: My English instructors expect much of me in the General English class about my English learning in my school.	112,425.500	191,826.500	-2.359	.018
	SQ23: I believe that I can pass the EEE by my own effort.	115,302.000	194,703.000	-2.372	.018
	SQ24: I am willing to speak English in my English class.	112,409.500	191,810.500	-3.339	.001
	SQ26: Preparing for the EEE will deprive me of time that is originally assigned to learn other professional subject matters.	106,948.500	293,914.500	-3.772	.000
	SQ28: I can attain the goal of passing the EEE	109,222.500	188,623.500	-3.751	.000

	in my university before graduation.				
SQ30. Does the following item motivate you to do well in college? (Please circle each item the level of motivation you think)	30-3: Fear of being kept back in school for failing the EEE.	108,345.500	187,746.500	-3.058	.002
SQ31. Does passing the EEE influence the following item in college to you? (Please circle each item the level of influence you think)	31-10: How I feel about my English learning abilities.	109,757.000	296,723.000	-2.868	.004
	31-11: Whether I will be denied my academic degree if I fail the EEE.	108,195.000	187,596.000	-3.097	.002

Information resources: data collected and analyzed by the study, \* $p < .05$

As shown in Table 11, students who passed the EEE were more inclined to agree that (a) the EEE as an exit benchmark can help improve their English ability; (b) choosing the EEE as a gate-keeping device will increase their employment opportunity in their workforce; (c) they will study English harder because of the required EEE; (d) the gradual improvement on the test grades of their English proficiency is due to the proper English teaching methods; (e) their English instructors expect a lot of them in the General English class; (f) they can pass the EEE by their own effort; (g) they are willing to speak English in their English class; (h) they can attain the goal of passing the EEE before graduation and (i) passing the EEE could influence how they feel about their English learning abilities. However, students who failed the EEE were more inclined to agree that (a) preparing for the EEE will deprive them of time

to learn other professional subject matters; (b) their fear of being kept back in school for failing the EEE are higher; and (b) their fear of being denied their academic degrees because of failing the EEE are higher.

Table 11

*Percentage of Agreement and Disagreement Categorized by Student Passage/Failure of the EEE (N=1009)*

Pass No. = 398 (40%), Not pass No. = 611 (60%)		Disagree	%	Agree	%
Question with Significant Difference in Passage of the EEE					
Q4	No pass	18		82	
	Pass	14		86	
Q5	No pass	16		84	
	Pass	12		88	
Q6	No pass	28		72	
	Pass	20		80	
Q12	No pass	58		42	
	Pass	51		49	
Q22	No pass	47		53	
	Pass	39		61	
Q23	No pass	15		85	
	Pass	10		90	
Q24	No pass	17		83	
	Pass	10		90	
Q26	No pass	39		61	
	Pass	51		49	
Q28	No pass	27		73	
	Pass	17		83	
Q30-3	No pass	31		69	
	Pass	41		59	
Q31-10	No pass	23		77	
	Pass	18		82	
Q31-11	No pass	30		70	
	Pass	39		61	

*Self-reported English score.* Academic score may be an important variable in understanding the students' responses to high-stakes testing. Spearman's correlation coefficient revealed that an English academic score significantly influenced responses to the following questions: Q1, Q4, Q6-7, Q9, Q13, Q19, Q 23-29, Q30-1, Q30-3, Q31-5, Q31-6, Q31-8, and Q 31-9 (Table 12).

Table 12

*Significant Questions Categorized by Self-reported Score (N=1009)*

No.	Questions
1	Institution of Higher Education in Taiwan should require an Exit English Examination (EEE).
4	The EEE as exit benchmarks in my university can help elevate my English ability.
6	I think I will study English harder because of the EEE required in my university or college.
7	My university should conform to other Taiwan universities requiring the EEE.
9	In general, the General English classes of my university have elevated my English ability.
13	The steady improvement of my English proficiency test grades in my university is due to proper English teaching materials.
19	I believe "teaching directly to the EEE" is appropriate in my General English class.
23	I believe that I can pass the EEE by my own effort.
24	I am willing to speak English in my English class.
25	Speaking English with a foreigner will make me nervous.
26	Preparing for the EEE will deprive me of time that is originally assigned to learn other professional subject matters.
27	Passing the EEE as a benchmark for graduation means that I have learned what I am supposed to regarding the English language learning in college.
28	I can attain the goal of passing the EEE in my university before graduation.
29	Professional subjects in my major occupy most of my time in my university so I have no time for English learning.
30	Does the following item motivate you to do well in college? (Please circle each item the level of motivation you think)
	30-1: My desire to graduate from college
	30-3: My fear of being kept back in school for failing the EEE
31	Does passing the EEE influence the following item in college to you? (Please circle each item the level of influence you think)
	31-5: The more effort that my English teacher takes in teaching the General English in class because of the EEE
	31-6: My motivation to learn English
	31-8: Whether I am interested in the General English class
	31-9: Whether I participate in the General English class

As indicated in Table 13, students who reported the lowest scores (= or <59) were overall more likely to express strongest disagreement with the above listed items except Q19, Q23, Q25-27, Q29, Q30-1, Q30-3, and Q31-5, which the higher performing students (with A score from 90 through 100) were least likely to agree with. The group of students with the highest score (90-100) disagreed that (a) directly teaching to the EEE was appropriate (Q19);

(b) students were able to pass the EEE by their own effort (Q23); (c) after passing the EEE as a benchmark for graduation, students learned what they were supposed to learn (Q27); (d) students had no time for English learning because of interference from their professional subjects. In addition, the high-achieving students did not think that students' desire to graduate from college and their fear of being kept out in school for failing the EEE were two powerful factors that motivated students to do well in college.

Table 13

*Percentage of Agreement and Disagreement Categorized by Student Self-reported Scores on General English (N=1009)*

Q	Score	= or <59 (=169 students)	60-69 (=193 students)	70-79 (=291 students)	80-89 (=268 students)	90-100 (=88 students)
1	Disagree	22	19	10	8	11
	Agree	78	81	90	92	89
4	Disagree	26	21	15	11	14
	Agree	74	78	85	89	86
6	Disagree	39	27	21	18	24
	Agree	61	73	79	82	76
7	Disagree	40	34	28	21	23
	Agree	60	56	72	79	77
9	Disagree	61	48	45	46	42
	Agree	39	52	55	54	58
13	Disagree	65	55	54	60	56
	Agree	35	45	46	40	46
19	Disagree	26	19	25	7	36
	Agree	74	81	75	93	54
23	Disagree	17	8	8	11	18
	Agree	83	92	92	89	82
24	Disagree	21	19	14	10	5
	Agree	79	81	86	90	95
25	Disagree	22	21	19	19	41
	Agree	78	79	81	81	59
26	Disagree	39	37	38	49	66
	Agree	61	63	62	51	34
27	Disagree	66	58	67	71	73
	Agree	34	42	33	29	27
28	Disagree	36	28	20	18	11
	Agree	64	72	80	82	89
29	Disagree	52	52	58	73	74
	Agree	48	48	42	27	26
30-1	Low	26	21	20	35	44
	Much	74	79	80	65	56
30-3	Low	24	20	31	49	60
	Much	76	80	69	51	40
31-5	Low	34	30	24	30	35
	Much	66	70	76	70	65
31-6	Low	38	28	20	21	22
	Much	62	72	80	79	78
31-8	Low	41	24	32	31	31
	Much	59	66	68	69	69
31-9	Low	46	36	29	30	34



	Much	54	64	71	70	66
31-10	Low	37	29	18	14	9
	Much	61	71	82	86	91

*Grade level.* The Kruskal Wallis and One-Way ANOVA, and Tukey (post-hoc) tests identified grade level as a significant factor ( $p < .05$ ) influencing students' responses to the following questions: Q2–Q13, Q19, Q30-1, Q30-3, Q30-5, Q31-2, Q31-5, Q31-9, Q31-10, and Q31-11 (Figure 9).

Figure 9. Significant Grade Difference ( $p < .05$ ) by computing Kruskal Wallis Test (N=1009).

Part	Question	Chi-Square	df	Asymp. Sig.
A: Attitudes toward the Exit English Exam Q1-Q7	Q2: The EEE is the most efficient tool for globalization of Taiwan.	15.667	4	.003
	Q3: The EEE can elevate my competitive abilities in my workplace in Taiwan.	11.334	4	.023
	Q4: The EEE as exit benchmarks in my university can help elevate my English ability.	23.562	4	.000
	Q5: Choosing the EEE as a gate-keeper will increase my employment opportunity in my workforce.	9.825	4	.043
	Q6: I think I will study English harder because of the EEE required in my university or college.	19.057	4	.001
	Q7: My university should catch up with other universities in Taiwan in terms of applying the requirement of the EEE.	9.562	4	.048
	B. Level of Satisfaction toward the General English curriculum Q8-Q13	Q8: I am satisfied with the learning of the General English in my respective university in Taiwan.	23.112	4
Q9: In general, the General English classes of my university have elevated my English ability.		19.514	4	.001
Q10: The English curriculum in my university is		14.974	4	.003

	conducive to helping me pass the EEE in Taiwan's higher education.			
	Q11: The gradual improvement on the test grades of my English proficiency is due to the proper planning of English curriculum in my university.	15.777	4	.003
	Q12: The gradual improvement on the test grades of my English proficiency is due to the proper	23.452	4	.000
	Q13: The steady improvement of my English proficiency test grades in my university is due to proper English teaching materials.	16.06	4	.002
D. Perception of "teaching to the EEE"	Q19: I believe "teaching directly to the EEE exam" is appropriate in my General English class.	9.869	4	.043
F. The Influence and Motivation Level of the EEE on Students.	30-1: Desire to graduate from college	13.529	4	.009
30. Does the following item motivate you to do well in college? (Please circle each item the level of motivation you think)	30-3: Fear of being kept back in school for failing the EEE	24.939	4	.000
	30-5: Desire to please my parents	9.782	4	.044
	31-2 My prospects for graduate school	11.531	4	.021
Q31. Does passing the EEE influence the following item in college to you? (Please circle each item the level of influence you think)	31-5 The more effort that my teacher takes in teaching the General English in class because of the EEE	13.821	4	.008
	31-9 Whether I participate in the General English class.	11.256	4	0.024

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31-10: How I feel about their English learning abilities.	13.857	4	0.008
31-11: Whether I will drop out of school if I fail the EEE.	21.233	4	0.000

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Information resources: data collected and analyzed by the study, \* $p < .05$

After computing Tukey (post-hoc) tests, the statistically significant differences ( $p < .05$ ) among the four grade levels was displayed in Appendix O. Juniors are least likely to agree that (a) the EEE is the most efficient tool for globalization of Taiwan, (b) the EEE as an exit benchmark in their university can help elevate their English ability, (c) choosing the EEE as a gate-keeping device will increase their employment opportunity in their workforce, (d) they are satisfied with the learning of the General English in their university, (f) their English faculties' enthusiasm in the General English influences their English learning. However, when asked about what motivated them to do well in college under the influence of the EEE implementation, among the four grades, seniors considered the following factors the highest influences on their English performance: (a) the desire to graduate from college, (b) fear of being kept back in school for failing the EEE, and (c) the desire to please their parents. Among the four grade levels, seniors were least likely to agree that (a) the EEE can increase their competitive abilities in their workplace in Taiwan; (b) they study English harder because of the EEE required in their university or college; (c) the General English classes of their university have elevated their English ability; (d) the English curriculum in their university is conducive to helping them pass the EEE; (e) the gradual improvement on the test grades of students' English proficiency is due to the proper planning of English curriculum; (f) the gradual improvement on the test grades of students' English proficiency is due to the proper English teaching methods; (g) the steady improvement of students' English proficiency test grades in their university is due to proper English teaching materials. Regarding the influence of the EEE among the four grade levels, seniors considered the impact of the EEE lowest. They thought passing the EEE had the least impact on the following aspects: (a) the prospect for graduate school, (b) the effort that the English faculty takes in teaching the English classes because of the EEE, (c) whether or not they participate in the General English class, and (d) whether or not they will get their academic degrees if

they fail the EEE.

Among all grade levels, sophomores were least willing to speak English in their English class and were most likely to become nervous when speaking English with a foreigner ( $p = .000$ ; 2-sided). Freshman undergraduates were the most likely to disagree with the following statements: (a) preparing for the EEE will deprive them of time to learn other professional subject matters ( $p = .000$ ; 2-sided) and, (b) professional subjects in students' major occupy most of their time in college so they have no time for English learning ( $p = .03$ , 2-sided).

*Parents' highest education.* Students whose parents' highest education was used in this study as a proxy for socioeconomic status reported there was no significant difference between student parents' highest education and students' grades on General English classes. However, there were significant correlations between a student's self-reported working hours (Q38) and his/her mother's highest education (Q37).

*Part-time working hour.* Table 14 revealed that the number of hours that students worked part-time impacted their responses to survey questions and the differences had reached a significant level ( $p < .05$ ). Students who worked the most hours were least likely to agree with the following statements: (a) the gradual improvement of their English proficiency tests grades is due to proper English teaching methods (Q12), and (b) students can attain the goal of passing the EEE before graduation (Q28). Regarding the influences of the EEE implementation on students who worked the most hours, they were most likely to consider the influence on the following items the lowest: (a) the effort that a teacher takes in teaching English after the implementation of the EEE (Q31-5), (b) student motivation to learn English (Q31-6), (c) whether or not students are interested in English, (d) whether or not students

participate in the General English class and (e) how students feel about their English learning abilities (Q31-10).

Table 14

*Significant Percentage Difference ( $p < .05$ ) Categorized by Working Hour (N=1009)*

Question	Working hours	Never (=503 students)	< 5 hours (=62 students)	6-8 hours(=44 students)	9-15 hours(=107 students)	Over 16 hours(=293 students)
8	Disagree%	36	27	36	35	44
	Agree%	64	73	64	65	56
12	Disagree%	52	45	36	51	59
	Agree%	48	55	64	49	41
19	Disagree%	29	34	36	20	19
	Agree%	71	66	64	80	81
27	Disagree%	71	66	64	80	81
	Agree%	29	50	59	62	
28	Disagree%	23	15	11	22	27
	Agree%	77	85	89	78	73
30-1	Low %	29	37	30	38	22
	Much %	71	63	70	62	78
30-3	Low %	37	45	39	30	29
	Much %	63	55	61	70	71
31-5	Low %	27	23	27	28	35
	Much %	73	77	73	72	65
31-6	Low %	29	23	11	17	24
	Much %	71	77	89	83	76
31-8	Low %	65	69	84	73	63
	Much %	35	31	16	27	37
31-9	Low %	36	26	18	28	36
	Much %	64	74	81	72	64
31-10	Low %	22	15	14	21	22
	Much %	78	85	86	79	78

The aforementioned results used demographics as variables to explore differences in participants' survey responses. Following that, survey questions in the six subscales were measured to answer the six research questions, including faculty and student attitudes toward the implementation and influence of the EEE when compared across the faculty and student demographics, and the discrepancies between faculty and student attitudes toward the

implementation and influence of the EEE.

*Analysis of the Faculty and Student Survey Data*

Table 15 demonstrated that faculty's response mean and standard deviation were above the halfway point on a four-point or on a two-point scale, indicating that overall surveyed faculty supported the ideas expressed in scales A to F.



Table 15

*Mean Score of Faculty Responses (N=66)*

Variables	Mean	SD	Value (Minimum=1 Maximum=4)	1=strongly disagree 2=disagree 3=agree 4=strongly agree
A (Q1-Q7)	3.20	.75	Mini=1 Max=4	
B(Q8-Q13)	2.68	.61	Mini=1 Max=4	
C(Q14-Q17)	3.30	.76	Mini=1 Max=4	
D(Q18-Q20)	2.96	.84	Mini=1 Max=4	
E(Q21-Q29)	1.44	.41	Mini=1 Max=2	1=agree 2=disagree
F(Q30-1-Q31-5)	2.77	.80	Mini=1 Max=4	1=very low 2=low 3=much 4=very much

Faculty respondents displayed high agreement regarding Q1-Q7 in subscale A (Table 16). However, viewing from the disagreeing percentage in subscales B-D, the researcher found some notable disagreement among faculty for these questions: Q12 (63%), Q13 (59%), Q19 (49%). Specifically, some of the surveyed faculties disagreed with statements that: (a) the gradual improvement of their students' English proficiency test grades is due to proper English teaching method; (b) the steady improvement of their students' English proficiency test grades in their university is due to proper English teaching materials; (c) students are willing to speak English in the General English class. Nearly half of the surveyed faculty (49%) disagreed that "teaching directly to the EEE" is appropriate in the General English classes (Q19).

Questions in subscale E investigated faculties' views on how they thought about how the EEE influenced their students' motivation and effort in the General English class. Table 16 displaying faculties' responding questions with greater disagreeing percentage are Q24 (54%), Q26 (70%), Q27 (74%), and Q29 (77%). Faculty disagreed the most with the following statements: (a) my students are willing to speak English in my General English classes (Q24); (b) preparing for the EEE will deprive my students of time to study other subject matters (Q26); (c) passing the EEE means that my students have learned what they are supposed to regarding the English learning in college (Q27; 74%); (d) most of their students' time is occupied by professional subjects in their majors so they have no time for learning English (Q29; 77%).

Table 16

*Percentage of Faculty Agreement and Disagreement in Subscales A-E (N=66)*

Part	Question	Mean	Standard Deviation	Disagree %	Agree %
A:	1	3.44	0.66	6	94
	2	3.08	0.83	21	79
	3	3.29	0.70	11	89
	4	3.29	0.72	12	88
	5	3.32	0.73	12	88
	6	3.03	0.81	24	76
	7	2.97	0.80	24	76
B	8	2.73	0.54	29	71
	9	2.73	0.62	30	70
	10	2.68	0.64	35	65
	11	2.59	0.68	45	55
	12	2.71	0.60	63	37
	13	2.65	0.59	59	41
C	14	3.06	0.84	23	77
	15	3.42	0.68	8	92
	16	3.42	0.70	9	91
	17	3.29	0.80	12	88
D	18	3.21	0.76	14	86
	19	2.56	0.98	49	51
	20	3.12	0.78	15	85
Part	Q	Mean	SD	Disagree %	Agree %
E	21	1.08	0.267	8	92
	22	1.38	0.489	38	62
	23	1.38	0.489	38	62
	24	1.55	0.502	54	46
	25	1.03	0.17	3	97

26	1.70	0.46	70	30
27	1.74	0.44	74	26
28	1.30	0.46	30	70
29	1.77	0.42	77	23

Table 17 displayed the mean score of student responses. Overall, student attitudes were positive regarding the implementation of the EEE (Table 17, subscale A). However, the majority of student participants disagreed with the statements related to English curriculums in subscale B, such as curriculum planning (61%), teaching materials (58%), and teaching methods (55%). Fifty percent of surveyed students confided that their General English classes are conducive to elevating their English ability and helping them pass the EEE, whereas half of the surveyed students disagreed with the above ideas. Overall, reviewing from the mean score, the majority of students (62%) were satisfied with learning in the General English classes, but considering from the agreeing and disagreeing percentage, surveyed students tended to be less satisfied with their English curriculum than were their English faculty (Q9 to Q13).

As for the Q14 to Q17 in subscale C and Q18-20 in subscale D, student participants largely (over 70%) agreed with statements in subscales C and D regarding students' needs while facing the challenge of the EEE. They in general (83%) agreed (a) the fees for the official English proficiency test are too expensive, (b) their university needs to subsidize students from low income families to participate in the English Proficiency Test, (c) passing various levels of English proficiency tests necessitates offering monetary incentives to students, and (d) preparing students for the EEE necessitates encouraging them to participate in the basic-level test first, then in higher levels of English proficiency tests, (e) providing good-quality teaching materials for students' self-study and adding more supplementary

English courses to their curriculum are necessary, and (f) teaching directly to the EEE exams is appropriate. Spearman rank correlation tests showed student responses to subscales A through D were highly correlated with Spearman's  $\rho = .000$  (2-tailed).

Table 17

*Student Mean Score in Subscale A-F (N=1009)*

Variables	Mean Average	Mean SD	Value (Minimum=1 Maximum=4)	1=strongly disagree 2=disagree 3=agree 4=strongly agree
A (Q1-Q7)	3.07	.72	Mini=1 Max=4	
B(Q8-Q13)	2.44	.70	Mini=1 Max=4	
C(Q14-Q17)	3.38	.68	Mini=1 Max=4	
D(Q 8-Q20)	3.15	.68	Mini=1 Max=4	
E(Q21-Q29)	1.35	.44	Mini=1 Maxi=2	1=agree 2=disagree
F-1(Q30-1 through Q-30-5); F-2(Q31-1 Q31-11)	2.94	.85	Mini=1 Max=4	1=very low 2=low 3=much 4=very much

Table 18 demonstrated percentage of agreement and disagreement of student responses to the survey questions. Surprisingly, students were equally (50%) divided on the statements that (a) their General English classes elevated their English ability (Q9), and (b) the English curriculum in their university was conducive to helping them pass the EEE (Q10; Table 18).

Students tended to agree with most of the ideas from subscale A to subscale D except for three questions: Q 11, Q12 and Q13. That is, students disagreed that (a) gradual improvement on the test grades of their English proficiency is due to proper planning of the English curriculum in their university; (b) gradual improvement on the test grades of their English proficiency is due to proper English teaching methods; (c) steady improvement of their English proficiency test grades in their university is due to proper English teaching materials.

Table 18

*Percentage of Agreement and Disagreement of Student Survey in Subscales A-D (N=1009)*

Part	Question	Mean	Standard Deviation	Disagree %	Agree %
A:	1	3.13	.707	13	87
	2	3.08	.727	18	82
	3	3.27	.648	9	91
	4	3.11	.709	17	83
	5	3.11	.696	15	85
	6	2.93	.768	25	75
	7	2.89	.802	29	71
B	8	2.62	.668	38	62
	9	2.50	.677	50	50
	10	2.47	.691	50	50
	11	2.31	.701.	61	39
	12	2.38	.715	55	45
	13	2.34	.711	58	42
C	14	3.16	.745	17	83
	15	3.38	.652	7	93
	16	3.52	.606	4	96
	17	3.37	.679	9	91
D	18	3.34	.608	6	94
	19	2.95	.774	26	74
	20	3.17	.659	11	89
Part	Q	Mean	SD	Disagree %	Agree %
E	21	1.26	.441	26	74
	22	1.44	.496	57	43
	23	1.13	.338	13	87
	24	1.14	.351	14	86
	25	1.22	.412	22	78



26	1.43	.496	43	57
27	1.66	.473	66	34
28	1.23	.421	23	77
29	1.61	.488	39	61

The questions in student subscale E were conceptualized to investigate students' personal motivation level and effort level regarding English learning (Table 19). In this subscale, a response of "1" means "Agree" and "2" means "Disagree". Therefore, smaller mean values translate to greater agreement with the statement. Students had a tendency to agree more regarding the questions in subscale E, except for four questions, Q24, Q26, Q27 and Q29. Students opposed that (a) they are willing to speak English in their General English class (54%); (b) preparing for the EEE will deprive them of time that is originally assigned to learn other professional subject matters (70%); (c) Their English teachers expect them a lot in their General English class about their English learning (57%); (d) passing the EEE as a benchmark for graduation means that they have learned what they are suppose to regarding the English learning in college (66%).

To be particular, in a descending order, students were most likely to agree that (a) speaking English will make them nervous; (b) their English instructor's enthusiasm in the General English class influences my English learning; (c) they can attain the goal of passing the EEE before graduation; (d) they believe they can pass the EEE by their own effort; (e) they are willing to speak English in their General English class; (f) preparing for the EEE will deprive them of time to learn other professional subject matters; (g) passing the EEE as a benchmark for graduation means that students have learned what they are supposed to regarding English learning in college; (h) professional subjects in their major occupy most of their time in their university so they have no time for English learning.

Table 19

*Student Agreeing and Disagreeing Percentage in subscale E (N=1009)*

Subscale E							
Part	No.	Question	Mean	Mean Rank	SD	Agree %	Disagree %
E: Personal Motivation and Effort to English Learning Q21-Q29  1= Agree 2= Disagree	21	My English instructor's enthusiasm in the General English class influences my English learning in my school	1.08	7	.267	92	8
	22	My English instructor expects much of me in the General English class about my English learning in my school.	1.38	5	.489	62	38
	23	I believe that I can pass the EEE by my own effort.	1.38	5	.489	62	38
	24	I am willing to speak English in my General English class.	1.55	4	.502	46	54
	25	Speaking English with a foreigner will make students nervous.	1.03	8 Agree the most	.173	97	3
	26	Preparing for the EEE will deprive me of time that is originally assigned to learn other professional subject matters.	1.70	3	.463	30	70
	27	Passing the EEE as a benchmark for graduation means that I have learned what I am supposed to regarding English learning in college.	1.74	2	.441	26	74
	28	I can attain the goal of passing the EEE in my university before graduation.	1.30	6	.463	70	30
	29	Professional subjects in my major occupy most of my time in my university so I have no time for English learning.	1.77	1 Disagree the most	.422	23	77

Faculty members had a greater disagreement in Q30-5 (Table 20). A larger percentage of

faculty members (70%) did not think that students' desires to please their parents greatly influenced students' performance on EEE compared to students' disagreeing percentage (39%) in Q30-4. Additionally, the rank of mean in Table 20 provided some information on what faculty thought about the influence of the EEE on their students. From Q31-1 through Q31-11, the five questions worth exploring were Q31-3 through Q31-6, Q31-8, and Q31-9 with lower means. In addition, the rank of mean provided some information on what faculty thought about the influence of the EEE on their students and on themselves. One third of surveyed faculties considered the impact of implementing the EEE low in terms of the following aspects: (a) the amount of time students spent on learning English in the General English classes, (b) students' desire to attend the General English classes, (c) the more effort that they take in teaching the General English class because of the implementation of the EEE, (d) students' motivation to learn English, (e) students' interest in the General English class, and (f) students' participation in the General English classes.

Table 20

*Faculty Percentage of Agreement and Disagreement among Subscale F (N=66)*

F	Question	Mean	Mean Rank	Standard Deviation	Disagree %	Agree %
	30-1	2.86	2	0.839	30	70
	30-2	3.23	1	0.760	17	83
	30-3	2.85	3	0.864	30	70
	30-4	2.64	4	0.888	39	61
	30-5	2.15	5	0.864	70	30
	<b>Average</b>	<b>2.75</b>				
F	Question	Mean	Mean Rank	Standard Deviation	Disagree %	Agree %
	31-1	3.29	1	0.696	11	89
	31-2	3.08	2	0.771	23	77
	31-3	2.62	8	0.818	44	56
	31-4	2.58	9	0.786	42	58
	31-5	2.74	6	0.791	35	65
	31-6	2.70	7	0.784	35	65
	31-7	2.83	4	0.714	26	74
	31-8	2.62	8	0.718	42	58
	31-9	2.52	9	0.662	46	54
	31-10	2.76	5	0.681	29	71
	31-11	2.86	3	0.857	32	68
	<b>Average</b>	<b>2.78</b>				

Regarding doing well in college under the influence of the EEE, a majority of students rated the motivation of the following items high on almost every question in the first part of subscale F (Table 21; mean =2.95 out of 4). The mean rank of student's perception about what motivates them to do well in college in a descending order was in the following: (a) the desire to get a good job, (b) the desire to graduate from college, (c) fear of being kept back in school for failing the EEE, (d) the desire to please their parents, and (e) avoidance of summer school for the EEE.

Table 21

*Mean Rank of Student Motivation to Do Well in College (N=1009)*

F-1 Does the following item motivate you to do well in college?	Mean	Order of the Mean Rank
30-1: Desire to graduate from college	2.99	2
30-2: Desire to get a good job	3.44	1
30-3: Fear of being kept back in school for failing the EEE	2.87	3
30-4: Avoiding summer school for the EEE	2.66	5
30-5: Desire to please my parents	2.72	4
Average	2.95	

The required passage of an EEE exerted much influence on undergraduate students at Taiwanese UTs and ITs. A majority of students perceived the influences of the EEE were high on almost every question in the second part of subscale F (Table 22; mean=2.93 out of 4). The rank order (Table 22) in a descending manner was as follows: (a) the prospects for future job, (b) the prospects for attending graduate schools, (c) the motivation to finish the university or college, (d) how students feel about their English learning abilities, (e) their motivation to learn English, (f) the more effort that students take in learning English in the General English classes because of the EEE, (g) the fear of being denied an academic degree, (h) their interest in learning English in the General English classes, (i) their desire to attend English classes, (j) their participation in class activities, and (k) time spent studying English (Table 22).

Table 22 indicated that student participants perceived greater influences of the EEE on (a) their prospect of future job, (b) their prospect of further study, (c) their thought about their learning ability, and (e) English learning motivation. Reviewing closely the agreeing and disagreeing percentage, the researcher found that among the disagreement with the influences of the EEE, comparatively higher percentage of students did not think EEE influence their time to study the EEE test, desire to attend or participate in the General English classes, and their interest in the General English, effort, or interest in learning English under the influence of the EEE, and did not even believe they could be denied their academic degrees if they failed their EEE.

Table 22

*Mean Rank of the EEE influences to Students in College (N=1009)*

F-2 Does passing the EEE influence the following item in college to you?	Mean	Order of the Mean Rank
31-1: Student future job	3.39	1
31-2: The prospects for attending graduate school	3.10	2
31-3: Time that I spend on studying the EEE	2.69	10
31-4: The desire that I want to attend the General English class	2.76	9
31-5: The more effort that my teacher takes in learning in the General English classes because of the EEE	2.85	6
31-6: Their motivation to learn English	2.94	5
31-7: The motivation to finish the university or college	3.08	3
31-8: Whether I am interested in the General English class	2.78	8
31-9: Whether I participate in the General English class	2.74	9
31-10: How I feel about my English learning abilities	3.02	4
31-11: Whether I will be denied my academic degree if I fail the EEE	2.84	7
Average	2.93	

Table 23 indicated that faculties had higher mean scores in subscales A and B, whereas students obtained higher mean scores in subscales C, D, E, and F. The mean scores for the faculty participants' and student participants' attitudes toward the implementation of the EEE (subscale A) was 3.20 (SD= .75) and 3.07 (SD= .72) out of a maximum score of 4. The two mean scores were way above the halfway point on the scale, indicating that both faculty and students held positive attitudes toward the implementation of the EEE. Faculty members had a high level of agreement in beliefs that (a) institutions of Higher Education in Taiwan should require an EEE because it is the most efficient tool for globalization of Taiwan, (b) choosing the EEE as a gate-keeping device will increase students' employment opportunity in their workforce, (c) the EEE can help increase students' English ability and students' competitive abilities in their workplace as well, (d) in order to conform to other universities and encourage undergraduate students to study harder, higher institutions in Taiwan should require the EEE in their respective universities. In fact, the percentage of agreement of the faculty group was slightly higher than that of students about the attitudes toward the implementation of the EEE

(subscale A). However, subscale B shows that the faculty average mean was 2.68 and student mean was 2.44, meaning that faculty has higher degree of agreement regarding Q8 to Q13.



Table 23

*Faculty and Student Means and Standard Deviations among Subscales (Faculty No=66; Student No=1009)*

Variables	F=Faculty S=Student	Mean	SD	Value (Minimum=1 Maximum=4)	1=strongly disagree 2=disagree 3=agree 4=strongly agree
A (Q 1-Q7)	F	3.20	.75	Mini=1	
	S	3.07	.72	Max=4	
B(Q 8-Q13)	F	2.68	.61	Mini=1	agree
	S	2.44	.70	Max=4	
C(Q 14-Q17)	F	3.30	.76	Mini=1	
	S	3.38	.68	Max=4	
D(Q 18-Q20)	F	2.96	.84	Mini=1	
	S	3.15	.68	Max=4	
E(Q 21-Q29)	F	1.44	.41	Mini=1	1=agree 2=disagree
	S	1.35	.44	Max=2	
F(Q 30-1-Q31-5)	F	2.75	.84	Mini=1	1=very low 2=low
	S	2.95	.92	Max=4	
F(Q31-1-Q31-11)	F	2.78	.75	Mini=1	3=much 4=very much
	S	2.93	.79	Max=4	

From the perspective of discrepancies between faculty and students, the significant differences ( $p < .05$ ) were displayed in Table 24 after computing both t-test and Mann-Whitney U test. Survey responses for faculty and students were significantly different ( $p < .05$ ) for fifteen questions: Q1, Q4, Q5 (subscale A), Q9, Q10, Q11, Q12, Q13 (subscale B), Q19 (subscale D), Q21, Q23-26, and Q29 (subscale E). In Addition, Table 24 singled out that the difference of mean ( $S=1.22$ ,  $T=1.03$ ), Standard deviation (SD;  $S= .351$ ,  $T= .502$ ), and the percentages of agreement and disagreement between students and faculty responses. The faculty group had an inclination to rate higher than the student group did in regard to the questions in subscale B (Q8-Q13), the perceived level of satisfaction toward the General English curriculum. Reviewing closer the disagreeing percentage of these nine questions (Q21-Q29), student responses tended to match with faculty responses in E subscale except for three questions: Q24, Q26, and Q29.

Table 24

*Statistically Significant Difference ( $p < .05$ ) between Faculty and Student Survey Questions across Students' Demographics by Mann-Whitney U Test (Faculty=66; Student=1009)*

Part	Question	Mean S=student; F=Faculty	SD	t -value	Sig. (t-test)	Sig. (U-test)
A: Attitudes toward the Exit English Exam Q1-Q7	1	S:3.13 F:3.44	.71 .66	-3.49	.000	.000
	4	S:3.11 F:3.29	.71 .72	-1.99	.047	.034
	5	S:3.12 F:3.32	.70 .73	-2.29	.022	.012
B: Level of Satisfaction toward the General English Curriculum Q8-Q13	9	S:2.50 F:2.73	.68 .62	-2.84	.006	.006
	10	S:2.50 F:2.73	.69 .64	-2.45	.014	.013
	11	S:2.31 F:2.59	.70 .68	-3.21	.001	.002
	12	S:2.38 F:2.72	.72 .60	-4.31	.000	.000
	13	S:2.34 F:2.65	.71 .60	-3.44	.001	.001
D: Perception of "Teaching to the Test" Q18-Q20	19	S:2.95 F:2.56	.77 .98	3.16	.002	.001
E: Personal Motivation and Effort to English Learning Q21-Q29	21	S:1.26 F:1.08	.44 .27	5.27	.000	.001
	23	S:1.13 F:1.38	1.13 1.38	-4.04	.000	.000
	24	S:1.14 F:1.55	1.14 1.55	-6.40	.000	.000
	25	S:1.22 F:1.03	1.22 1.03	7.50	.000	.000
	26	S:1.43 F:1.70	1.43 1.70	-4.48	.000	.000
	29	S:1.62 F:1.77	1.62 1.77	-2.844	.006	.012

Information resources: data collected and analyzed by the study, \* $p < .05$

Table 25 indicated that (a) eighty-six percent of students reported they were willing to practice speaking English in class; however, only 46% of their English faculty thought that their students did; (b) 57% of students agreed that preparing for the EEE will deprive them of time to learn other professional subject matters; however, only 30% of faculty agreed this statement; (c) professional subjects in students' major occupy most of students' time so they have no time for English learning.

Table 25

*Difference in Teacher and Student Agreeing and Disagreeing Percentage (Faculty No=66;*

*Student No=1009)*

Part	No.	Question	Subscale E					
			S=Student F=Faculty	Mean	Mean Rank	SD	Agree %	Disagree %
E: Personal Motivation and Effort to English Learning 21-29  1= Agree 2= Disagree	21	My English instructor's enthusiasm in the General English class influences my English learning in my school	S	1.26	5	.44	74	26
			F	1.08	7	.27	92	8
	22	My English instructor expects much of me in the General English class about my English learning in my school.	S	1.44	3	.50	57	43
			F	1.38	5	.49	62	38
	23	I believe that I can pass the EEE by my own effort.	S	1.13	8	.34	87	13
			F	1.38	5	.49	62	38
	24	I am willing to speak English in my English class.	S	1.14	9	.35	86	14
			F	1.55	4	.51	46	54
	25	Speaking English with a foreigner will make students nervous.	S	1.22	7	.41	78	22
			F	1.03	8	.17	97	3
	26	Preparing	S	1.43	4	.50	57	43

	for the EEE will deprive me of time that is originally assigned to learn other professional subject matters.	F	1.70	3	.46	30	70
27	Passing the EEE as a benchmark for graduation means that I have learned what I am supposed to regarding the English learning in college.	S	1.66	1	.47	34	66
		F	1.74	2	.44	26	74
28	I can attain the goal of passing the EEE in my university before graduation.	S	1.23	6	.42	77	23
		F	1.30	6	.46	70	30
29	Professional subjects in my major occupy most of my time in my university so I have no time for English learning.	S	1.61	2	.49	39	61
		F	1.77	1	.42	23	77
				Agree the most			

Over 70% of the faculty and over 80% of the students agreed (or strongly agreed) with the statement of Q14 that fees for the required external official English proficiency test are too expensive. Likewise, they supported (a) subsidization for students from low income families to participate in English proficiency tests (Q15), (b) monetary incentives for the students passing various levels of English proficiency tests (Q16) and (c) encouraging student participation in the basic-level test first, then in higher levels of English proficiency tests, to prepare students for the EEE (Q17).

Three questions (Q18-Q20) in subscale D attempted to explore the faculty and student participants' perception of "teaching to the test", specifically to the EEE. Faculty' responses (mean=2.96; SD= .84) rated lower than students' responses (mean=3.15; SD= .68) in this section. Faculty and student responses were similar in Q18 and Q20. Over 80% of the faculty and over 90% of the students deemed it necessary to provide good-quality teaching materials for students' self-study in order to help students prepare for the EEE. The majority of faculty (89%) and students (85%) thought that adding more supplementary English courses to their curriculum met students' need to prepare for the English proficiency tests. However, faculty and students disagreed with each other regarding "teaching directly to the EEE is appropriate" (Q19). Almost half of the surveyed faculty (49%) did not support this teaching approach, while almost three quarters (74%) of surveyed students believed it was appropriate.

Table 26 presents the questions with statistically significant differences ( $p < .05$ ) between faculty and students in subscale F by t-test and Mann-Whitney U test as follows.

Table 26

*Statistically Significant Difference ( $p < .05$ ) between Faculty and Student regarding Survey*

*Questions in Subscale F (Faculty No=66; Student No=1009)*

Part	Question	Mean S=student; F=Faculty	SD	t -value	Sig. (t-test)	Sig. (U-test)
F: The Influence and Motivation Level of the EEE on Students 30-31	30-2	S:3.445 F:3.227	.71 .76	2.39	.017	.011
	30-5	S:2.718 F:2.152	.99 .86	5.11	.000	.000
	31-6	S:2.945 F:2.697	.75 .78	2.60	.010	.0015
	31-7	S:3.079 F:2.833	.75 .71	2.60	.009	.006
	31-9	S:2.764 F:2.515	.77 .66	2.56	.011	.008
	31-10	S:3.024 F:2.758	.748 .681	2.817	.005	.004

Information resources: data collected and analyzed by the study, \* $p < .05$

The questions with statistically significant difference ( $p < .05$ ) between faculty and student regarding survey questions in subscale F were Q30-2, Q30-5, Q31-6, Q31-7, Q31-9, and Q31-10 (Table 27). Students perceived the following items as higher motivators than the faculty members believed. That is, students' desire to get a good job and to please their parents exerted much higher impact than English faculty thought on student performance at school. Furthermore, passing the EEE had much higher influence than English faculty believed on the following items to undergraduate students: (a) motivation to learn English, (b) motivation to finish the university and college, (c) whether students participate in the General English class, and (d) how students feel about their English learning abilities. Faculty members seemed to underestimate the influences of the EEE on their students' learning motivation, how students felt about their learning ability, and efforts in learning English.



Table 27

*Questions with Significant Differences in Subscale F between English Faculty and Student**(Faculty No=66; Student No=1009)*

Does the following item motivate you (your students) to do well in college?
30-2: My desire to get a good job
30-5: My desire to please my parents
Does passing the EEE influence the following item in college to you (your students)?
31-6: motivation to learn English
31-7: motivation to finish the university or college
31-9: Whether students participate in the General English class
31-10: How students feel about their English learning abilities

Students' responses scored higher than faculty' responses for 15 (out of 16) questions (Table 28). The exception was Q31-11; that is, undergraduate students were less influenced by the passage of the EEE on whether or not they were denied academic degrees (as a consequences of failing the EEE) than their faculty believed. Overall faculty ranked Q31-11 as third, whereas students ranked it as seventh, when asked about how much influences they perceived about the passage of the EEE on their being denied academic degrees. However, the difference was not significant ( $p < .05$ ).

Table 28

*Mean and Rank for Faculty and Student in Subscale F (Faculty No=66; Student No=1009)*

Subscale F-1			
Student No. =1009 Faculty No. =66	Mean (S=Student; F =Faculty)	Rank of Student Mean	Rank of Teacher Mean
30-1: Desire to graduate from college	S=2.99 F=2.86	2	2
30-2: Desire to get a good job	S=3.44 F=3.23	1	1
30-3: Fear of being kept back in school for failing the EEE	S=2.87 F=2.85	3	3
30-4: Avoiding summer school for the EEE	S=2.66 F=2.64	5	4
30-5: Desire to please my parents	S=2.72 F=2.15	4	5
Questions	Mean (S=St udent; F=F aculty)	Rank of Student Mean	Rank of Teacher Mean
31-1: Student future job	S=3.39 F=3.29	1	1
31-2: The prospects for graduate school	S=3.10 F=3.08	2	2
31-3: The time that students spend on studying the EEE	S=2.69 F=2.62	11	8
31-4: The desire that students want to attend the General English class	S=2.76 F=2.58	9	10
31-5: The more effort that a teacher takes in teaching the General English in class because of the EEE	S=2.85 F=2.74	6	6
31-6: Student motivation to learn English	S=2.94 F=2.70	5	7
31-7: The motivation to finish the university or college	S=3.08 F=2.83	3	4
31-8: Whether students are interested in the General English class	S=2.78 F=2.62	8	8
31-9: Whether students participate in the General English class	S=2.74 F=2.52	10	10
31-10: How a student feels about his/her English learning ability	S=3.02 F=2.76	4	5
31-11: Whether a student will be denied an academic degree if he/she fails the EEE	S=2.84 F=2.86	7	3

In summary, the student group had an inclination to rate higher than the faculty group did regarding the questions Q30-1 to 31-11 in subscale F related to the influences of the EEE on students' motivation level, effort, and self-efficacy. That is, faculties presented a higher proportion of "Disagreeing" than "Agreeing" opinions mixed with a small portion of "Strongly Disagreeing" and "Strongly Agreeing." opinions. Obviously, the faculty group had

more doubts about the influence of implementation of the EEE (test motivation) on students' motivation intensity, self-efficacy, and level of effort in English learning.

Based on Chen's (2008) research criteria, the survey questions in this study were categorized into four variables, three motivational variables consisting of self-efficacy (1 question), motivation intensity (3 questions) and intrinsic value (4 questions) and the test motivation (8 questions) listing in Table 29. Chiou (2005) defined the strength of correlation coefficient in absolute value as follows: 0.1-0.39 (weak), 0.4-0.69 (moderate), and 0.7-0.99 (strong). After computing the Spearman correlation test, the result (Spearman's  $\rho$ s) indicated that the 16 questions were moderately correlated with each other, meaning that self-efficacy, motivation intensity, intrinsic value, and their test (EEE) motivation were moderately correlated (Appendix R). Whether or not individuals with higher levels of intrinsic motivation expend more effort on a given task is explored in this study. From the correlation values (Spearman's  $\rho$ s), the study confirmed the correlation of these four variables. The higher level of self-efficacy belief (Q31-10), the more effort one is willing to spend (Q6, Q31-4, and Q31-6) in terms of satisfaction level (Q8), time spent (Q31-3), interest they felt (Q31-8), and participation in class activities (Q31-9). As shown in Appendix R, these three motivational variables and test motivation are positively correlated and the relationships between them are moderate.

Table 29

*Students Questions Categorized by Self-efficacy, Motivational Intensity, Intrinsic Value and Test Motivation Based on Chen's (2008) Criteria (N=1009)*

Categories	Survey Question Numbers
Self-efficacy (1 question)	Q31-10
Motivation Intensity (3 questions)	Q6, Q31-4, Q31-6
Intrinsic Value (4 questions)	Q8, Q31-3, Q31-8, Q31-9
Test motivation (8 questions)	Q1, Q2, Q3, Q4, Q5, Q7, Q31-1, Q31-2

### Qualitative Survey Results

Finally, the student participants' responses obtained from one open-ended question were classified in terms of common themes, which offered information to help the researcher both investigate and reconfirm the results drawn from the quantitative data. The open-ended question for students was: I feel the EEE is\_\_\_\_\_.

This last research question attempted to elicit college students' perspectives toward learning English as a requirement and the compulsory standardized examination as a threshold for graduation (the EEE). Seventy-three percent of student participants (1009 out of 1388) filled in the Likert-type questions without missing values, but only 50 percent of them (505 out of 1009) answered the open-ended question in this section. Therefore, the researcher received a lower return rate of this qualitative question with a total of 505 completed responses. Fifty percent of the undergraduates surveyed viewed the EEE in a positive light; 21%, negative; and 29%, neutral (Table 30) based on the tone of the answers. The open-ended qualitative data demonstrated an overall agreement with EEE implementation (60%), compared with the percentage of opposing views (31%) and neutral responses (9%). This result matched with the concluding findings from the quantitative survey data. That is, the general faculty and student participants demonstrated a high degree of agreement with the implementation of the EEE in Taiwan Technological and Vocational Higher Education. However, there is always room for improvement regarding a policy implementation.

Some noteworthy issues from this open-ended question were in the following: (a) students voiced their needs in English classes to help prepare for the EEE regarding their curriculum alignment; (b) faculty personality and behavior played critical roles in motivating English learning; (c) low-achieving students lamented that they encountered insurmountable difficulties with the EEE and could not imagine how they could pass without genuine assistance in English classes. From their responses to this question, the researcher discovered

that student intensity of motivation depended on the perceived stakes of the EEE. Both high and low stakes were identified in the qualitative data. High-stakes referred to the consequence attached to students' being granted or denied academic degrees because of passage or failure of the EEE. Some surveyed students perceived the EEE as a low stake because (a) it is not internationally recognized, such as the GEPT locally developed in Taiwan; (b) it is unimportant and useless because English will not be used in their future workplaces; (c) their poor English performance in high school is unable for them to pass the EEE by their own effort. Additionally, students mentioned that their difficult financial conditions necessitated their taking part-time jobs, which consequently interfered with their preparations for the EEE. Under this disadvantaged condition their chance to pass an EEE became slimmer.

Table 30

*Percentages for Positive and Negative Viewpoints among the Participating Undergraduates**(Student N=505)*

	Positive Viewpoints (useful, important, necessary, basic need, helpful, momentum, spur, motivation, easy)	Neutral	Negative Viewpoints (Useless, unnecessary, helpless, difficult, not easy, pressure, fear, threat, nervous, trouble, unmotivated)	Total
No.	305	45	155	505
%	60	9	31	100

Table 31 summarizes the categories classified by the repetitive occurrence of words in the participating students' responses about the EEE. In descending order, the major categories were (a) test standards, (b) test types, (c) future jobs, (d) basic requirement at school, (d) importance (necessity, usefulness), (e) competition or motivation (f) certificate of English proficiency, (g) globalization, (h) overseas study or graduate school, and (i) goal or target.

The majority of students referred to test standards (79%) and types of standardized test (71%), such as TOEIC 350, GEPT (second stage of Elementary Level), or CSEPT 240. They concerned about standards and passing requirements of the EEE. Among students with negative thoughts, six percent commented that their school's standard is too low; whereas 6% lamented that the standard is too high. Some mentioned the test should be internationally recognized (such as TOEIC or TOEFL, not just a locally developed test (GEPT). Fifteen percent of undergraduates singled out the connections of the EEE to their future jobs. Eleven percent of students believed the EEE was a basic competence requirement test and suggested that every student can pass it. Eight percent of undergraduates viewed the EEE as a competition, with momentum (a prod or a motivation) to urge them to study diligently to pass the examination. Six percent of them thought the EEE was important (necessary, useful). Four percent of surveyed students described the importance of getting a license in English

proficiency. Two percent signified the current global change, the influence of globalization, and English as a tool to increase personal competitiveness. The same percentage of undergraduates responded that (a) the EEE will help them attend graduate school or study overseas and (b) increasing English ability is regarded as a target or goal to pursue, especially for future traveling to English speaking countries.



Table 31

*Percentages of Positive Categories Classified from the Open-ended Question (Student N=505)*

Thought about the EEE			Thought about the EEE		
Categories	Frequency	%	Categories	Frequency	%
1. Test Standard	406	79	6. Importance (necessity, usefulness, helpfulness)	29	6
2. Test Type	361	71	7. Certificate of English Proficiency	22	4
3. Future Job	70	15	8. Globalization	8	2
4. Basic Requirement	55	11	9. Overseas Study or prospects of Graduate School	8	2
5. Competition, Prod, and Motivation	38	8	10. Goal (Target)	8	2

Of those who opposed the implementation of the EEE, 31% of the students (Table 30) did not think this policy would motivate them to learn English. As Table 32 demonstrated, a portion of student participants (12%) criticized the EEE as being beyond their current English ability. Ten percent of them described the EEE as “difficult.” Seven percent of undergrads claimed they were unmotivated to learn English. Six percent commented that the standard for the EEE (TOEIC 350) was too low to be recognized by workplaces after graduation and was therefore useless. Several students (5%) indicated they were too busy with their majors or extra-curricular activities and, as a result, had no time to study English and prepared for the examination. Some undergraduates (4%) opposed implementation of the EEE policy because they did not believe their English proficiency could be improved by mandating an EEE policy or remedial English courses. Five percent said they do not have time to study. Three percent of them criticized that (a) unqualified faculty makes them unmotivated to learn English, and (b) no genuine advance in English learning exists at the university level when compared with studying English in senior high school.

In addition, the same number of surveyed students mentioned their needs under the influence of the EEE in the following: (a) the necessity to work because they have financial difficulty, (b) lack of time to prepare for the EEE because they have to work part time, and (c) the provision of preparation classes in college is insufficient about how to take the EEE. The researcher discovered that the financial difficulties necessitated students’ taking part-time jobs, which in turn interfered with their preparation for the EEE. The EEE seemed to generate different degrees of influences on surveyed students.

Another three percent of students perceived the EEE as a “pressure” on them and the same number viewed the EEE as a “fear, frustration, threat, and burden” and another three percent revealed that they did not have confidence and interest in learning English. Another 3% of the participants did not feel this compulsory examination works since they still can

graduate from university as long as they take remedial English courses if they fail the EEE. The same percent of students mentioned that some form of the English standardized test as the required EEE in college, such as a GEPT, was not an internationally-recognized standardized examination and thus they considered this kind of EEE policy ineffective. Another 3% thought (a) this policy might have negative effects on teaching, resulting in “teaching to the testing”, and (b) the fees of external standardized English proficiency tests were too expensive. One senior student lamented that she/he had taken eight times of the required EEE tests, but did not pass the required EEE, feeling really frustrated (S. H. Lin, personal communication, May 28, 2009)..

Table 32

*Percentages of Negative Categories Classified from Open-ended Question among the Participating Undergraduates (N=505)*

Negative Thought	Total N=505		Negative Thought	Total N=505	
Categories	Frequency	%	Categories	Frequency of N	%
1. Poor English Performance	60	12	11. Taking Part-time job and Interference from Part-time Job	17	4
2. Difficulty (Trouble)	46	10	12. Lack of the EEE Preparation Classes	14	3
3. Lack of Motivation to Learn	35	7	13. Anxiety, frustration, fear, threat, and burden	15	3
4. Standard too low	33	6	14. Pressure	15	3
5. Standard too high	32	6	15. Money Deficiency	15	3
6. Deficiency of Time to study English	25	5	16. Teaching to the Test	14	3
7. Poor faculty for English teaching	15	3	17. The EEE will not work for having English remedial class as a “backdoor” alternative.	13	3
8. No genuine Improvement in English Learning	15	3	18. Lack of Interest and confidence	13	3
9. Financial problems (no money)	14	3	19. Lack of Confidence	13	3
10. No international recognition for the required EEE	14	3	20. Expensive external test fees	13	3

In short, the results described in this section provided an overview of students' attitudes toward the EEE implementation. Students' opinions on this qualitative research question contained both positive and negative viewpoints. The researcher used the next chapter to answer seven research questions by relating the study findings to the previous literature and presenting more detailed explanations and interpretations to provide a more thorough understanding of the similarities and discrepancies of faculty and student attitudes about the graduation threshold.

### Summary

A pilot study was conducted to validate the survey instrument in this research. Providing the demographic information of faculties and student participants, the study exhibited the frequencies and percentages of all participants and background variables such as age, gender, professional status, highest education degree, teaching year, teaching experience with the EEE, student age, student grade level, passing or failing the EEE, parental (or guardian) highest education, self-perceived English score on the General English class were explored. The findings presented significant differences in faculty age, gender, teaching experience with the EEE and student gender, grade levels, passage/failure of the EEE, self-reported scores on English, and weekly part-time working hours. The faculty and student mean scores revealed that their responses to the survey questions are above the halfway point on a four-point scale, indicating that overall both faculty and students held positive attitudes toward the implementation and influences of the EEE. However, due to the high stakes attached to the EEE recommendation policy and its room to improve, significant discrepancies between faculty and student groups entailed careful and in-depth analyses so as to mitigate negative repercussions of the EEE to the minimum. To sum up, the descriptive analyses, Chi Square tests, Mann-Whitney U tests, Kruskal Wallis tests, and Spearman' correlation tests in the

SPSS for Windows were utilized to find the characteristics of participants and statistically significant differences of participant responses. Meanwhile, Schmidt's (2004) five-step procedure was used to process qualitative research results.

## CHAPTER FIVE

### CONCLUSIONS AND IMPLICATIONS

#### Introduction

The aforementioned results in Chapter Four utilize demographics as variables to explore differences in participants' survey responses. Survey of the six subscales is measured to answer the six research questions, including teacher and student attitudes toward the implementation and influence of the Exit English Examination (EEE) when compared across the teacher and student demographics, and the discrepancies between teacher and student attitudes toward the implementation and influence of the EEE.

The six research questions were (a) to identify the factors that affect English faculties' perceptions and attitudes toward the implementation of the EEE when compared across demographics (b) to discover the factors that cause undergraduate students to form their attitudes toward the implementation of the EEE when compared across demographics, (c) to determine the factors that shape English faculties' thoughts regarding attitudes toward the influences of the EEE when compared across demographics, (d) to investigate student attitudes toward the influences of the EEE when compared across demographics, (e) to explore the relationship between English faculties' and their students' attitudes on the implementation of the EEE, and (f) to discern the relationship between English faculties' and students' beliefs and attitudes toward the influences of the EEE in Taiwan's Universities of Technology (UTs) and Institutes of Technology (ITs).

In this chapter, six quantitative research questions and a qualitative open-ended question are first posed. The relationships between variables are analyzed. Important findings highlighted for further discussion are presented in the later sections of the chapter. A number of implications are addressed for the Higher Education, specifically for the Technological and Vocational Education (TVE) system in Taiwan, followed by suggestions for further studies.

Finally, the concluding remarks emerging from analyses of quantitative and qualitative data acquired through surveys are formulated.

### Findings and Conclusions of Research Questions

The results and analyses from Chapter Four were integrated to answer the seven research questions and compared to some important findings in the previous studies.

*Sub-research Question One: What were English faculties' attitudes toward the implementation of the EEE at Taiwan's UTs and ITs when compared across demographics?*

Sub-research Question one investigated what English faculties' attitudes were regarding the implementation of the EEE when compared across the demographics. Gender plays a critical role in the following perspectives: the entire female faculty respondents believed that speaking English with foreigners would make their students nervous, but a small portion of male respondents disagreed with this statement. When questioned, faculty members' perception of the impact of the EEE on their students' desire to attend the General English classes and the motivation to learn English, a higher percentage of male faculties perceived the EEE influences as low compared to the female counterparts. In summary, male faculties had more confidence than female faculties in their students' speaking performance. In contrast, female faculties demonstrated more confidence in their students' desire to attend English classes and in their students' motivation to learn English in class.

In this study the students with English deficiency were mainly from low income families which were also found in Chang's 2007 report. To them, English was just another boring academic subject and useless in their daily life. These misconceptions hindered the continuation of their English learning. After this group of students entered junior high school, their English performance was below that of other students due to lack of family financial support, lack of English resources available at home, and the lack of opportunities in tutoring from cram schools having better qualified English teachers (Chang, 2005; Wu, 2003). Due to



lack of competition, low requirements, poor performance, and low motivation in their English study, the majority of these students eventually attended senior high schools in the Technological and Vocational Education (TVE) system (Chang, 2006). Consequently, students in the TVE system generally perform unsatisfactorily in English and come from lower socioeconomic families (Chang, 2007; Pen, 2005).

These students belonged to a special group whose teachers did not expect too much of them at the onset of English learning, resulting in low motivation and low English proficiency (Chang, 2007). At the high school and college level, these same students continue to harbor a misconception of English learning and regarded English as simply an academic subject for testing, learning it with low self-confidence and low self-esteem. Furthermore, educational resources allotted by Taiwan's Ministry of Education (MOE) to the schools in the vocational education system compared to those of the general educational system were insufficient (Chang, 2007). All in all, the combination of family background, limited educational resources, and low English Language Proficiency meant students at UTs and ITs faced greater difficulties in attaining the level of English proficiency currently required in the EEE (Chen & Lee, 2004).

Faculty age exerts a significant influence on the implementation of the EEE. Faculties less than 40 years of age demonstrated less confidence in students' efforts in the EEE and had more doubts about students' successfully passing the EEE before graduation. Compared to other age groups, faculty members younger than 40 years of age were most likely to oppose the requirement of the EEE and the offer of the monetary incentives to students for passing the EEE. They did not believe that English classes could increase their students' English ability and they perceived the influences of students' desire to get a job and students' prospects for graduate school as being low. In summary, "forty years of age" seems to be a critical age difference among English faculties surveyed in this study. The tendency for this

group of faculties to take negative views on the above-mentioned aspects may be related to the inexperience of teaching in the related field.

Professional status is a significant factor for faculty responses. Compared to other professors, associate professors did not think the necessity of offering monetary incentives was urgent and they perceived the impact of the EEE on whether students were granted or refused academic degrees as low.

Year of teaching experience is a significant factor for the survey responses. Those faculties with 11-15 years of teaching experience tended to perceive their students as unable to pass the EEE by their own effort. They might fall into the above-mentioned age group, less than forty years of age, which could justify why they displayed uncertainty about student abilities to pass the EEE without assistance. In addition, the faculty group with the EEE teaching experience was less likely to agree that students could attain the goal of passing the EEE before graduation. Quite possibly, faculty members with the EEE teaching experience understand the vocational track students' deficient English proficiency so they hold a more realistic attitude about the current English learning difficulty that students are encountering now. Given this fact, faculty groups with the EEE teaching experience may appear less optimistic than the one without the EEE teaching experience about students' passing the EEE before graduation. Under this condition, experience plays a part in the survey responses when compared across faculty demographics.

In terms of instructional practice in the General English classes, English faculty members overall thought that their students were unwilling to speak English and became nervous when speaking with foreigners. They believed that preparing for the EEE did not deprive students of time to learn other professional subjects in their majors because the EEE was viewed as interference. They thought the students had adequate time to study English, but lack the desire and motivation to study.

In addition, nearly half of faculty members believed that “teaching directly to the EEE” was inappropriate in English classes. After reviewing the data results collected from the opinions on “teaching directly to the test”, almost half of faculty participants opposed the notion that “teaching to the test” was appropriate for the EEE, whereas seven out of ten students supported the idea “quick fixes” for increasing their test scores by direct teaching to the EEE. Half of the faculties may be concerned more about teaching “for” the test instead of teaching “to” the test. School administrators and teachers are increasingly facing the challenges from the school evaluation experts in the Ministry of Education by asking whether their faculty teach “to” the EEE. Taiwan’s MOE forbids faculties’ undertaking this instructional practices even in clandestine fashion in which faculty teaching is geared to a narrowed test-item preparation. Students’ unawareness of the differences between these two instructional practices is understandable. Qualified teachers are supposed to be aware of the dissimilarities between teaching “to” and teaching “for” the test. However, there are some cases in which confusion has occurred in the Technological and Vocational Education system in Taiwan.

Chu (2009) observed English courses in two colleges in Taiwan to understand how the EEE influenced teachers’ instruction in the classroom and concluded that the effects on teaching are “superficial.” Unwilling to change the curriculum for the EEE, English faculties change only the schools’ common tests to be similar to the EEE format, and force their students to practice these mock tests of the EEE in order to somewhat adapt to the EEE policy.

Chu’s (2009) conclusion was that this superficial change did not interfere with faculties’ teaching. Little effort is devoted to the change of teaching methods in English classes due to the EEE implementation. However, after observing make-up classes, Chu (2009) singled out the English make-up courses for failing the EEE in her study by stating that, “... make up

course still sticking exclusively to the practice of the GEPT [one form of the EEE] mock tests... which only drove students to memorizing the answers to the GEPT mock test items” (p. 171). What Chu said is that basically English faculties did not teach to the test in the General English classes, but they did undertake that practice in make-up English courses.

To the researcher’s knowledge, the English make-up courses are primarily undertaken in this manner, teaching to the test, at Taiwan’s UTs and ITs. Thus, different instructional approaches confuse undergraduate students, who misconceive that utilizing quick fixes of direct teaching to the EEE to increase their test scores is more effective than the normal approaches in the General English classes regarding teaching methods and learning materials. This is the reason why the majority of students in this survey take it for granted that directly teaching to the test is appropriate. Four essential elements of teaching “for” the test by Crocker (2005) can provide insight into how faculties can properly prepare their students for high-stakes assessment.

Seven out of 10 faculty members opposed the conception that passing the EEE meant that their students had already learned what their students were supposed to learn in terms of English learning in college. Obviously faculties know the EEE is only a minimum competency test and passing the EEE can only be interpreted as having attained the basic requirements. If future needs of English are foreseen in employment and further study, mastery in English will necessitate more student effort and hard work than is necessary for merely passing the EEE.

From the data results derived from the open-ended question, low-achieving students thought the hurdle of the graduation benchmark was set too high. They perceived influences of the EEE were negative, often related to test-induced anxiety, fear, pressure, and frustration. Some even thought the EEE as a threat or burden. As Chu (2009) mentioned in her study, the impact of the EEE on learning was low and negative for both high-achieving and

low-achieving students. For the low-achieving students, they thought they would never reach the graduation benchmark because it was set too high. For the high-achieving ones, the EEE did not challenge them too much. Regardless of whether learners believe the test standards are too easy or too difficult to meet, they feel no need to invest their time and energy in their EEE (Chu, 2009).

Referring back to Thomas' (2005) five popular criteria of standard-setting of high stakes testing, the standard of the EEE set in Taiwan's Technological and Vocational Education (TVE) system falls into the category of "attainable level", meaning that education leaders (such as policy makers, administrators, test-makers, or teachers) believe that most students can answer the test questions correctly if the students have studied diligently. The assumption behind this standard is that all students can master all of the learning objectives. For the purpose that all students or nearly all students are to pass, the standard tends to be set at a level that students with low-achievement can still reach. As Thomas indicated, this low expectation may "result in the average and above-average students not being challenged to exert their best efforts, because they lack the incentive to learn far beyond the limits of such an expectation" (p. 60). This concern not only matches what Chu has pointed out in her study related to standard-setting of the GEPT (a form of the EEE), but also echoes the concern over the standard-setting of the EEE voiced by the majority of students from the open-ended question in the present study.

Failing a test may motivate some learners to put greater effort to score higher in the future (Thomas, 2005, p. 61). However, if the attainable level is mandated to such a high standard that few learners reach it, the large portion of the students who fall below the pass line may hold negative views about their abilities and "view themselves as failures". The present research echoes this statement because the majority of faculty and student participants believe the impact of the EEE is profound in the aspect of how test-takers view their English

abilities. Some students who already have been working diligently and still fail may become discouraged, give up and drop out. To educational leaders, the negative effects of the high-stakes testing are the least desirable when implementing the EEE. Additionally, having a high proportion of students fail to pass the tests after applying this criterion manifests that “the instruction has been very poor, or that the methods of evaluating student progress have been faulty, or that the achievement standards have been unreasonably strict” (Thomas, 2005, p. 60).

The negative impacts on educational leaders similar to these probably are what they initially did not expect, meaning that the standard of the passing score is assumed reachable to every test-taker, but in fact turns out to be unattainable for a high proportion of test-takers. This is the situation that has occurred in Taiwan’s Higher Technological and Vocational Education (HTVE) system, especially in private higher education institutions with a majority of students’ average English performance lower than that of an average non-vocational group. After implementing the EEE recommendation policy for eight years, the assessment results reported from the MOE reveal that the pass rate has been unmet since 2003 (MOE, 2007).

In view of the undesirable current results, some educators and scholars advocate adopting individual-progress as a standard to determine student passage or failure of the EEE. This individual-progress approach has been highly eulogized for its promotion of the goal of developing a person’s potential to the level of what he or she is capable. However, as Thomas (2005) described in his study, the drawbacks of this type of criterion-setting include developing a false sense of a person’s actual ability if only comparing against his or her past record, failing to provide the information about how a learner performs compared with peers locally and globally, and worst of all, suffering a rude shock in the real world after a learner devastatingly realizes that the high grade received in school for his or her moderate improvement is unrealistic. As Chang (2003) indicated, English proficiency is one of the most

significant indices of the competitiveness of an industrial nation; thus it is the key to sustaining and advancing Taiwan's economic status in the future. The purpose of enacting the EEE policy by Taiwan's MOE is to enhance Taiwan's competitiveness and involvement in the global economic arena. To effectively compete with global counterparts, the chosen criterion of the EEE standard cannot be the one without competitive advantages. So this individual-progress approach does not serve the purpose of elevating English performance and enabling students to compete with global counterparts in the economic market. The question of appropriate standard-setting remains unsolved.

Viewing the issue from this perspective, Chu's (2009) conclusion is that "the test standards will work the best for learners only when the standards are attainable but challenging to students" (p. 205). The judgment is insightful; however, the main concern about this standard-setting is not merely to acknowledge "what", but to further understand "how". As already mentioned in the Chapter Two, the Hybrid Approach proposed by Thomas (2005) can provide insights into how to set proper standards. Combining the features of the ideally-educated-person, attainable-level, and student-comparisons criteria, Thomas views the whole learning process as a system arranged in hierarchical stages which combine all these elements.

The student-comparisons aspect can be viewed as the starting stage for setting their criteria of learning and testing at their own learning pace, specifically to the learning disadvantaged student group that should pass the required tests during any given year in order to avoid the failure label. The attainable-level element is found in the stage of progress as proposed each year by the school authorities in which eventually every learner can attain the standard set by their school in a certain given period of time. The ideally-educated-person element is obviously represented by the ideal alternate aim to have virtually all students proficient in knowledge and practical skills in the related field.

The choice of practicing the hybrid approach to educational contexts may mitigate the negative impact of unfairness and may provide challenges to high-achieving students. In so doing, students with high English achievement still perceive the test standard as challenging enough to elevate their English ability. Students with unsatisfactory achievement can benefit from the implementation of the EEE because the flexible hierarchical standards make students' learning and assessment goals reachable. The process of learning is thus systematic and ongoing and the learning motivation is sustainable. In short, as Thomas denoted, people's beliefs about "sufficient competency" and "fair treatment" always lead to disagreement with the test-score levels or cutoff points. Under the circumstances, disagreement in proper standards of tests is bound to continue (Thomas, 2005, p. 76). There is no exception in Taiwan higher education while facing the controversial EEE.

Overall, faculties hold positive attitudes toward the implementation of the EEE, General English curriculum, the implementation of the English Language Proficiency testing, and their perception of "teaching to the test" with the exception of two questions related to English curriculum which have reached a statistically significant difference level. Examining agreeing and disagreeing percentages, six out of 10 English faculties believe that gradual improvement on the test grades of their students' English proficiency is due to neither proper English teaching methods nor proper English teaching materials. The responses to these two questions can be regarded as their concern about English teaching effectiveness and about English education in HTVE system still having ample room to improve, specifically the English teaching methods and teaching materials from faculties' perspectives. The majority of faculty members can evaluate their teaching effectiveness and make improvements as necessary in teaching methods and materials.

In summary, faculty gender, age, professional status, year of teaching, and teaching experience with the EEE play important roles in the attitudes toward the implementation of



the EEE in Taiwan's UTs and ITs. Null hypothesis for the Question 1 was: There were no experimentally important and consistent mean differences in English faculties' responses when compared across demographics regarding attitudes toward the implementation of the EEE. From the above-mentioned results, the present study rejected the null hypothesis.

*Sub-research Question Two: What were students' attitudes toward the implementation of the EEE at Taiwan's UTs and ITs when compared across demographics?*

Question two explores students' attitudes toward the implementation of the EEEs when compared across demographics. After computing the data analyses, the researcher finds that gender is a significant factor influencing students' responses to numerous survey questions. Female students overall recognized the importance of setting the EEE requirement and cared more about the EEE regulations and testing results. Likewise, they studied harder to pass the EEE. They hoped to gain more substantial assistance in passing the EEEs and therefore were more likely than male students to agree with statements such as "directly teaching to the test" and "adding more supplementary classes." Serious and rigorous attitudes toward the EEE requirements caused females to undergo more pressure and admit they are nervous when communicating with foreigners.

Overall, a higher percentage of females felt the EEE requirement motivated them to learn English and influenced their perceptions of their English learning abilities. The desire to get a good job in the future motivated females more than males when it came to evaluating the influences of implementing an EEE.

When asked about whether avoiding summer school for failing the EEE was a motivator to do well in college, male students demonstrated higher degree of agreement than females did. Overall, more male than female students considered the EEE as interference to the study of their major subjects and did not feel they have time to prepare for the EEE. Generally, male students (a) do not worry so much as their female counterparts about failing the EEE; (b) do

not think the EEE can elevate their competitive abilities in workplaces; and (c) are unmotivated by the required EEE. This study result matches with some previous research conducted within a Taiwan context. Huang (2004) and Jian (2003) both discovered statistically significant differences existed between English learning motivation and the gender variable regarding the relationship between gender and English learning motivation at university level, meaning that female learners in Taiwan are more likely to be motivated in English learning than male learners.

Student respondents in general held positive attitudes toward the implementation of the EEE, the General English curriculum, the implementation of the English Language Proficiency testing, and their perception of “teaching to the test”, except for three questions related to English curriculum which reached a statistically significant level ( $p < .05$ ).

Reviewing agreeing and disagreeing percentages, over half of the students thought the gradual improvement on the test grades of their English proficiency was not due to proper English curriculum, teaching methods or teaching materials. Students held negative views on the instructional practice in their General English classes. When further asked about their opinions on the General English classes, surprisingly, student respondents were equally divided on the statements that their General English classes elevated their English ability and that the English classes were conducive to helping them pass the EEE. Half of the surveyed students questioned the English teaching effectiveness and had less confidence in the substantial assistance that they could obtain to help them pass the EEE.

Three questions with larger disagreeing percentage were all relevant to English curriculum planning, teaching materials, and teaching methods. Surveyed students were likely to be less satisfied with their English curriculum than were their English faculties. English faculties believed that they developed an appropriate curriculum that could meet student needs. However, surveyed students' low level of satisfaction with the English instructional

practice and surveyed faculties' disagreement with their school's English curriculum and teaching revealed that conceptual discrepancies regarding English curriculum and teaching effectiveness between the surveyed faculties and students did exist. Theoretically, students' needs should be investigated before implementing a policy. If this has not been the case, English faculty and students can still benefit from overhauling the existing English curriculum by reconsidering students' genuine needs.

Student participants largely agree with statements regarding students' needs while facing the challenge of the EEE. They in general agree that (a) the fees for the official English proficiency test are too expensive; (b) their university needs to subsidize students from low income families to participate in the English Proficiency Test; (c) passing various levels of English proficiency tests necessitates offering monetary incentives to students; (d) preparing for the EEE necessitates encouraging students to participate in the basic-level test first, then in higher levels of English proficiency tests; (e) providing good-quality teaching materials for students' independent study is indispensable; (f) adding more supplementary English courses to their curriculum are necessary and (g) teaching directly to the EEE is appropriate.

Whether or not a student passed the EEE had a great influence on responses to several questions. Students who passed the EEE were more inclined to hold positive opinions that the EEE can push them to study diligently, help improve their English ability, and increase their future employment opportunity. They believed their improvement in English was because of English teacher's expectation and appropriate teaching methods. They were willing to practice speaking English in class and they were sure they could pass the EEE by their own effort before graduation, which had occurred prior to the survey. They affirmatively believed that passing the EEE could influence how they felt about their English learning abilities, that is, their self-efficacy. Students who failed the EEE generally believed that preparing for the EEE deprived them of time for learning other professional subjects. Their fear of being kept

back in school and the denial of an academic degree as consequences of failing the EEE motivated them more than those factors motivated students who passed the EEE. The fact that those who did not pass the EEE possess a negative feeling toward the EEE is understandable. The fear and anxiety of being denied their degrees and being kept back in school correspond to the results derived from the open-ended question. Failure of the EEE causes negative thinking and feeling such as pressure, anxiety, fear, frustration, threat, and burden from student respondents' qualitative data. Qualitative data reconfirm the validity of the quantitative data of the survey.

Chu's (2009) study result on the washback of the GEPT test in Taiwan supports the present study's result, indicating that the influences of the EEE in her study were mostly low and negative, mainly because the exam does not work for the low-achieving students or the high-achieving ones. Low-achieving students perceived the effects as test-induced fear, pressure, anxiety, and frustration and they were unable to attain the goal of passing it before graduation. High-achieving students thought the EEE is not challenging enough to be conducive to their enthusiasm for English learning. So these two groups of students will not invest time and energy while facing the EEE, which can explain why Chu singled out that the influences of the EEE as minimal.

Academic score may be an important variable in understanding the students' responses to high-stakes testing. Overall, students who reported the lowest scores tended to oppose the majority of questions. The result is not surprising at all. Compared to other groups, high-performing students (scored 90-100) opposed the most that directly teaching to the EEE was appropriate; students were able to pass the EEE by their own effort; students learned what they were supposed to learn after passing the EEE, and students had no time for English learning because of interference from their professional subjects. In addition, the high-achieving students did not think that students' desire to graduate from college and their

fear of being kept in school for failing the EEE were two powerful factors that motivated students to do well in college. These opinions are quite understandable because of these students' excellent English performance and they probably belong to the group of students who have already passed the EEE.

After computing Tukey (post-hoc) tests, the significant differences among the four grade levels were displayed in several aspects. When asked about what motivated the student participants to do well in college under the influence of the EEE implementation, among the four grades, seniors deemed "graduation (degrees)", "fear of being kept back to school", and "pleasing their parents" as their greatest concerns. Seniors were least likely to agree that the requirement of the EEE could improve either their competitive abilities in their workplace or their English proficiency. The General English classes did not really help them pass the EEE because the curriculum, teaching methods, and teaching materials were all inappropriate. So they were the least satisfied with the English classes, and regarding the influence of the EEE, this group's rating among the four grade levels was the lowest. Probably the reason why seniors regard the influence of the EEE as the lowest is mainly because there is a "backdoor" (the makeup course) to graduation (Chu, 2009, p. 171). Every senior can graduate after they have completed the requirement of make-up measures.

Seniors' negative viewpoints about the majority of the survey questions are partly because they were under a great amount of pressure at the time of survey (one semester before graduation). The deadline of passing the EEE was drawing near. Negative feelings naturally emerge out of anxiety, fear, and concern about parental feelings. For those who still cannot pass the EEE in the senior year, mixed negative emotions naturally lead them to negate every statement on the survey. As to their prospect of graduate school, these students are in the system of Technological and Vocational higher education, the purpose of which is to cultivate technical manpower for the country. The majority of senior undergraduates will enter the

workplaces of Taiwan after graduation, so the fact that their prospect of graduate school is low is understandable. However, seniors admit that the EEE exerts a higher influence on their participation in the General English class and on being granted or refused their academic degrees.

Juniors are least likely to agree that the implementation of the EEE as a benchmark requirement can improve their English ability, increase employment opportunity, motivate them to study harder, and be the most efficient tool for Taiwan's globalization. Their English classes are not satisfactory and the enthusiasm of their English instructors does not influence their English learning.

Among all grade levels, sophomores were least willing to speak English in their English classes and were most likely to become nervous when speaking English with a foreigner. As to freshman undergraduates, they are least likely to think that preparing for the EEE will deprive them of time for professional learning and they have time to prepare for the EEE. Obviously seniors and juniors experience greater pressure than sophomores and freshmen while facing the implementation of the EEE in college.

TASA (Taiwan Assessment of Student Achievement) News (2010) in Taiwan presented a recent research finding through the data collected from a large-scale Taiwan Student Achievement and Evaluation Data System. The research attempted to determine the relationship between the socio-economic status factor and English learning performance after analyzing the data collected from 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> graders when compared across their demographics. The research finding regarding TASA's report revealed that a positive correlation exists between student socioeconomic status and English learning achievement in Taiwan context. The correlation reached a statistical significance level. The higher the socioeconomic status of a student's family, the better English achievement the student is likely to demonstrate. Provisions for students' learning resources at home were sufficient in

families with higher socioeconomic status defined by higher parents' education in the present study. Therefore, the conclusion reached for the TASA study is that statistically significant differences were found between different student socioeconomic family backgrounds and student attainments in English learning. The sample of TASA study is pre-college students. The present study result noted that there are no statistically significant differences between parents' highest education and students' grades on General English classes

The number of hours that students worked impacted their responses to survey questions and the differences reached a statistical significance level. Significant correlations were found between a student's self-reported working hours and his/her mother's highest education. The student group who worked the most hours was more likely from families with lower socioeconomic status determined by parents' highest education of student participants (both fathers' and mothers'). Additionally, the heavy workload resulting from an EEE policy implemented without considering students' needs may stress and exhaust students. Students in Taiwan's HTVE system such as UTs and ITs are often from lower socioeconomic families and more difficult financial conditions—for them, part-time jobs may be a necessity and primary concern.

In summary, student gender, academic grade level, passage or failure of the EEE, mother's highest education, weekly part-time work hours, and self-reported English score play significant roles in the attitudes toward the implementation of the EEE at Taiwan's UTs and ITs. Null hypothesis for the Question 2 was: There were no experimentally important and consistent mean differences in students' responses when compared across demographics regarding attitudes toward the implementation of the EEE at Taiwan's UTs and ITs. From the above-mentioned results, the present study rejected the null hypothesis for Question 2.

*Sub-research Question Three: What were English faculties' attitudes toward the influences of the EEE at Taiwan's UTs and ITs when compared across demographics?*

The third research question addressed the influences of the EEE when compared across faculties' demographics. The mean of faculties' responses to the influences of the EEE is above the halfway point on the scale, indicating that surveyed faculties overall support the ideas expressed in the survey. Related survey questions investigated faculties' views on the EEE's influences on their students' motivation and effort in the General English class. The results showed that over half of the surveyed faculties believed that professional subjects would not interfere with their students' preparation for the EEE, which was only a minimum competency test. The goal of passing the EEE could be attained by every student before graduation. Faculties' preconceived ideas caused them to think that having no time to learn English and no time to prepare for the EEE might just be students' excuses for unwillingness to work diligently. Because the EEE was a basic requirement, faculties believed that passing the EEE was not equal to the fact that their students had learned what they were supposed to learn in college regarding English learning. Additionally, compared to students' disagreeing percentage, faculty members had a greater disagreement with the statement that students' desires to please their parents greatly influenced students' achievement on passing the EEE.

From the aspect of mean scores, the rank of mean provided information on what faculties thought about the influence of the EEE on their students. One third of surveyed faculties regarded the impact of implementing the EEE on their students as low in the following aspects: the amount of time to spend on learning English, students' desire to attend the General English classes, interest in learning English, motivation to learn English, and participation in the activities of the General English classes. In short, English faculties hold negative views on student desire, interest, motivation to attend English classes and participation in class activities by evaluating time and efforts that students invest in English



learning. Higher percentage of male faculty perceived the EEE influences as low compared to the female counterparts. The null hypothesis for Question 3 was: There were no experimentally important and consistent mean differences in English faculties' responses when compared across demographics regarding attitudes toward the influences of the EEE at Taiwan's UTs and ITs. From the above-mentioned results, the present study rejected the null hypothesis for Sub-research Question Three.

*Sub-research Question Four: What were students' attitudes toward the influences of the EEE at Taiwan's UTs and ITs when compared across demographics?*

Regarding doing well in college under the influence of the EEE, the majority of students rate the motivation of the following items high on almost every question. The mean rank of student's perception about what motivates them to do well in college in a descending order is the desire to get a good job, the desire to graduate from college, fear of being kept back in school for failing the EEE, the desire to please their parents, and avoidance of summer school for the EEE. The desire to get a good job in future workplaces exerted more influences on female students than male students when it came to evaluating the influences of implementing the EEE.

Reviewing the mean and standard deviation of students' responses to the influences of the EEE, they are above the halfway point on the scale, indicating that surveyed students overall support the ideas expressed in the survey. The agreeing and disagreeing percentages of student responses to the survey questions surprisingly revealed that students were equally divided on the statements that their General English classes elevated their English ability and that the English curriculum in their university was conducive to helping them pass the EEE. The results are both positive and negative.

The required passage of an EEE has exerted much greater influence on undergraduate students in Taiwan's UTs and ITs. A majority of students perceived the influences of the EEE

were high on almost every question. The rank order in a descending manner was as follows: (a) the prospects of future job, (b) the prospects of attending graduate schools, (c) the motivation to finish the university or college, (d) how students felt about their English learning abilities, (e) their motivation to learn English, (f) the more effort that the English teacher took in teaching English in the General English classes because of the EEE, (g) the fear of being denied an academic degree, (h) their interest in learning English in the General English classes, (i) their desire to attend English classes, (j) their participation in class activities, and (k) time spent studying English. In contrast, they did not think the EEE influenced their time, effort, or interest in learning English, and did not even believe the EEE implementation could affect their being granted academic degrees if they failed their EEE.

The null hypothesis for Sub-research Question Four was: There were no experimentally important and consistent mean differences in students' responses when compared across demographics regarding attitudes toward the influences of the EEE. From the above-mentioned results, the present study rejected the null hypothesis for Sub-research Question Four.

*Sub-research Question Five: Were there any differences between English faculties and their students in attitudes on the implementation of the EEE in Taiwan's UTs and ITs?*

The fifth research question compared faculties' and students' attitudes toward the implementation of the EEE. Looking closely at the mean of English faculties' and students' responses, it is above the halfway point on every scale of survey, indicating that surveyed faculties overall support the ideas expressed in survey. Student attitudes are positive regarding the implementation of the EEE. However, the majority of student participants disagreed with the statements related to English curriculums, such as curriculum planning, teaching materials, and teaching methods. Considering the agreeing and disagreeing percentages, surveyed students tended to be less satisfied with their English curriculum than their English faculties.

Both faculties and students have their similarities and dissimilarities regarding the questions of satisfaction toward the General English curriculum. Over 55% of the surveyed faculty members and students think that the gradual improvement of students' English grades on proficiency tests is not due to proper English teaching methods and English teaching materials. However, the majority of faculties (over 55%) believe that the planning of English curriculum is appropriate for English learning in college, whereas the majority of students (over 55%) disagree with their English faculties' beliefs in curriculum planning. The discrepancies generate dissatisfied attitudes among student respondents toward their General English classes, which should merit more attention for English faculties, departmental leaders, and school administrators.

When asked about the participants' conceptions regarding students' needs while facing the required English proficiency testing in college, English faculties and students demonstrate a high level of consensus (over 77%) in subsidizing students from low-income families, offering monetary incentives, and preparing students for the EEE with basic-level proficiency tests first. Both groups' respondents think that the fees for the official English proficiency test are too expensive. The null hypothesis for Question Five was: There were no experimentally important and consistent mean differences between English faculties' and students' responses regarding attitudes toward the implementation of the EEE at Taiwan's UTs and ITs. From the above-mentioned results, the present study rejected the null hypothesis for the Sub-research Question Five.

*Sub-research Question Six: Were there any differences between English faculties and their students in attitudes toward the influences of the EEE at Taiwan's UTs and ITs?*

The last research question compares faculties' and students' attitudes toward the influences of the EEE. The survey questions related to the influences of the EEE are conceptualized to investigate students' personal motivation level and effort level regarding

English learning. Students had a tendency to agree more when questioned the influences that the EEE had exerted on them, except for the statements of two questions. A large portion of students disagreed that passing the EEE as a benchmark for graduation meant that they learned what they were supposed to learn regarding English in college, which echoed the faculties' response results. As Chu's (2009) study mentioned, there were no doubts about the fact that one's performance on a multiple choice question test is not equivalent to one's actual English proficiency (Chu, 2009). As Chu revealed in her study, the reasons why the surveyed English faculties and students disagreed with the statement were in part because the required EEE did not account for the second stage of test performance, speaking and writing, as being a requirement, resulting in which test scores cannot reflect students' real English performance. Consequently, passing the EEE may not be of much value to test-takers (Chu, 2009).

Over half of the students manifested that their English teachers did not expect much from their interaction with their English instructors in the General English classes; however, over 60% of English faculties expressed that they did expect much from their students in English learning. The present study results show that over half of the surveyed faculties believe that their students' professional subjects do not interfere with their preparation for the EEE. Preparing for the EEE does not shortchange undergraduates' students regarding their time to study other subject matters. In contrast, over half of the surveyed students think that professional subjects interfere with their time to study English and their preparation for the EEE interferes with time to study other subject matters. Students lamented about inadequate time for studying English in order to pass the EEE. When asked about whether or not the goal of passing the EEE could be attained before graduation, over 70% of faculties and students demonstrated more confidence in the fact that the goal of passing the EEE could be attained by every student before graduation. Reviewing these questions closely, the discrepancies between faculty and student respondents exist. Time seems to be responsible for their

insufficient preparation for the EEE. No wonder a majority of English faculties hold biased views on students' unwillingness to study hard and lack of motivation to learn English.

The null hypothesis for question six was: There were no experimentally important and consistent mean differences between English faculties' and students' responses regarding attitudes toward the influences of the EEE at Taiwan's UTs and ITs. From the above-mentioned results, the present study rejected the null hypothesis for Sub-research Question Six.

### Theoretical Implications

Reviewing the agreeing percentage among the various groups categorized by self-reported English score, the student cohorts with medium performing scores (70-89) reported that they held positive views on the implementation and influences of the EEE except for a few aspects related to English teaching effectiveness, such as curriculum, teaching materials, and teaching methods. In terms of the perceived importance of the implementation of the EEE, among the four school grades, juniors were the most opposed that implementation of the EEE was the most efficient tool for globalization of Taiwan and efficient in helping increase English ability and employment opportunity after graduation.

Overall, the majority of undergraduate students with medium English performance highly favor the implementation of the EEE in contrast to highest or lowest performing students. Motivational intensity and the desire to learn English in order to pass the EEE are heightened due to the positive influences of the EEE. If the underlying intention of the EEE passing score by the MOE is targeted for the majority of students with medium-achieving English proficiency to pass, the original purpose of this kind of standard-setting has been accomplished, meaning that at least 59% of surveyed students with medium accomplishment positively agreed with the implementation of the EEE and its influences were desirable.

As Phelps (2005) commented, in the US educational contexts, sizable testing critics acclaim the negative influences of high-stakes standardized testing and continue to write articles starting with a negative tone by indicating that much research had shown that standardized testing, particularly when it is high-stakes, produced mostly negative consequences. Phelps (2005) reminds educators to never overlook the positive results if the consequence is in fact positive. The possible answer to neglecting the positive consequences and merely reporting the negative ones is because, in Phelps' opinion, "teachers or administrators are made to change the manner and content of their work from that which they

personally prefer” (p. 84). If test results are based on educational leaders’ preferences, the task of profound instructional improvement will never be completed. If there is any improvement, it will be merely shallow and superficial. When reporting the research results of the high-stakes testing, as Cizek (2005) urges, conclusions should be verified by more controlled, more representative or larger scale efforts.

### *“Cheating” under the EEE Pressure*

Reviewing recent execution procedures and assessment results, the phenomena of cheating and standard inflation criticized severely by numerous test critics in the US have clandestinely taken place in three aspects of the EEE implementation. The entire HTVE system in Taiwan seems to be lost in the game of “Let’s Pretend” (Leo, 1993, p. 22). The first example of possible “cheating” is the “backdoor” alternatives to students who fail the EEE. From the survey results categorized by the open-ended question, some student respondents sensed that the EEE did not work for them because of having an English remedial class as a “backdoor” alternative (Chen, 2008; Chu, 2009). Seniors’ negative viewpoints about the majority of the survey questions are partly because they were under a great amount of pressure at the time of this survey (one semester before graduation). The pressure was imposed by the forthcoming deadline of passing the EEE. Negative feelings naturally emerged out of anxiety, fear, and concern about their parents’ feelings. Student survey results categorized by school grades indicated that seniors regarded the influence of the EEE as the lowest among four grades. If the pressure is tremendous, the impact of the EEE should be profound by nature. However, in contrast, seniors perceived the impact as low. The possible explanation is that there is a “backdoor” (the makeup courses) to graduation (Chu, 2009, p. 171). Every senior can graduate after they complete the requirement of make-up courses.

The second example of possible “cheating” is that the required EEE at some universities do not cover the second stage of the assigned EEE, meaning that the speaking and writing

skills are not included in the required testing, resulting in certain situations in which test scores cannot reflect students' real English performance (Chu, 2009). Some universities avoid the second stages of high-stakes testing so as to let students easily pass the cutoff score. Consequently, passing the EEE may not be valued too much by test-takers.

The third instance of possible "cheating" refers to the ill practice of teaching only English receptive skills instead of English productive skills. Drilling students to prepare for multiple-choice questions of listening and reading is the primary technique rather than training student speaking and writing skills. The outline regarding the regulations on graduation requirements among UTs and ITs in the Appendix G reveals the fact that the standards are set to facilitate students to pass the EEE conveniently and easily without considering the substantial benefits of passing the EEE. Davies, Brown, Elder, Hill, Lumley, & McNamara (1999) offered the following illustration for negative influences of the testing, "If, for example, the skill of writing is tested only by multiple choice items then there is great pressure to practice such items rather than to practice the skill of writing itself" (p. 225). Positive influences of the testing is said to result when a testing procedure encourages good teaching practice; for example, an oral proficiency test is introduced in the expectation that it will promote the teaching of speaking skills.

According to Chang (2003), the general objective of initiating the English Educational Policies is to advance national competitiveness by cultivating an entire population's English language competence, specifically the ability to communicate for international business and cross-cultural communication, which was the underlying purpose of enacting the EEE. The mission of communicating with the global community by implementing the EEE will not be realized because educators and faculties allow students to shy away from speaking and writing English in order to increase the student pass rate. Discrepancies exist between the MOE's original intention of setting the EEE and the execution of the EEE in the respective



colleges in the HTVE system. Lin et al. (2007) stated that school administrators and faculties should model the way in which they enforce their regulations and then students may choose appropriate behavior. If administrators take the EEE regulations seriously, students would follow the rules in the same manner; if administrators are not consistent with and serious about the regulations, students would not take them seriously.

The solution to avoiding various means of cheating may start with raising undergraduate students' awareness, making them realize the significance of requiring this EEE policy instead of just asking them to pass the EEE or take remedial English courses (Chen, 2008). Communication through speaking and writing should become a priority in the English curriculum and instructional practice if student English proficiency is intended to be improved. Due to the English insufficiency of HTVE students and the practical difficulties for the EEE implementation, students would gradually lose their inner interest if they are forced to accomplish extrinsic requirement (Dörnyei, 1994).

Noddings (2006) reminds that intrinsic and extrinsic motivations alternately utilized to sustain motivation are indispensable. Compared with extrinsic motivation, intrinsic motivation such as verbal reinforcement and positive feedback can stimulate interest, or at least keep motivation from "evaporating" (Bain, 2004, p. 33). However, some researchers claimed that people not only lose much of their motivation but also decrease their performance if they think they are being manipulated by the external reward (Deci, 1971; deCharms, 1968). Bain (2004) singled out that the key to being an extrinsic or intrinsic motivator seems to lie in how the person views the reward. The research results in this study reveal that nine out of ten students and faculties deem it necessary to provide monetary incentives as extrinsic motivation. Once college students are conscious of how many substantial benefits they can receive from abiding by the rigorous regulations and of the relatedness of the EEE to job markets, coupled with the enhancement of motivation, they will strive for prominent

academic performance and keep English learning as an attainable goal during the four academic years.

### *One-Size-Fits-All Error*

The EEE policy recommended by Taiwan's MOE was devised to hold every undergraduate student in a higher institution to an identical standard, disregarding differences between individuals in their potential for success. However, a large amount of evidence from research in the US context indicates such "a one-size-fits-all expectation is naïve and bound to fail" (Thomas, 2005, p. 68). If the expected pass rate of the EEE for the regular and vocational track of higher education is a criterion for evaluating the success of this policy, desired results have not been accomplished till now. As a vice president at one of the surveyed private UTs in this study indicated, the greatest influence on his college during the first year of implementing the EEE was the graduation rate being markedly reduced from 88% to 70% when strictly following the policies of no back-door measures and no English make-up courses (A. B. Wang, personal communication, May 13, 2010).

The school administrators were less reluctant to have "backdoor" English make-up measures in place, which have become a "necessary evil" to Taiwan's HTVE system by using Chu's (2009) term in her study. This phenomenon is prevalent but ironical because on one hand institutions in higher education set high standards for graduation, but on the other hand, allow so-called "backdoor" policies for those seniors who are unable to pass the EEE before graduation. As a result, students think that they can eventually circumvent the EEE by taking the make-up courses, resulting in low impacts of the EEE implementation (Chen, 2008; Chu, 2009; Shih, 2007). This can be another instance of possible "cheating" due to the influence of "one-size-fits-all" standard.

The majority of surveyed English faculties and students at the ten first-tier UTs and ITs in this study realize that passing the EEE does not mean that the college test-takers have

learned what is required for meeting the English standard set in the General English curriculum. Furthermore, the results of the survey and the open-ended question in the present study reveal that the EEE exerts the highest influence on student prospects of future job, perceived by both students and faculties. The stakeholders' primary concern is in regard to future jobs. However, the current practice of setting an English benchmark in the HTVE system signals that college completion does not equal marketplace readiness. Policymakers, administrators and faculties are aware of this fact. From the study results, students are also aware. In fact, for the past five years, this disconnection has prompted unprecedented focus by the national leaders and workforce employers in Taiwan in determining how to ensure that college graduates are truly ready to succeed in the workforce (Liauh, 2010). After eight years of implementation of the EEE, the solution to this disconnection must be an overhaul of the MOE's required standard of the EEE. This "one-level-fits-all" or "one-size-fits-all" requirement, regardless of students' various English proficiency levels and diverse needs, has caused low and negative influences on elevating English performance (Chu, 2009, p. 207).

#### *Needs-Analysis for the EEE Implementation*

In addition to English language needs such as English preparation classes, remedial classes or make-up courses for the EEE, Cheung (2004) reminded educational leaders to contemplate whether or not a graduation benchmark is a real requirement in students' workplaces and that the necessary assistance in preparing for the EEE can be obtained from a four-year English curriculum at the initial stage of implementing the EEE policy. After many years of implementing the policy, Cheung's opinions are still feasible for overhauling the EEE policy in an entire Taiwan educational arena. Since the surveyed students and faculties perceived students' language needs for future job markets as primary concerns, overhauling the effectiveness of implementing the EEE policy necessitates inclusion of employers' perspectives of the EEE. Theoretically, students' needs should be investigated before

implementing a policy. Even if this premise of enacting a policy has not been fully considered, English faculties and students are still able to benefit from a subsequent overhaul of English curriculum by reconsidering students' genuine needs.

Besides ethically aligning curriculum, teaching approaches and materials with test standards, the implementation measures have to be carefully executed in regard to setting reasonable and attainable standards of the EEE and passing scores, preparing for make-up courses, providing proper standardized test forms for students to choose, and rigorously executing the policy with tireless assistance in dealing with the difficulties generated from the EEE.

#### *The Hybrid Approach for Standard-Setting*

Proposing five popular criteria used in the U.S. regarding standard-setting for high-stakes tests, Thomas (2005) outlined the advantages and disadvantages of each type of standard. His criteria can serve as an evaluation framework for Taiwan's MOE to overhaul the EEE implementation. The Hybrid Approach proposed by Thomas (2005) can provide insight into how to set proper standards. Combining the features of the ideally-educated-person, attainable-level, and student-comparisons criterion, Thomas views the whole learning process as a system arranged in hierarchical stages. The student-comparisons aspect can be viewed as the beginning stage for setting the criteria of learning and testing at an individual's learning pace, specifically to the learning disadvantaged student group that should pass the required tests during any given year in order to avoid the failure label. The attainable-level element is found in the stage of progress proposed each year by the school authorities with the intent that eventually every learner can attain the standard set by their school in a certain given period of time. The ideal-educated-person element is obviously represented by the ideal alternate aim to have virtually all students proficient in knowledge and practical skills in the related field.

The choice of practicing the hybrid approach to educational contexts may mitigate the

negative impacts of unfairness and provide challenges to high-achieving students. In doing so, students with the highest English achievement still perceive the test standard as sufficiently challenging to elevate their English ability. Students with unsatisfactory achievement can benefit from the implementation of the EEE because the flexible hierarchical standards make students' learning and assessment goals attainable. The process of learning is thus systematic and ongoing and the learning motivation is sustainable. Basically, as Thomas denoted, people's beliefs about "sufficient competency" and "fair treatment" always lead to their disagreement with test-score levels or cutoff points. Under these circumstances, disagreement over proper standards of tests is bound to continue (Thomas, 2005, p. 76) and Taiwan's higher education situation while facing the controversial EEE is no exception.

#### Pedagogical Implication

##### *English Teaching Effectiveness*

Three criteria proposed by Sergiovanni and Starratt (2007) to evaluate teacher effectiveness under the influence of the EEE are instructional capacity, instructional quality, and student engagement. Judging by the surveyed results against the three criteria, the present study concludes that the overall effectiveness of Taiwan's English education in the HTVE system necessitates considerable improvement of teaching skills, access to a high-quality curriculum, teaching materials, and teaching methods, and teacher dispositions such as enthusiasm for their students.

Regarding the level of expectation of students, surveyed results of faculties contradict those of students by indicating that faculties do expect much from their students. Student engagement is perceived low based on student participation in English class activities, the desire to attend English classes, and time and efforts spent in preparation for the EEE. The findings from these three criteria imply an urgent need to change English instructional practices in terms of English faculty's instructional capacity, instructional quality and student

engagement.

In the US context, the Bill and Melinda Gates Foundation conducted numerous studies focusing on how low income and minority students learn in the various levels of education. This research indicated that of all the educational interventions to serve poor and minority students, the one with the strongest evidence of influence is the effective teachers (Gates, 2009). Whether or not English instructors can increase learning effects of students and eventually help them attain their desired goals requires persistent commitment to their teaching career.

Wlodowski (1985) suggested that instructors who are good motivators are likely to have four qualities: expertise, empathy, enthusiasm, and clarity. Additionally, some personality characteristics are especially conducive to teaching and learning. Darling-Hammond (1999) suggested that motivated and effective instructors are more likely to display an attitude that all students are capable of learning (NCATE, 2001). Students achieve more, are more motivated, and have a greater sense of efficacy when their teachers have higher teacher efficacy (Ashton & Webb, 1986; Guskey & Passaro, 1994). Moreover, teacher efficacy is related to teachers' behavior, effort, innovation, planning and organization, persistence, resilience, enthusiasm, willingness to work with difficult students, and commitment to teaching and their careers (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998).

As indicated in Sergiovanni and Starratt (2007)'s book *Supervision: A Redefinition*, teachers' expectations of their students made a difference in instructional practice. Self-fulfilling prophecy effects are stronger for students with a lower socioeconomic status for those with a higher socioeconomic status (Jussim, Eccles, & Madon, 1996) and more profound for low-achieving students than for high-achieving ones (Madon, Jussim, & Eccles, 1997). Yatvin (2009) indicated that what teachers can give to their students that really matters today are unmistakable signals of their faith in them: smiles, nods of approval, more

opportunities to ask and answer questions, and a kind tone of voice.

For students from the HTVE system in Taiwan, teachers' expectations of their success, and teachers' unconscious communication of those expectations, make all the difference. Students' responses in the open-ended question especially single out faculty's personality and behavior as playing critical roles in motivating English learning. Several students in one UT expressed their negative feelings about one English instructor because of her improper behavior and attitude by stating, "We are not small kids and my English teacher keeps doing the same thing, kicking us out of the classroom to show her authority. She does not teach anything important in class. Her class does not improve my English. On the contrary, my poor-English performance is even worse under her teaching. The quality of English teacher here sucks." Another student said, "I think the EEE required by our school is ok, but the ineffective teaching of my English teacher makes me unmotivated to learn English. My English score is historically the lowest in my study due to her attitudes and teaching methods." These two criticisms from students are wake-up calls to what truly happened in the classroom, which may be interpreted as improper teaching by ineffective teaching faculty.

Key motivators for adult learning are usually interest and benefits. As already indicated in the Adult Learning Theories in chapter two, adults tend to be self-directed, experience-oriented, goal-oriented, relevancy-oriented, practical, and in need of respect (Knowles, Holton, & Swanson, 2005). Lack of any of these attributes or conditions can pose a barrier to adult learning. The adult barriers may be lack of time, money, confidence, interest, and information about how to learn. Students may encounter scheduling issues, financial difficulties, pressures of having to be under someone's supervision and complying with detailed regulations. To move these barriers, effective educational leaders can logically point out benefits of learning, show greater encouragement and support, provide positive reinforcement, and build on individual strengths (Knowles, Holton, & Swanson, 2005;

Wlodowski, 1985). Only when teacher instructional practice improves will student learning improve.

Fullan (2007) pointed out that the only way to accomplish educational changes is through intensive focus on improving classroom practice by breaking down classroom autonomy to achieve greater consistency of effective practice through teacher cooperation. Sergiovanni and Starratt (2007) reminded us that teachers are professionals who ultimately determine the effectiveness of the school. What on earth is going to motivate teachers to change? The answer has to be deep engagement with other colleagues and with mentors in exploring, refining, and improving their practice as well as setting up an environment in which this not only can happen but is encouraged, rewarded, and pressed to happen (Fullan, 2007).

#### *Needs of Remedial Education in HTVE System*

Research results of this study reflect the reality and needs of emphasizing English remedial education in higher education, which is concluded from findings of the survey and the open-ended question. In Taiwan, English is taught as a school subject but not used as a medium of instruction in education nor as a language for daily communication within the country (Lan & Oxford, 2003). The students with English deficiency are mainly from low income families (Chang, 2007); they lose their self-confidence because of unsatisfactory English performance (Chang, 2005). To them, English is just another boring academic subject and useless in their daily life. These misconceptions hinder the continuation of their English learning. Due to lack of competition, low requirements, poor performance, and low motivation in their English study, the majority of these students eventually attend schools in the TVE system and generally perform unsatisfactorily in English (Chang, 2007; Pen, 2005). In fact, these students belong to a special group of whom English teachers do not have high expectations, resulting in low motivation and low English proficiency (Chang, 2007).



Educational resources allotted to the schools in the HTVE system compared to those in the general educational system were insufficient (Chang, 2007). In summary, the combination of disadvantaged family background, limited educational resources, and insufficient English language proficiency reflects that students at UTs and ITs are facing greater difficulties in trying to meet the requirement of the EEE (Chen & Lee, 2004).

Given the facts that surveyed students are least satisfied with their English education, the question is “how” to implement change once English instructors know “what” should be changed. Due to the limitation of time and the limited scope of the research, this study provides guidelines to deal with the instructional problems. The detailed research will lead to further research. Mevin and Calcagno’s (2008) conceptual framework derived from their previous successful remedial programs can provide insightful input on the issue. They singled out the nine components which Levin and Koski (1998) found to be central for designing successful remedial interventions for underprepared students in higher education. These components are as follows:

- motivation: building on interest and providing both intrinsic and extrinsic motivation for students;
- substance: building skills by using concrete and tangible approaches;
- inquiry: developing students’ inquiry and research skills;
- independence: developing creative and critical thinking skills;
- multiple approaches: using various approaches suitable for students’ needs such as collaboration and teamwork, technology, tutoring, and independent investigation;
- high standards: setting high standards and expectations;
- problem solving: viewing learning as a way of determining what needs to be learned and how to develop as a successful strategy;
- consecutiveness: emphasizing the links among different subjects and experiences,

and showing how they can contribute to learning;

- supportive context: recognizing that learning is a social activity that thrives on healthy social interaction, encouragement, and support.

As Su (2005) proposed, only through a comprehensive plan and proper alignment of teaching methods and language curriculum with test standard can help students pass the EEE by truly advancing their English language proficiency level.

### *Motivation*

The findings related to motivation are congruent with research in chapter two. In educational psychology, intrinsic motivation refers to a performing behavior due to an individual's interest or enjoyment of the targeted task. An individual with extrinsic motivation demonstrates a behavior for desired rewards or punishment avoidance. Under disadvantaged circumstances, motivation of students in the HTVE system to learn the English language without reinforcement programs is difficult. These students in the study perceive the impact of the required EEE as low and admit that fearing being kept back in school, avoiding summer school for failing the EEE, and fear of being denied academic degrees exerted high influence on them. To maximize learning effects, the Behaviorist Approach encourages educational practitioners to utilize both extrinsic and intrinsic motivation or rewards and punishments to entice or force students to learn. Noddings (2006) claims that intrinsic and extrinsic motivations are not mutually exclusive and should be used in combination to maximize and sustain the desired results.

To apply Gardner's motivational theory to Taiwan's Higher Education, the desirable EEE results entail two key components of the motivational theory, motivational intensity (the effort that a learner make in passing the EEE) and the desire to complete the task, passing the EEE. Nurturing students' motivational intensity and the desire to learn the language is the essence of effective instruction. The more an individual student desires to learn English,

the more effort he/she will put forth. Motivation, as Gardner (1985) defined, is “the combination of effort plus desire to achieve the goal of learning the language along with favorable attitudes toward learning that language” (p. 10). Motivational intensity refers to the amount of effort one intends to expend when performing a task (Chen, p. 5).

From the disagreeing percentage categorized by self-reported English scores and the significant results of statistical tests, student groups with the highest and lowest scores perceived the efforts that students expend in passing their EEE and the efforts that the faculties put forth in teaching English classes as low. Furthermore, both these groups regard the influence of passing the EEE test as low. Based on the survey results, these student groups also do not feel a need to add supplementary classes to their curriculum for the EEE, and express little desire to attend English classes. This result corresponds to Chu’s conclusion in her study (2009), indicating that the real impacts of the EEE perceived by the high-achieving and low-achieving students are low.

The effects of test influences under the implementation of the EEE on students’ L2 learning motivation are included in the following. Overall, among the five groups with various average English scores, the EEE implementation seemed to have exerted a higher influences on student groups with B (80-89) or C (70-79) average scores than on the highest and the lowest groups. These two groups with the highest and the lowest English achievement seem to be unmotivated by the EEE implementation when compared to other groups. Chu’s (2009) study indicates that the possible explanation is that the high-achieving and low-achieving student groups’ perceptions of the impacts of the EEE is low, due to backdoor of English make-up courses for low-achieving students and lack of challenge to high-achieving students. By influencing motivation for test preparation, student perception of the importance of a test affects their performance on that test (Wolf & Smith, 1995). The student group with the highest English scores displays highest self-efficacy among the various

groups categorized by English scores. Passing the EEE greatly influences how students think about their English learning ability.

Enhancing students' L2 English learning motivation is the key to accelerating English faculty's teaching effectiveness, which can substantially assist students in passing the EEE. According to Chen's (2008) study, self-efficacy beliefs are often discussed with the concept of motivational intensity and intrinsic value when dealing with learners' test motivation such as with the EEE. Self-efficacy beliefs refer to the amount of effort one intends to expend when performing a task. Research has suggested that the effort one spends on a task is related to his or her level of self-efficacy beliefs (Bandura, 1986, 1997; Pajares, 1996; Stajkovic & Luthans, 1998). The higher the level of self-efficacy beliefs, the more effort one is willing to spend.

#### Teaching to the Test

The MOE's initial intention of elevating students' English proficiency has not been fully accomplished (Chen, 2008; Chu, 2009; Liauh, 2010; Lin, 2009) and the mandated pass rate of the EEE has also not been met as well. From Chu's research perspectives, the reason is the tremendous amount of time spent on practicing the EEE mechanically without knowing "the test was only a means, not the end, to improving their own English in order to meet the English requirement for their future jobs" (p. 207). Not knowing the clear difference is excusable for students. The English faculty is the group that should clearly distinguish "teaching 'to' the test" from "teaching 'for' the test" so as to properly and effectively prepare students for the EEE.

After reviewing the data results collected from the opinions on "teaching directly to the test", almost half of faculty participants oppose the notion that "teaching to the test" is appropriate for the EEE, whereas seven out of ten students support the idea of taking quick fixes of increasing their test scores by direct teaching to the EEE. Students in this survey deem it appropriate to teaching directly to the test. To appropriately prepare students for the

EEE, the four essential elements of teaching for the test by Crocker (2005) can provide insight and eventually students will substantially benefit from the assessment. Students will be motivated to prepare for the examination if they perceive it as pivotal (Wolf & Smith, 1995).

After years of implementing the EEE, the survey results of the present research reveal that the participants' attitudes toward the implementation of the EEE are positive, meaning that faculties and students both recognize the significance and necessity of implementing the EEE policy. However, Chu's study (2009) manifested that undergraduate students perceived a medium to high status of the EEE, but after analyzing her qualitative data students' concepts of the EEE and English make-up courses were generally low. The reasons for low impact of the EEE are probably the "backdoor" make-up measures (Chu, 2009) and students thinking that they can take the make-up courses and avoid retaking the EEE (Chen, 2008). The reason make-up measures are institutionalized in college is that the majority of students in the Technological and Vocational Higher Education system need a backdoor to graduation (Chu, 2009). Chu further indicated that the make-up alternatives for students failing to pass the EEE are a necessary evil (p. 173). Consequently, actualization of elevating an entire undergraduate population's English performance through implementing the EEE in higher education remains doubtful (Chen, 2008). This is the issue belonging to cheating that the research has described in the previous section.

Test preparation and effective teaching should go hand in hand. Effective diverse classroom strategies and approaches for test preparation should be incorporated into the classroom instruction to deal with the issue of "teaching to the test" (Crocker, 2005; Smith, Smith, & DeLisi, 2001). Four broad criteria for judging whether or not classroom instructional practice is ethical are provided in Chapter Two as a guideline for ethical instructional practice (Crocker, 2005). As Popham (2001) asserted, curriculum-teaching elevated students' scores on high-stakes tests and, more importantly, students' mastery of the

knowledge or skills on which the tests were based. The purpose of implementing high-stakes testing is to exert positive influences on learning and teaching, which is educational leaders' primary concern. As Mitchell (2006) concluded, a formula for success in high-stakes testing consists of two main points of intervention; that is, alignment of curriculum and tests with standards and the use of test results to target instruction on areas needing improvement.

### Recommendations

For the school authorities in Taiwan, the present study suggests continuously implementing the EEE in the HTVE system with an overhaul of the EEE implementation. As indicated in research results, the correlation of the survey questions on student motivation and engagement under the influence of the EEE is overall positive and moderate (Appendix R). A positive moderate relationship was found between the passage of the EEE and self-reported English scores (Appendix S). More survey students with medium English performance highly favor the implementation of the EEE than higher- or lower- achieving students. Motivational intensity and the desire to learn English in order to pass the EEE are heightened due to the positive influences of the EEE. Additionally, based on the research findings, an overhaul and adjustment of English curriculum, teaching methods and materials to test standards are indispensable, meaning an alignment of English curriculum with the EEE standard while ethically and properly preparing students for the EEE. Finally, a review of the EEE preparation programs, monetary incentives, and EEE fees is recommended because these are the most-concerned issues for both faculty and student participants in this study.

For English faculties in higher education, the present study calls for helping facilitate a professional development or establishment of faculty learning community. The research results show that novice faculties' inexperience in the related English teaching and faculties without experience with the EEE entail professional development to train teachers in ethically and properly teaching "for" the EEE, rather than teaching "to" the EEE, before undertaking

instructional practice of the EEE. The research finding shows that faculty below forty years of age specifically needs more assistance and support in elucidating various concepts about implementing the EEE and also in instructional practice as well. When asked about the opportunity to study or research together, the majority of surveyed faculties reported they did not have many opportunities to do so. Among the faculties who said “yes”, the top three frequently-participating forms of professional development in descending order are internal conferences, external conferences, and discussion with no fixed-time schedules. Obviously, surveyed English faculties do not have many opportunities and much time to study and research together in college contexts.

In order to facilitate smooth implementation of the EEE, on the faculty part, the researcher suggests having some forms of professional development or creating faculty learning community (FLC) to tackle teaching problems as they emerge. Learning occurs most effectively in a community. Dewey (1916/2004) placed a high value on the role of shared inquiry in education. He commented that “setting up conditions which stimulate certain visible and tangible ways of acting is the first step...Making the individual a sharer or partner in the associated activity...is the completing step” (p. 14). Cox (2001) explained the concept of an FLC at the college level and defined the nature, role, and processes of successful faculty learning community programs. Findings emerging from Cox’s work imply that faculty participation in FLCs can increase interest in teaching and learning, as well as provide a supportive space for faculty to explore, evaluate, and adopt new instructional practices and tools. Glickman, Gordon, and Ross-Gordon (2004) proposed that professional development must be geared to teachers’ needs and concerns and that changing the perception that professional development is a waste of teachers’ time to the perception that professional development is time well spent is indispensable.

Regarding English instructional practice in the classroom, juniors are least satisfied with

the English learning in the General English classes and do not think English faculty's enthusiasm in these classes influences their English learning. Additionally, seniors perceive English curriculum, teaching materials, and teaching methods as highly ineffective in assisting them to pass the EEE. Sophomores are least willing to speak English in their English class and are most likely to become nervous when speaking English with a foreigner. Freshmen do not perceive the EEE requirement as interference in their college learning. Based on student survey results, seniors and juniors undergo a higher level of pressure and anxiety from the EEE than sophomores and freshmen do, the result of which matches Huang's (2010) study in Taiwan. Providing more professional assistance to juniors and seniors for coping with EEE pressure is urgent. The school administrators and English faculty members can cooperate with school counselors to find ways to alleviate the pressure imposed by the EEE and provide more necessary assistance in dealing with generated problems, thus mitigating the negative influences of the EEE.

The final recommendation for Taiwanese government is to learn from other global counterparts about assessment and how to determine what is meaningful for students. Taiwan government can also learn from its global neighbors about assessment and how to attach to what is most meaningful to students, such as preparing students for workplaces and providing opportunities for them to succeed.

#### Implications for Further Study

Further studies can help extend the research on student engagement in an entire HTVE system as related to the EEE. Most important and immediate, longitudinal work has to be undertaken to track students who did not pass the EEE since its inception and observe the possible influence of the EEE over time, including effects on continuing education and employment. For the time being, no systematic work is found in evaluating the effectiveness of teaching and influences of the EEE in schools in the HEVE system and in the workforce



after graduation, which is complicated by the fact that these studies usually involve more cross-sectional boundaries, cross administrative boundaries, and cross-school boundaries. Extending those analyses will add information with depth and width to truly understand the effects of the EEE. Secondly, this study has only presented cross-school measures of student perceptions of the test in North Taiwan. This limits the extent to which the researcher can truly understand the effects of the EEE on student engagement, achievement, and students' ultimate persistence in an entire HTVE system in Taiwan. These students are nearly the end of their education. What is needed, and is perhaps also immediate, is larger scale research that tracks what actually happens with the students in terms of the EEE and its influence on their workplaces. This would mean that longitudinal measures, perhaps beginning from the middle school or high school level, before students are subject to the EEE, are required.

Continued research is indispensable to better understand the whole school processes in terms of English education—both at the secondary and higher education levels—that are associated with "successful" implementation of an exit exam system, and which engage and support students in ways that are meaningful to them and their achievement. Such research can include a look at the response to exit examination systems by employers in the workplaces and possibly graduate school, at the EEE's affect on students' entry to the workforce, sustainability of the job, and admission to graduate school or further study, at the role of make-up measures (remedial classes or make-up courses), and at how it has/has not provided additional supports to students who have not passed the exam.

The continuous reexamination of current implementation of the EEE's at a majority of ITs and UTs is always an area where research innovation and insight could lead. Relying on one measure or assessment to indicate the success or failure of a student's educational experience and learning is a questionable and troublesome approach. Additional information coupled with such an assessment is more complete. Such research could investigate the use or

development of multiple measures or assessment integration in partnership with business employers in influencing the system.

There are also methodological implications for future research. While the present study examined student and faculty attitudes toward implementation and influences within ten first-tier schools in Northern Taiwan in uniquely urban settings, whether or not these results could be replicated given another sample in Central or South Taiwan is not clear. Perhaps replicating a similar study in varying districts in size and achievement such as second-tier or third-tier would also help to understand the whole picture of the implementation of the EEE and to provide further insight on the issues surrounding English teaching effectiveness in the HTVE system.

Finally, the issues regarding the implementation of the EEE in school, in English educational reform, and in English relevant research have always been a concern to the researcher. Future work that identifies meaningful, rigorous, and valued ways in which students and faculty can participate in decision making, implementation, and even in gathering necessary information and analysis will continue to push the educators, policymakers, school leaders, and researchers in an optimistic direction that has potential positive effects for students.

## Summary

Are there differences between the attitudes of English faculties and their students toward the implementation and influences of the Exit English Examination at Taiwan's University of Technology and Institutes of Technology? Findings from this study indicate "yes" because the perceived differences in English education regarding curriculum, teaching materials and teaching methods, and perceived effectiveness of teaching are robust. On average, student's perceived significance of the EEE positively correlates with student motivation level, the efforts and time students put forth, their perceived language ability to attain the goal of passing the EEE, and their future possibility, specifically the prospects for future job and further education. Overall, under the influence of the EEE, the school engagement of medium-achieving students is perceived more positive about the attitudes toward the EEE than their college counterparts with highest and lowest achievements. Higher levels of motivation, attendance in the English classes, and participation in the English classes are reported by students with medium English performance.

Important differences were also observed for students who passed the EEE and those who did not. A positive moderate relationship was found between the passage of the EEE and self-reported English scores (Appendix S). As described in the prior chapter, most students who did not pass the EEE had average to low English grades. As discussed in the previous chapters, the EEE did not appear to hold much meaning for the highest performing students (who passed it early) and the lowest-performing students (who are desperate in passing the EEE). Students with medium-performance reported to be more focused on the EEE and work more intently. In both groups, much of these findings appear to be related to student beliefs and experience about education and work, and what they perceive as possibilities. Because of the sample's sizeable number of students not passing in the sample, further research can be conducted after they pass the EEE, but current results provide insight into what might be

occurring for these different groups which have fallen into five different score ranges, who constitutes them, and the critical role of future research in this regard.

These conclusions are reached by examining quantitative and qualitative data for students in the sample and by reviewing student responses to the importance and influences of the EEE. The correlation of the survey questions on student motivation and engagement under the influence of the EEE is overall positive and moderate (Appendix R). Simultaneous effects of the EEE were found on student effort, satisfaction level, self-determination, desire to get a good job, time spent, desire to attend the class, motivation to learn English, interest in learning English, participation in class activities, and self-efficacy belief. Also included with these quantitative findings are the insight derived from the open-ended question of the students across the ten schools participating in the study. As the findings in this chapter show, their experiences are wide-ranging and quite diverse. Patterns of respondents' similarity and discrepancies related to their perceptions, attitudes, concerns and their difficulties encountered are revealed. Even some of the highest- and lowest-performing students in the sample hold positive views on the majority of questions regarding the EEE implementation, claiming the EEE affects their school experience in some way. Across the ten UTs and ITs, some students questioned the link of the EEE to their future jobs and future possibilities in the open-ended question, indicating their attitudes toward the EEE. These responses are consistent with findings in the quantitative analysis with statements such as, "Passing the EEE does not mean too much to me because my future job will not require to use English." Another student commented, "Some of the materials we have learned are good for helping us pass the EEE, but I think the materials will also help us in our job markets too, because passing the EEE means more opportunity and more competitive ability in the workplace."

Adopting an appropriate graduation benchmark for English and rigorously implementing the EEE are social consensus (Chu, 2009) and meet social expectation in Taiwan (Liauh &

Wu, 2010). After years of implementation of the EEE and the emergent cheating phenomena, an overhaul of the one-size-fits-all standard and the emergent cheating phenomena is necessary if the recommendation policy of the EEE intends to exert its highest influences on elevating undergraduate students' English performance. The Ministry of Education in Taiwan should heed different stakeholders' voices, specifically administrators, teachers, and students. Policy makers, educational administrators, and faculties must collaborate to work on an effective and feasible plan for improving undergraduate students' English proficiency. The plan may include changing English curriculum, teaching methods, teaching materials, and teacher mindsets. Faculties in the teaching frontlines undergo higher pressure than other stakeholders as they are responsible for conducting effective instruction, dealing with issues arising from the EEE, and affecting the passing rate of the EEE. Without enormous effort and persistence, this complicated task cannot be efficiently and effectively completed. Young adults are the hope of the future. Effective educational leaders should help remove students' barriers in English learning and enhance the effectiveness of implementing the EEE by embracing the challenges that the measurement-driven era of the 21<sup>st</sup> century brings.

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## APPENDICES

## Appendix A: A Letter to All English Instructors

(Name)

(Date)

English instructor

(School)

(Address)

Dear Teacher (Name),

I am writing to ask for your help with an educational study I am doing in fulfillment of my doctoral degree at The University of Montana in the United States. There is a serious concern regarding implementing Exit English Examination (EEE) in Taiwan's higher education and the impacts that it may have on students due to the high stakes attached to the EEE such as granting or denying students' academic degrees, opportunities of finding jobs, or the quality of their English education. This study is intended to contribute information to the understanding of attitudes about the implementation of exit English examinations from the perspectives of English teachers and their students so as to improve the effectiveness of English teaching and learning in Taiwan's higher education. I do not intend to evaluate your instructional practice in any way, but plan to apply the information obtained to elevate students' English Language Proficiency. Therefore, the findings of this study will be an investigation of the implementation of attitudes of teachers and students about the EEE at the Technological and Vocational Institutions.

The survey in my study is divided into two parts as enclosed questionnaires. One is for English teachers (teacher version) and another is for students of participating teachers (student version). You are one of 100 English faculties at 10 Universities of Technology (UTs) or Institutes of Technology (ITs) in north Taiwan selected for this study from the Directory of Schools (各級學校名錄) in the 2009-2010 school year, published by the Ministry of Education in Taiwan. I would like to ask for your participation in my survey. The questionnaire survey will be conducted by me in person at any time available to you. It will take approximately 15 minutes to complete. All participants will be assured that anonymity and confidentiality will be maintained. As a participant, neither your identity nor that of your school will be reported. However, this questionnaire survey is entirely voluntary and the research participants can skip any question when they feel uncomfortable.

This demographic data will be used for descriptive purposes only; no names or schools will be mentioned and only group results will be reported. This study has been approved by the University of Montana Institutional Review Board in the United States. The research presents no more than minimal risk of harm because you may choose at any time to drop out of the study if you think it is appropriate to do so.

Attached is a letter of support for this study from Dr. John Matt, the Chair of the Department of Educational Leadership and the Chairperson of my Doctoral Dissertation Committee at The University of Montana. If you have any questions or concerns please feel free to contact me. I thank you in advance for your valuable participation and thoughtful responses.

Respectfully requested,

Emma Yirng Hurng Liauh

Dr. John Matt

Doctoral Student

Dissertation Chair

Department of Educational leadership

School of Education, the University of Montana

(406)241-2733

(406)243-5586

Email: yl141190@umontana.edu

John.Matt@umontana.edu

## Appendix A-1: A Letter to All English Teachers (Chinese Version)

名字

日期

英語教師

學校

地址

敬愛的(名字)教授們:

在此懇請您能夠協助教育博士論文的研究，本人在美國蒙大拿大學的教育研究所就讀，目前已至論文資料蒐集的階段。台灣高等教育制度將英語能力檢定考試列為畢業門檻(Exit English Exam)的要求引起高度的關切 主要原因是將高權益影響(high-stakes)和英語畢業門檻通過與否之結果綁在一起，像是大學生畢業文憑的取得與否，學生畢業後的工作機會，或是做為評量高教英語教育的品質標準等等。本研究希望能就英語畢業門檻的設立與實施方面，進一步瞭解老師們和學生們的態度和想法，以便於有效增進台灣高教英語教育之教與學，並做出貢獻。本人無意在任何層面上，評斷您的教學實務，只計劃將所得的研究成果用來提升學生的英語程度，因此，本問卷旨在調查各位老師對於技專校院英語能力畢業門檻設立的態度及影響

本研究根據 98 學年度四技二專日間部聯合登記分發各校系科組錄取高低分統計表(一般生)的成績，依照各校的分數分布，劃分為第一級、第二級、及第三級學校。本研究的問卷分為老師版和學生版兩部分。 您是本研究抽樣北區 10 所第一級技專校院的英語教師之一。在此請求您填寫**教師版問卷**，本問卷採匿名方式填寫及資料絕對保密的作法，您的問卷資料，甚至貴校的校名，都不會出現在論文中，問卷約費時 15 分鐘填寫。 此外，若您覺得不妥，您可以選擇在做問卷的任何時候，撤銷問卷的作答。

個人資料蒐集的目的只是為了作取樣對象的描述方便，論文結果不會提及個人名字或貴校之校名，只會報導整體的結論。您參與本研究是完全自願的。大約花費您約 15 分鐘左右填寫問卷。本研究已通過本人就讀之美國蒙大拿大學論文審查委員會 (the University of Montana Institutional Review Board) 審查核可施行，因為您可選擇任何時候，撤銷問卷的作答，問卷之傷害風險是非常輕微的。

隨函附上本人論文指導教授 (教育系系主任) Dr. John Matt 之支持信件(附件 A-1)以供參考。若有任何疑問或疑慮，敬請放心聯絡我。在此先感謝您寶貴的時間和參與問卷作答!

敬祝教安,

德明財經科大老師

廖熒虹敬上

Dr. John Matt

教育博士候選人

教育系系主任/論文指導教授

美國 蒙大拿大學教育學院

(406)241-2733

(406)243-5586

Email: yl141190@umontana.edu

John.Matt@umontana.edu



## Appendix B: A Letter to Two Randomly selected English Teachers for their Student Survey

Name)

(Date)

English instructor

(School)

(Address)

Dear Teacher (Name),

I am writing to ask your help with an educational study I am doing in fulfillment of my doctoral degree at The University of Montana in the United States. There is a serious concern regarding implementing Exit English Examination (EEE) in Taiwan's higher education and its impacts that may have on students due to the high stakes attached to the EEE such as granting or denying students' academic degrees, opportunities of finding jobs, or the quality of their English education. This study is intended to contribute information to the understanding of attitudes about the implementation of exit English examination from the perspectives of English teachers and their students so as to improve the effectiveness of English teaching and learning in Taiwan's higher education. I do not intend to evaluate your instructional practice in any way, but plan to apply the information obtained to elevate students' English Language Proficiency. Therefore, the findings of this study will be an investigation of the implementation of attitudes of teachers and students about the EEE at the Technological and Vocational Institutions.

The survey in my study is divided into two parts as enclosed questionnaires. One is for English teachers and another is for students of participating teachers. You are one of the 20 English faculties randomly selected from 10 Universities of Technology (UTs) or Institutes of Technology (ITs) in north Taiwan from the Directory of Schools (各級學校名錄) in the 2009-2010 school year, published by the Ministry of Education in Taiwan. I would like to ask your assistance in randomly selecting two thirds (2/3) of your current total students to participate in my survey if they are willing to do so. All participants will be assured that anonymity and confidentiality will be maintained. As a participant, neither your students' identity nor that of your school will be reported. It will take about 15 minutes to complete the survey. When I administer the survey, I will ask you to step out of the classroom so that your students will not feel pressured to do so. This questionnaire survey is entirely voluntary and your students can skip any question when they feel uncomfortable

This demographic data will be used for descriptive purposes only; no names or schools will be mentioned and only group results will be reported.

This study has been approved by the University of Montana Institutional Review Board in the United States. The research presents no more than minimal risk of harm because your students may choose at any time to drop out of the study if your students think it is appropriate to do so.

Attached is a letter of support for this study from Dr. John Matt, the Chair of the Department of Educational Leadership and the Chairperson of my Doctoral Dissertation Committee at The University of Montana. If you have any questions or concerns please feel free to contact me. I thank you in advance for your students' valuable participation and thoughtful responses.

Respectfully requested,

Emma Yirng Hurng Liauh

Dr. John Matt

Doctoral Student

Dissertation Chair

Department of Educational leadership

School of Education, the University of Montana

(406)241-2733

(406)243-5586

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John.Matt@umontana.edu

Appendix B-1: A Letter to Two Randomly selected English Teachers for their Student Survey (Chinese Version)

名字	日期
英語教師	
學校	
地址	
敬愛的(名字)教授們:	
<p>在此懇請您能夠協助教育博士論文的研究，本人在美國蒙大拿大學的教育研究所就讀，目前已至論文資料蒐集的階段。台灣高等教育制度將英語能力檢定考試列為畢業門檻(Exit English Exam)的要求引起高度的關切 主要原因是將高權益影響(high-stakes)和英語畢業門檻通過與否之結果綁在一起，像是大學生畢業文憑的取得與否，學生畢業後的工作機會，或是做為評量高教英語教育的品質標準等等。本研究希望能就英語畢業門檻的設立與實施方面，進一步瞭解老師們和學生們的態度和想法，以便於有效增進台灣高教英語教育之教與學，並做出貢獻。本人無意在任何層面上，評斷您的教學實務，只計劃將所得的研究成果用來提升學生的英語程度，因此，本問卷旨在調查各位老師對於技專校院英語能力畢業門檻設立的態度及影響</p>	
<p>本研究根據 98 學年度四技二專日間部聯合登記分發各校系科組錄取高低分統計表(一般生)的成績，依照各校的分數分布，劃分為第一級、第二級、及第三級學校。本研究的問卷分為老師版和學生版兩部分。您的學生是本研究抽樣北區 10 所第一級技專校院的學生之一。在此請求您的學生填寫學生<b>版問卷</b>，並懇請您協助隨機抽樣，您所任教的<b>二個</b>班級的學生作問卷調查，本問卷採自願及匿名方式填寫及資料絕對保密的作法，您和貴班學生的資料，甚至貴校的校名，都不會出現在論文中，問卷約費時 15 分鐘填寫，學生填寫問卷時，麻煩您離開教室，由本人執行問卷調查程序。此外，若您覺得不適合，您和您的學生可以選擇在做問卷的任何時候，撤銷問卷的作答。</p>	
<p>個人資料蒐集的目的只是為了作取樣對象的描述方便，論文結果不會提及個人名字或貴校校名，只會報導整體的結論。您的學生的參與本研究是完全自願的。大約花費您貴班學生約 15 分鐘左右填寫問卷。本研究已經經過美國蒙大拿大學論文審查委員會 (the University of Montana Institutional Review Board) 審查通過，核可施行，因為您的學生可選擇任何時候，撤銷問卷的作答，問卷之傷害風險是非常輕微的。</p>	
<p>隨函附上本人論文指導教授 (教育系系主任) Dr. John Matt 之支持信件(附件 A-1)以供參考。若有任何疑問或疑慮，敬請放心聯絡我。在此先感謝您寶貴的時間和參與問卷作答!</p>	
敬祝教安,	
德明財經科大老師	
廖瑩虹敬上	Dr. John Matt
教育博士候選人	教育系系主任/論文指導教授
	美國蒙大拿大學教育學院
(406)241-2733	(406)243-5586
Email: yl141190@umontana.edu	John.Matt@umontana.edu

## Appendix C: A Letter of Support from the Chair of Dissertation Committee

Department of Educational Leadership

School of Education

The University of Montana

Missoula, Mt 59812-6356

Educational Leadership Phone: 406/243-5586

FAX: 406/243-2916

November 23, 2010

Dear Teachers:

I have had the pleasure and honor of working with a Taiwanese doctorate student for the past three years. I am presently the chair of Ms Liauh's dissertation committee. Ms Liauh has completed the defense of her dissertation proposal successfully before a committee of five professors all of whom found that her research will be a very important contribution to education in Taiwan.

Ms Liauh has selected researching the attitudes about the Exit English Examination for teachers and students in Taiwan's higher education for her dissertation. This is a difficult topic to research; however, Ms Liauh is very interested in improving the quality of English education in Taiwan. She and her committee believe that her research into English faculties' and students' attitudes toward the implementation of Exit English examination may provide important information for Taiwan's Ministry of Education, policy makers, and educational leaders to meet the challenges of educating Taiwan's undergraduate students.

I hope that you and your students will find time to participate in this study. Neither you nor your school will be identified in this research. Your school is coded on the return envelop in order to provide Ms Liauh the opportunity to contact teachers who may have forgotten to return the questionnaire or perhaps have mislaid it and would like another one.

On behalf of Ms Liauh and the rest of her dissertation committee, I would like to thank you for your consideration in assisting her with this research. I am available to answer any further questions you may have regarding this research and your possible role therein at [John.Matt@umontana.edu](mailto:John.Matt@umontana.edu).

Respectfully,

John Matt, Ed. D.

The University of Montana

Missoula, MT59812

Appendix C-1: Supportive Letter from Chair (教育系系主任/論文指導教授的支持信件) (Chinese Version)

美國蒙大拿大學教育學院教育系  
Missoula, Mt 59812-6356  
教育領導系系辦電話: 406/243-5586  
FAX: 406/243-2916

民國九十九年十一月二十三日

敬愛的老師:

我很榮幸在過去三年來和台灣來的博士研究生廖熒虹女士共同研究她的論文。目前我是美國蒙大拿大學教育學院教育系的系主任，同時也是廖女士的論文指導教授。她已經接受五位口試委員的詢問並成功的完成論文前三章提案的答辯，五位口試委員皆認同，對台灣高等教育而言，她的論文將會是很大的貢獻。

廖女士選擇研究台灣高等教育技專校院教師及學生對英語畢業門檻的看法作為她的論文題目，這是個有難度的題目，但是她對改進大專英語教育品質抱持很大的興趣，她和她的論文指導委員們都認為研究大專師生對英語畢業門檻施行及影響的看法可以提供重要資訊給台灣教育部、政策制定者、及教育領導者以因應教育大專生的挑戰

我希望您及您的學生能騰出時間參與這項研究的問卷調查。您及您學校的名字都不會出現在本研究中。

謹代表廖女士和其他論文委員會之成員們，我要感謝您，考慮協助博士論文問卷的填寫。若有任何進一步有關此研究之疑問，我隨時皆可協助釐清問題及您所扮演的角色。我的 email 是 [John.Matt@umontana.edu](mailto:John.Matt@umontana.edu)

敬祝教安,

John Matt, Ed. D.  
電話: (406) 243-5610  
教育系系主任/論文指導教授  
美國蒙大拿大學教育學院教育領導系  
Missoula, MT59812  
U. S. A.

## Appendix D: Teachers' Questionnaire Survey

Teachers' Questionnaire Survey		Date
The Questionnaire Survey for Exit English Exam (EEE) in Taiwan's Technological and Vocational Education System		
Dear Teachers:		
<p>The requirement of passing the Exit English Exams (EEE) in Taiwan's Higher Institution has already affected the dynamics of education in general. Attitudes of English teachers have tremendous and direct impact on the implementation of the EEE. The purpose of collecting these data is to know your personal opinions on the EEE and its impact on your teaching, the school, and the English education in Taiwan. It will take you approximately 15 minutes to complete the survey. Seven parts are included in this survey: (A) Attitudes toward the EEE in the Higher Education of Taiwan; (B) Level of Satisfaction toward the General English curriculum, (C) Conceptions about applying the English Language Proficiency (ELP) testing; (D) Perceptions of "teaching to the EEE", (E) Self-perceived Motivation and Effort to English Learning, and (F) Self-perceived influence and motivation of the EEE on teaching and learning in Taiwan's UTs and ITs. The final part (G) encompasses your Demographic information.</p> <p>You are cordially invited to participate in a study that explores the factors influencing EEE of the higher educational institutions in Taiwan. Your answers to all the questions will be anonymous and later be reported in aggregate form. You are assured that your responses will be only for academic usages. Please try to answer every question. However, the participation in the survey is entirely voluntary. You can skip any question when you feel uncomfortable. Thank you very much for your participation and assistance.</p>		
Yirng-Hurng Emma Liauh		
Takming University of Science and Technology in Taiwan		

**A. Attitudes toward the Exit English Exam (EEE).**

N o.	Questions	SD	D	A	S A
1	Institutions of Higher Education in Taiwan should require Exit English Examinations (EEEs).	1	2	3	4
2	The EEE is the most efficient tool for globalization of Taiwan.	1	2	3	4
3	The EEE can improve students' competitive abilities in their workplace in Taiwan.	1	2	3	4
4	The EEE as an exit benchmark in my university can help elevate students' English ability.	1	2	3	4
5	Choosing the EEE as a gate-keeping device will increase students' employment opportunity in their workforce.	1	2	3	4
6	I think my students will study English harder because of the EEE required in the university.	1	2	3	4
7	My university should conform to other universities in Taiwan in requiring the EEE.	1	2	3	4

Please circle the number indicating your responses to the statements below, using the following scale

1 = Strongly Disagree=SD; 2 = Disagree=D; 3 = Agree=A; 4 = Strongly Agree=SA

**B. Level of Satisfaction toward the General English curriculum**

8	My students are satisfied with the learning in the General English curriculum in my university in Taiwan.	1	2	3	4
9	In general, the English classes of my university have improved my students' English ability.	1	2	3	4
10	The General English classes in my university are conducive to helping my students pass the EEE in Taiwan.	1	2	3	4
11	The gradual improvement of my students' English proficiency test grades is due to the proper planning of English curriculum in my university.	1	2	3	4
12	The gradual improvement of my students' English proficiency test grades is due to proper English teaching method.	1	2	3	4
13	The steady improvement of my students' English proficiency test grades in my university is due to proper English teaching materials in Taiwan.	1	2	3	4

**C. Conceptions about the applying the English Language Proficiency (ELP) testing**

14	The fees for the official English proficiency test required by my university are too expensive.	1	2	3	4
15	The university needs to subsidize students from low income families to participate in the English Proficiency Test in the university of Taiwan.	1	2	3	4
16	It is necessary for the university to offer monetary incentives to the students passing various levels of English proficiency tests.	1	2	3	4
17	It is necessary for the university to encourage students to participate in the basic-level test first, then in higher levels of English proficiency tests so as to prepare them for the EEE.	1	2	3	4

**D. Perception of “teaching to the EEE”**

18	It is necessary to provide good-quality teaching materials for students’ self-study in order to help my students prepare for the EEE.	1	2	3	4
19	I believe “teaching directly to the EEE exams” is appropriate in my General English class.	1	2	3	4
20	It will meet my students’ need to prepare for the English proficiency test by adding more supplementary English courses to their curriculum.	1	2	3	4

**E. Personal Motivation and Effort to English Learning**

Please circle the number indicating your responses to the statements below, using 1 (Agree) or 2 (Disagree).

		Agree	Disagree
21	My enthusiasm for teaching General English class helps my students’ English learning.	1	2
22	I expect of my students much in my General English class about their English learning.	1	2
23	I believe that my students can pass the EEE by their own effort.	1	2
24	My students are willing to speak English in my General English class.	1	2
25	Speaking English with foreigners will make my students nervous.	1	2
26	Preparing the EEE will deprive my students of time that is originally assigned to study other subject matters.	1	2
27	Passing the EEE as a benchmark for graduation means that my students have learned what they are supposed to learn regarding the English language learning in college.	1	2
28	My students can attain the goal of passing the EEE required by my university before graduation.	1	2
29	Professional subjects in my students’ major occupy most of my students’ time in my university so they have no time for English learning.	1	2

**F. The Influence and Motivation Level of the EEE on Students**

1=Very Low =VL, 2=Low =L, 3=Much=M, 4= Very Much =VM

30	Does the following item motivate your student to do well in college? <b>(Please circle each item about the level of motivation you think)</b>	VL	L	M	V M
	30-1: Students’ desire to graduate from college	1	2	3	4
	30-2: Students’ desire to get a good job	1	2	3	4
	30-3: Students’ fear of being kept back in school for failing the EEE	1	2	3	4
	30-4: Students’ avoiding summer school for the EEE	1	2	3	4
	30-5: Students’ desire to please their parents	1	2	3	4
31	Does passing the EEE influence the following items in college? <b>(Please circle each item about the level of influence you think your students have.)</b>	VL	L	M	V M
	31-1 My students’ prospects future job	1	2	3	4

31-2 My students' prospects for graduate school	1	2	3	4
31-3 Time my students spend on studying English in the General English classes.	1	2	3	4
31-4 The desire that my students want to attend the General English class	1	2	3	4
31-5 The more effort that I take in teaching the General English class because of the implementation of the EEE	1	2	3	4
31-6 My students' motivation to learn English	1	2	3	4
31-7 My students' motivation to finish their university or college	1	2	3	4
31-8 Whether my students are interested in the General English class or not	1	2	3	4
31-9 Whether my students participate in the General English class	1	2	3	4
31-10 How my students feel about their English learning abilities	1	2	3	4
31-11 Whether my students will be denied academic degrees if they fail the EEE	1	2	3	4

### G. Demography

32. Gender:  1. male  2. Female

33. Age: 1  Below 29 2  30-39 3  40-49 4  50-59 5  Over 59

34-1 The highest level of education you have: 1  Vocational school 2  Junior College/ Institute of Technology 3  General University or College/University of Technology 4  Master  5 Ph. D

34-2 The major of your highest education: \_\_\_\_\_

34-3 Your current academic rank is: 1  Full Professor 2  Associate Professor  
3  Assistant Professor 4  Instructor

35. How many years have you being teaching full-time in the educational context?

1  1 year or less than 1 year 2  2-5 years 3  6-10 years 4  11-15 years

5  16-20 years 6  21-25 years 7  26-30 years 8  Over 31 years

36. Have you had the experience in teaching English proficiency tests before?  Yes (Please go to the question No 37.)  No  
(Please go to the question No 38.)

37. Please mark the English proficiency tests that you have taught before (multiple choices are allowed)

1 GEPT (elementary level)  2 GEPT (Intermediate level)

3 GEPT (High Intermediate level)  4 IELTS  5 (TOEFL ITP)

6 (TOEFL IBT)  7 TOEIC  8 TOEIC Bridge

9 College Student English Proficiency Test by LTTC (CSEPT)

10 Tailor-made Collegiate English Proficiency Test

11 The Global English Test

12 Other else test \_\_\_\_\_

38. Do English teachers in your school have chance to study and research together?

1 No (Thank you)  2 Yes (Multiple choices are allowed in the following formats.)

1 discussion with no fixed- time schedules;  2 discussion with fixed- time schedules;  3 external conferences;  4 internal conferences;  5 cooperation in publishing papers;  6 some journal discussion (reading seminar);  7 workshop

8. Other else style \_\_\_\_\_

Appendix D-1: Teachers' Questionnaire Survey (Chinese Version)  
大學英文畢業門檻態度問卷調查(教師版)

日期:

親愛的教授們:

台灣高等教育制度將英文能力檢定考試列為畢業門檻(Exit English Exam)的要求將會影響大學的整體運作，而老師們的態度對英文能力畢業門檻的設立與實施有更大、更直接的影響。因此，本問卷旨在了解各位老師對於大學英文能力畢業門檻設立的看法及影響。本問卷約花費您15分鐘完成填寫，內容含七部分：A：您對英文畢業門檻的態度，B：對英文課程的滿意度，C：對英檢考試執行面的看法，D：對英檢教學的看法，E：英文學習的動機及努力，F：英檢考試的影響及動機，G：基本資料。本問卷採自願及匿名方式填寫，結果僅供學術研究用，敬請放心作答，若您覺得不妥當，可隨時停止作答，您的寶貴意見是本研究的忠實依據。感謝您的參與和協助!

德明財經科大 廖熒虹 敬上

## A. 對英文畢業門檻的態度

1= 非常不贊同；2=不贊同；3=贊同；4= 非常贊同。

請依下列的標準圈選您個人對各題的看法。

1	大專校院應該設立英文能力畢業門檻。	1	2	3	4
2	英文能力畢業門檻是促進台灣國際化最有效的工具。	1	2	3	4
3	英文能力畢業門檻有助於提升職場的競爭力。	1	2	3	4
4	英文能力畢業門檻可以幫助學生提升英文能力。	1	2	3	4
5	英文能力作為畢業門檻，增進未來就業的機會。	1	2	3	4
6	我的學生會因為學校設立英文能力畢業門檻而更努力去研讀英文。	1	2	3	4
7	別的學校有此英文能力畢業門檻規定，我的大學應該跟進才不會落伍。	1	2	3	4

## B. 對通識英文課程的滿意度

8	我的學生對學校英語文通識課程感到滿意。	1	2	3	4
9	整體而言，學校的 <b>通識英文</b> 課程提昇了我的學生的英文能力。	1	2	3	4
10	學校通識英文課程有助於我的學生通過英文畢業門檻考試。	1	2	3	4
11	上大學後，學生的英文能力逐年進步，原因是大學英文課程 <b>規畫</b> 妥當。	1	2	3	4
12	上大學後，學生的英文能力逐年進步，原因是大學英語文課程 <b>教法</b> 恰當。	1	2	3	4
13	上大學後，學生的英文能力逐年進步，原因是大學通識英語文 <b>教材</b> 適當。	1	2	3	4

1= 非常不贊同；2=不贊同；3=贊同；4= 非常贊同。

## C. 對英檢考試執行面的看法

14	我覺得學校規定的所有正式英檢考試費用太高。	1	2	3	4
15	我覺得學校有必要補助低收入戶參加英檢費用。	1	2	3	4
16	我覺得學校有必要對通過各級英檢學生給予獎勵金。	1	2	3	4
17	我覺得學校鼓勵先參加初級考試，再循序漸進，參加高階段的考試。	1	2	3	4

## D. 對英檢教學的看法

18	我覺得有必要提供英檢考試優質教材。	1	2	3	4
19	我認為在通識英文課中，直接教授英檢考試的做法是適當的。	1	2	3	4
20	在課程中增加更多英語補充課，幫助我的學生通過英檢是符合學生的需要。	1	2	3	4



## E. 英文學習的動機及努力

請依下列的標準圈選您個人對各題的看法。

題號	敘述	1 (同意)	2 (不同意)
21	通識英文老師熱衷教學，影響學生的英語文學習。	1	2
22	通識英文老師對學生的英語學習之期望很高。	1	2
23	我有信心只要學生努力，就會通過英檢考試。	1	2
24	學生願意在英文課時練習說英文。	1	2
25	和外國人說英語會讓學生緊張。	1	2
26	準備英檢考試會減少學習專業知識(科目)的時間	1	2
27	通過英檢考試後畢業，表示學生已經學到應該學到的英文。	1	2
28	本校設立英語文門檻標準是可以在學生畢業前達成的。	1	2
29	我認為大學專業課程太重，以致於學生沒時間讀英語文。	1	2

1= 非常少量, 2=少量, 3=多量, 4=非常多量

## F. 英檢考試的影響及動機

30	以下可能是激勵學生學好英文的原因，請圈選每一題你認為的影響程度：				
	30-1: 想要從大學畢業	1	2	3	4
	30-2: 想要找到好工作	1	2	3	4
	30-3: 害怕英檢不過會被延畢	1	2	3	4
	30-4: 要避免英檢暑修課程	1	2	3	4
	30-5: 想要讓父母親安心	1	2	3	4
31	以下是英檢考試可能影響您的學生的因素，請圈選每一題你認為的影響程度：				
	31-1 學生未來求職	1	2	3	4
	31-2 學生未來升學	1	2	3	4
	31-3 學生花更多時間去念通識英文	1	2	3	4
	31-4 學生意願去上通識英文課	1	2	3	4
	31-5 老師賣力在上通識英文課	1	2	3	4
	31-6 學生學習英語文的動機	1	2	3	4
	31-7 學生想完成大學學業的動機	1	2	3	4
	31-8 影響上通識英文課的興趣	1	2	3	4
	31-9 學生對通識英文課能夠參與及投入	1	2	3	4
	31-10 學生如何看待自己英語文學習能力	1	2	3	4
	31-11 學生是否會因英檢不過而沒有畢業證書	1	2	3	4

## G. 基本資料 (老師版)

32	性別： <input type="checkbox"/> 男 <input type="checkbox"/> 女
33	年齡： <input type="checkbox"/> 30歲以下 <input type="checkbox"/> 30-39歲 <input type="checkbox"/> 40-49歲 <input type="checkbox"/> 50-59歲 <input type="checkbox"/> 60或60歲以上
34	最高教育程度： <input type="checkbox"/> 1.職業學校 <input type="checkbox"/> 2.專科 <input type="checkbox"/> 3.大學 <input type="checkbox"/> 4.碩士 <input type="checkbox"/> 5.博士 最高學歷之主修 _____ 您目前是 <input type="checkbox"/> 1.教授 <input type="checkbox"/> 2.副教授 <input type="checkbox"/> 3.助理教授 <input type="checkbox"/> 4.講師
35	您在教育界專任職位的年資累計是幾年? <input type="checkbox"/> 第一年 <input type="checkbox"/> 2-5年 <input type="checkbox"/> 6-10年 <input type="checkbox"/> 11-15年 <input type="checkbox"/> 16-20年 <input type="checkbox"/> 21-25年

26-30 年

31 年以上

36 請問您是否教導過符合貴校規定的英文檢定考試：

是 (請至 No. 37)

否 (請至 No. 38)

37 請問您教導過的是哪一種英文檢定考試?(可複選)

1.GEPT(全民英檢)初級

2.GEPT 中級

3.GEPT 中高級

4.IELTS

5.舊托福(TOEFL)

6.新托福(TOEFL)

7.TOEIC

8.TOEIC Bridge

9.大專校院英檢

10.校內英文檢定

11.全球英檢

12.其他 \_\_\_\_\_

38.老師之間有合作學習和共同研究的機會嗎?

無(Thank you) 有 (可複選)

不定時的討論

有固定的討論時間

參加校外研討會

參加校內研討會

合作發表論文

書報討論(讀書會)

教學觀摩會

其他\_\_\_\_\_

非常謝謝您！感恩!☺

## Appendix E: Students' Questionnaire Survey (English Version)

<b>Students' Questionnaire Survey</b>	
The Questionnaire Survey for Exit English Exam (EEE) in Taiwan's Technological and Vocational Education System	Date:
Dear Students:	
<p>The requirement of passing the Exit English Exam (EEE) in Taiwan's Higher Institution has already affected the dynamics of education in general. Attitudes of students have tremendous and direct impact on the implementation of the EEE. The purpose of collecting these data is to know your personal opinions on the EEE and its impact on you, the school, and the English education in Taiwan. It will take you approximately 15 minutes to complete the survey. Seven parts are included in this survey: (A) Attitudes toward EEE in the Higher Education of Taiwan; (B) Level of Satisfaction toward the General English curriculum, (C) Conceptions about applying the English Language Proficiency (ELP) testing; (D) Perceptions of "teaching to the EEE", (E) Self-perceived Motivation and Effort to English Learning, and (F) Self-perceived influence and motivation of the EEE on teaching and learning in Taiwan's UTs and ITs. The final part encompasses your (G) Demographic information.</p> <p>You are cordially invited to participate in a study that explores the factors influencing EEE of the higher educational institutions in Taiwan. Your answers to all the questions will be anonymous and later be reported in aggregate form. You are assured that your responses will be only for academic usages. Please try to answer every question. However, the participation in the survey is entirely voluntary. You can skip any question when you feel uncomfortable. Thank you very much for your participation and assistance.</p>	
Takming University of Science and Technology in Taiwan	
Emma Yirng-Hurng Liauh	

**A. Attitudes toward the Exit English Exam (EEE).**

Please circle the number indicating your responses to the statements below, using the following scale

1 = Strongly Disagree=SD; 2 = Disagree=D; 3 = Agree=A; 4 = Strongly Agree=SA

No.	Questions	SD	D	A	SA
1	Institutions of Higher Education in Taiwan should require Exit English Examinations (EEEs).	1	2	3	4
2	The EEE is the most efficient tool for globalization of Taiwan.	1	2	3	4
3	The EEE can improve my competitive abilities in my workplace in Taiwan.	1	2	3	4
4	The EEE as exit benchmarks in my university can help improve my English ability.	1	2	3	4
5	Choosing the EEE as a gate-keeping device will increase my employment opportunity in my workforce.	1	2	3	4
6	I think I will study English harder because of the EEE required in my university or college.	1	2	3	4
7	My university should conform to other Taiwan universities requiring the EEE.	1	2	3	4

**B. Level of Satisfaction toward the General English curriculum**

8	I am satisfied with the learning of the General English in my respective university in Taiwan.	1	2	3	4
9	In general, the General English classes of my university have improved my English ability.	1	2	3	4
10	The General English classes in my university are conducive to helping my students pass the EEE in Taiwan.	1	2	3	4
11	The gradual improvement on the test grades of my English proficiency is due to the proper planning of English curriculum in my university.	1	2	3	4
12	The gradual improvement on the test grades of my English proficiency is due to the proper English teaching methods.	1	2	3	4
13	The steady improvement of my English proficiency test grades in my university is due to proper English teaching materials.	1	2	3	4

**C. Conceptions about the applying the English Language Proficiency (ELP) testing**

14	The fee for the official English proficiency test required by my university is too expensive.	1	2	3	4
15	The university needs to subsidize students from low income families to participate in the English Proficiency Test in the university of Taiwan.	1	2	3	4
16	It is necessary for the university to offer monetary incentives to students passing various levels of English proficiency tests.	1	2	3	4
17	It is necessary for the university to encourage students to participate in the basic-level test first, then in higher levels of English proficiency tests so as to prepare them for the EEE.	1	2	3	4

#### D. Perception of “teaching to the EEE”

18	It is necessary to provide good-quality teaching materials for my self-study in order to help prepare for the EEE.	1	2	3	4
19	I believe “teaching directly to the EEE exam” is appropriate in my General English class.	1	2	3	4
20	It will meet my need to prepare for the English proficiency test by adding more supplementary English courses to my curriculum.	1	2	3	4

#### E. Personal Motivation and Effort to English Learning

Please circle the number indicating your responses to the statements below, using 1 (Agree) or 2 (Disagree).

		Agree	Disagree
21	My English faculties’ enthusiasm for the General English class influences my English learning in my school.	1	2
22	My English instructors expect of me much in the General English class about my English learning in my school.	1	2
23	I believe that I can pass the EEE by my own effort.	1	2
24	I am willing to speak English in my English class.	1	2
25	Speaking English with a foreigner will make me nervous.	1	2
26	Preparing for the EEE will deprive me of time that is originally assigned to learn other professional subject matters.	1	2
27	Passing the EEE as a benchmark for graduation means that I have learned what I am supposed to learn regarding the English language learning in college.	1	2
28	I can attain the goal of passing the EEE in my university before graduation.	1	2
29	Professional subjects in my major occupy most of my time in my university so I have no time for English learning.	1	2

#### F. The Influence and Motivation Level of the EEE on Students

1=Very Low =VL, 2=Low =L, 3=Much=M, 4= Very Much =VM

30	Does the following item motivate you to do well in college? ( <b>Please circle each item</b> the level of motivation you think)	VL	L	M	VM
	30-1: My desire to graduate from college	1	2	3	4
	30-2: My desire to get a good job	1	2	3	4
	30-3: My fear of being kept back in school for failing the EEE	1	2	3	4
	30-4: My avoiding summer school for the EEE	1	2	3	4
	30-5: My desire to please my parents	1	2	3	4
31	Does passing the EEE influence the following item in college to you? ( <b>Please circle each item</b> the level of influence you think)	VL	L	M	VM
	31-1: My future job	1	2	3	4
	31-2: My prospects for graduate school	1	2	3	4
	31-3: Time I spend on studying English in the General English classes.	1	2	3	4
	31-4: The desire that I want to attend the General English class	1	2	3	4

31-5: The more effort that my English teacher takes in teaching the General English in class because of the EEE	1	2	3	4
31-6: My motivation to learn English	1	2	3	4
31-7: My motivation to finish the university or college	1	2	3	4
31-8: Whether I am interested in the General English class	1	2	3	4
31-9: Whether I participate in the General English class	1	2	3	4
31-10: How I feel about my English learning abilities	1	2	3	4
31-11: Whether I will be denied an academic degree if I fail the EEE	1	2	3	4

### G. Demography

32. Gender : 1.male      2.Female

33. Age: \_\_\_\_\_ years old      Major: \_\_\_\_\_

Level of Grade: \_\_\_\_\_

34. Have you ever taken any English proficiency test required by your university?

Yes (Please go to the question 35.)    No (Please go to the question 36.)

35. Please mark the English proficiency tests that you have passed before (multiple choices are allowed)

1 GEPT (elementary level)      2 GEPT (Intermediate level)

3 GEPT (High Intermediate level)    4 IELTS      5 (TOEFL ITP)

6 (TOEFL IBT)      7 TOEIC      8 TOEIC Bridge

9 College Student English Proficiency Test by LTTC (CSEPT)

10 Tailor-made Collegiate English Proficiency Test

11 Global English Test

12 Other else test \_\_\_\_\_

36. Please check your father's or guardian's highest level of education. (Check only one box. If unsure, check the "Not Sure" box).

1 Elementary school    2 Some junior high school    3 junior high graduate    4 Some senior high    5 Senior high graduate

6 Some junior college    7 Junior college graduate    8 Some two-year or four-year college/university    9

College/University graduate    10 Master    11 Ph. D    12 Special profession:    lawyer    doctor    accountant

13 Not sure

37. Please check your mother's highest level of education. (Check only one box. If unsure, check the "Not Sure" box).

1 Elementary school    2 Some junior high school    3 junior high graduate    4 Some senior high    5 Senior high graduate

6 Some junior college    7 Junior college graduate    8 Some two-year or four-year college/university    9

College/University graduate    10 Master    11 Ph. D    12 Special profession:    lawyer    doctor    accountant

13 Not sure

38. How many hours do you work part-time per week?

1  Never    2  less than 5 hours    3  5 hours    4  6-8 hours    5  9-15 hours    6  16 or over 16 hours

39. Which of the following could best describe your last grade in the General English class in your college?

1  below 59    2  60-69    3  70-79    4  80-89    5  90-100

**H: I feel the Exit English Examination in my school is \_\_\_\_\_.**

Appendix E-1: Students' Questionnaire Survey (Chinese Version)  
大學英文畢業門檻的態度調查—學生版

親愛的同學們：

台灣高等教育制度將英文能力畢業門檻(Exit English Exam)列為畢業門檻的要求將會影響大學的整體運作，而學生們的態度對英文能力畢業門檻的設立與實施有更大、更直接的影響，這正是本研究感興趣的部分。因此，本問卷旨在了解各位同學對於大學英文能力畢業門檻設立的看法及影響。本問卷約花費您15分鐘完成填寫，內容含七部分：A：您對英文畢業門檻的態度，B：對英文課程的滿意度，C：對英檢考試執行面的看法，D：對英檢教學的看法，E：個人英文學習的動機及努力，F：英檢考試的影響及動機，G：基本資料。本問卷採自願及匿名方式填寫，結果僅供學術研究用，敬請放心作答，若您覺得不妥當，可隨時停止作答，您的寶貴意見是本研究的忠實依據。感謝您的參與和協助！

德明財經科大 廖熒虹 敬上

1 = 非常不贊同；2 = 不贊同；3 = 贊同；4 = 非常贊同

A. 對英文能力畢業門檻的態度 (請依下列的敘述圈選您個人對各題的看法。)

1	大專校院應該設立英文能力畢業門檻。	1	2	3	4
2	英文能力畢業門檻是促進台灣國際化最有效的工具。	1	2	3	4
3	英文能力畢業門檻有助於提升職場的競爭力。	1	2	3	4
4	英文能力畢業門檻可以幫助學生提升英文能力。	1	2	3	4
5	英文能力作為畢業門檻，增進未來就業的機會。	1	2	3	4
6	我會因為學校設立英文能力畢業門檻而更努力去研讀英文。	1	2	3	4
7	別的學校有此英文能力畢業門檻規定，我的大學應該跟進才不會落伍。	1	2	3	4

B. 對通識英文課程的滿意度

8	我對學校通識英語文課程感到滿意。	1	2	3	4
9	整體而言，學校的 <u>通識英文</u> 課程提昇了我的英文能力。	1	2	3	4
10	學校通識英文課程有助於我通過英文畢業門檻考試。	1	2	3	4
11	上大學後，我的英文能力逐年進步，原因是大學英文課程 <u>規畫</u> 妥當。	1	2	3	4
12	上大學後，我的英文能力逐年進步，原因是大學英語文課程 <u>教法</u> 恰當。	1	2	3	4
13	上大學後，我的英文能力逐年進步，原因是大學通識英語文 <u>教材</u> 適當。	1	2	3	4

1 = 非常不贊同；2 = 不贊同；3 = 贊同；4 = 非常贊

C. 對英檢考試執行面的看法

14	我覺得學校規定的所有正式英檢考試費用太高。	1	2	3	4
15	我覺得學校有必要補助低收入戶參加英檢費用。	1	2	3	4
16	我覺得學校有必要對通過各級英檢學生給予獎勵金。	1	2	3	4
17	我覺得學校鼓勵先參加初級考試，再循序漸進，參加高階段的考試。	1	2	3	4

D. 對英檢教學的看法

18	我覺得有必要提供英檢考試優質教材。	1	2	3	4
19	我認為在通識英文課中， <u>直接教授英檢考試</u> 的做法是適當的。	1	2	3	4
20	在 <u>課程</u> 中增加更多 <u>英語補充課</u> ，幫助我通過英檢是符合我的需要。	1	2	3	4

## E. 個人英文學習的動機及努力

題號	敘述	1 (同意)	2 (不同意)
21	我的通識英文老師熱衷教學，影響我的英語文學習。	1	2
22	我的通識英文老師對我的英語學習之期望很高。	1	2
23	我有信心只要我努力，就會通過英檢考試。	1	2
24	我願意在英文課時練習說英文。	1	2
25	和外國人說英語會讓我緊張。	1	2
26	準備英檢考試會減少學習專業知識(科目)的時間	1	2
27	通過英檢考試後畢業，表示我已經學到我應該學到的英文。	1	2
28	本校設立英語文門檻標準是可以在我畢業前達成的。	1	2
29	我認為大學專業課程太重，以致於沒時間讀英語文。	1	2

後面還有試題，請翻頁，辛苦了

1=非常少量, 2=少量, 3=多量, 4=非常多量

## F. 英檢考試的影響及動機

30	以下可能是激勵你 <b>學好英文</b> 的原因，請 <b>圈選每一題</b> 你認為的 <b>影響程度</b> ：				
	30-1: 想要從大學畢業	1	2	3	4
	30-2: 想要找到好工作	1	2	3	4
	30-3: 害怕英檢不過會被延畢	1	2	3	4
	30-4: 要避免英檢暑修課程	1	2	3	4
	30-5: 想要讓父母親安心	1	2	3	4
31	以下是 <b>英檢考試</b> 可能影響您的因素，請 <b>圈選每一題</b> 你認為的 <b>影響程度</b> ：				
	31-1 我未來求職	1	2	3	4
	31-2 我未來升學	1	2	3	4
	31-3 我花更多時間去念通識英文	1	2	3	4
	31-4 我意願去上通識英文課	1	2	3	4
	31-5 老師賣力地教導通識英文課程	1	2	3	4
	31-6 我學習英語文的動機	1	2	3	4
	31-7 我想完成大學學業的動機	1	2	3	4
	31-8 影響學習通識英文課的興趣	1	2	3	4
	31-9 我對通識英文課能夠參與及投入	1	2	3	4
	31-10 我如何看待自己英語文學習能力	1	2	3	4
	31-11 我是否會因英檢不過而沒有畢業證書	1	2	3	4

## G. 基本資料

32	性別： <input type="checkbox"/> 男 <input type="checkbox"/> 女
33	年齡：_____歲      就讀科系：_____      年級：_____
34	是否參加過符合學校規定的英檢考試： <input type="checkbox"/> 是 (請到 35 題) <input type="checkbox"/> 否 (請到 36 題)
35	請問您通過的是哪一種英檢考試?(可複選) <input type="checkbox"/> 1.GEPT(全民英檢)初級 <input type="checkbox"/> 2.GEPT 中級 <input type="checkbox"/> 3.GEPT 中高級 <input type="checkbox"/> 4.IELTS <input type="checkbox"/> 5.舊托福(TOEFL) <input type="checkbox"/> 6.新托福(TOEFL) <input type="checkbox"/> 7. TOEIC <input type="checkbox"/> 8. TOEIC Bridge <input type="checkbox"/> 9.大專校院英檢

10.校內英文檢定                      11.全球英檢                      12.其他 \_\_\_\_\_

36 請勾選您的**父親或是監護人的最高學歷**，只選一個選項（不限於 12 項），若不確定就勾選 第 13 項空格

- |                                 |                                 |                                 |
|---------------------------------|---------------------------------|---------------------------------|
| <input type="checkbox"/> 1.小學   | <input type="checkbox"/> 2.國中肄業 | <input type="checkbox"/> 3.國中畢  |
| <input type="checkbox"/> 4.高中肄業 | <input type="checkbox"/> 5.高中畢業 | <input type="checkbox"/> 6.專科肄業 |
| <input type="checkbox"/> 7.專科畢業 | <input type="checkbox"/> 8.大學肄業 | <input type="checkbox"/> 9.大學畢業 |
| <input type="checkbox"/> 10.碩士  | <input type="checkbox"/> 11.博士  |                                 |
- 12.加勾選特殊專長職業 律師、醫師、會計師  
13.不確定

37 請勾選您的**母親的最高學歷**，只選一個選項（不限於 12 項），若不確定就勾選第 13 項空格

- |                                 |                                 |                                 |
|---------------------------------|---------------------------------|---------------------------------|
| <input type="checkbox"/> 1.小學   | <input type="checkbox"/> 2.國中肄業 | <input type="checkbox"/> 3.國中畢  |
| <input type="checkbox"/> 4.高中肄業 | <input type="checkbox"/> 5.高中畢業 | <input type="checkbox"/> 6.專科肄業 |
| <input type="checkbox"/> 7.專科畢業 | <input type="checkbox"/> 8.大學肄業 | <input type="checkbox"/> 9.大學畢業 |
| <input type="checkbox"/> 10.碩士  | <input type="checkbox"/> 11.博士  |                                 |
- 12.加勾選特殊專長職業 律師、醫師、會計師  
13.不確定

38 請問你目前**一星期**打工共幾個鐘頭？

- |                                     |                                      |                                    |
|-------------------------------------|--------------------------------------|------------------------------------|
| <input type="checkbox"/> 1. 沒有打工    | <input type="checkbox"/> 2. 少於 5 小時  | <input type="checkbox"/> 3. 6-8 小時 |
| <input type="checkbox"/> 4. 9-15 小時 | <input type="checkbox"/> 5. 超過 16 小時 | <input type="checkbox"/>           |

39 你最近一次的通識英文課分數是？

- |                                   |                                    |                                   |
|-----------------------------------|------------------------------------|-----------------------------------|
| <input type="checkbox"/> 1. 59 以下 | <input type="checkbox"/> 2. 60-69  | <input type="checkbox"/> 3. 70-79 |
| <input type="checkbox"/> 4. 80-89 | <input type="checkbox"/> 5. 90-100 |                                   |

H. 開放式問題（請寫出您的任何感想, thank you）

我覺得我學校的英語畢業門檻\_\_\_\_\_。



Appendix F: The Mapping Scale of Basic Level English Tests on the CEFR (Common European Framework of Reference for Languages: learning, teaching, and assessment in Taiwan)

Cambridge ESOL Exams in Taiwan - TW002 (Main Suite)	Cambridge ESOL Exams in Taiwan (BULATS)	Foreign Language Proficiency Test (FLPT)		The General English Proficiency Test (GEPT)	The Common European Framework Reference (CEFR)	Test of English as a Foreign Language (TOEFL)		Test of English for International Communication (TOEIC)	College Student English Proficiency Test (CSEPT)		The International English Language Testing System (IELTS)
		Total scores of the three parts	oral			iTP	iBT		Level 1	Level 2	
Key English Test (KET)	ALTE Level 1	150	S-1+	Basic Level	A2(Waystage)	Above 390	Above 90	Above 350	170	- - -	Above 3

Appendix G: Regulations on Graduation Requirements among Technological and Vocational Institutions and Universities in Taiwan

National Taipei University of Science and Technology	GEPT/the Intermediate level or standardized English proficiency test equivalent to B1 level of the CEF (Common European Framework of Reference for Languages )	Starting with Senior year to take 1 to 3 English courses depending on the previous scores of English proficiency test.
National Yulin University of Science and Technology	GEPT/the first stage of the Intermediate level or standardized English proficiency test equivalent to the CEF reference for Languages.	Taking Remedial English
National Taipei College of Business	(1) GEPT/the first stage of the High-intermediate level (2) TOEIC 450 or (3)TOEFL(114 iBT) or (4)IELTS (3.5) or (5) CSEPT (230) or (6) Cambridge Main Suite ( PET ) GEPT/the first stage of the High-intermediate level (Day-time Four-year College)	Taking Remedial English
National Taiwan University of Science and Technology	GEPT/the Intermediate level (Required to pass the EEE before sophomore year)	Taking Remedial English in the summer after the senior year study
Takming University of Science and Technology	(1) GEPT/the Elementary level or (2) TOEIC 350 or (3) TOEFL(90 iBT)	Taking Remedial English
China University of Science and Technology	(Only students majoring in English have the EEE requirement) TOEIC 550	Taking Remedial English
Lunghwa University of Science and Technology	GEPT/the Elementary level or the first stage of the Intermediate level (2) TOEIC 350 (old version) or 225 (new version) (3) TOEFL(29 iBT)	Taking Remedial English (Practical English) after taking at least one standardized English proficiency test listed on the CEF
Chenkuo University of Science and Technology	1) GEPT/the Elementary level or (2) TOEIC 350 or (3) TOEFL(90 iBT)	Taking Remedial English

Appendix H: The Mapping Scale of the GEPT, FLPT, CSEPT and Cambridge ESOL Exams in Taiwan on the Common European Framework Reference (CEFR) provided by the Language Training and Testing Center (LTTTC) in Taiwan. (Retrieved Sep. 20, 2010 from <http://www.lttc.ntu.edu.tw/englishcomparativenew.htm>)

The General English Proficiency Test (GEPT)	Foreign Language Proficiency Test (FLPT)		College Student English Proficiency Test (CSEPT)		The Common European Framework Reference (CEFR)	Cambridge ESOL Exams in Taiwan - TW002 (Main Suite)	Cambridge ESOL Exams in Taiwan (BULATS)
	Total scores from three parts	oral	Level 1	Level 2			
Elementary	150	S-1+	170	---	A2 Waystage	Key English Test (KET)	ALTE Level 1 (20~39)
Intermediate	195	S-2	230	240	B1 Threshold	Preliminary English Test (PET)	ALTE Level 2(40~59)
High-Intermediate	240	S-2+	---	330	B2 Vantage	First Certificate in English (FCE)	ALTE Level 3 (60~74)
High	315	S-3 Or above	---	---	C1 Effective Operational Proficiency	Certificate in Advanced English (CAE)	ALTE Level 4 (75~89)
Advanced	---		---	---	C2 Mastery	Certificate of Proficiency in English (CPE)	ALTE Level 5 (90~100)

Appendix I: The Mapping Scale of the TOEIC® and TOEIC *Bridge*™ Tests on the Common European Framework Reference (CEFR)

TOEIC Listening and reading Total						
	Range	A1	A2	B1	B2	C1
TTTOEIC Listening	5 – 495	60	110	275	400	490
TOEIC reading	5 – 495	60	115	275	385	455
TOEIC Speaking and Writing Total						
	Range	A1	A2	B1	B2	C1
TOEIC Speaking	0-200	50	90	120	160	200
TOEIC Writing	0 – 200	30	70	120	150	200
TOEIC <i>Bridge</i>						
TOEIC <i>Bridge</i> Listening	10 – 90	46	70	86		
TOEIC <i>Bridge</i> Reading	10 – 90	46	64	84		

## Appendix J: Format and Structure of the GEPT

Level Format	Elementary	Intermediate	High-Intermediate	Advanced	Superior
Listening	1. Picture description 2. Question or statement response 3. Short conversation (30 items) (20 minutes)	1. Picture description 2. Question or statement response 3. Short conversation (45 items) (30 minutes)	1. Question or statement response 2. Short conversation 3. Short talk (45 items) (35 minutes)	1. Short conversation or talk 2. Long conversation 3. Long talk (45 minutes)	No listening test for this level.
Reading	1. Vocabulary & structure 2. Cloze 3. Reading comprehension (35 items) (35 minutes)	1. Vocabulary & structure 2. Cloze 3. Reading comprehension (40 items) (45 minutes)	1. Vocabulary & structure 2. Cloze 3. Reading comprehension (50 items) (50 minutes)	1. Careful reading 2. Skimming & scanning (70 minutes)	No reading test for this level.
Writing	1. Sentence writing 2. Paragraph writing (16 items) (40 minutes)	1. Translation 2. Guided writing (2 items) (40 minutes)	1. Translation 2. Guided writing (2 items) (50 minutes)	1. Summarizing & expressing opinions 2. Summarizing and providing solutions (105 minutes)	1. Activity 1: Listening 2. Activity 2: Reading 3. Writing task (3 hours)
Speaking	1. Repeating 2. Reading aloud 3. Answering questions (18 items) (10 minutes)	1. Reading aloud 2. Answering questions 3. Picture description (13-14 items) (15 minutes)	1. Answering questions 2. Picture description 3. Discussion (10 items) (20 minutes)	1. Warm-up interview 2. Information exchange 3. Presentation (25 minutes)	1. Presentation 2. Answering questions (50 minutes)

## Appendix K: Sample Tests for GEPT Listening and Reading

### The General English Proficiency Test

Retrieved Oct. 3, 2010 from [http://www.lttc.ntu.edu.tw/E\\_LTTC/E\\_GEPT/elementary.htm](http://www.lttc.ntu.edu.tw/E_LTTC/E_GEPT/elementary.htm)

#### Elementary (CEFR - A2)

##### General Level Description

An examinee who passes this level has basic ability in English and can understand and use rudimentary language needed in daily life. His/her English ability is roughly equivalent to that of a junior high school graduate in Taiwan.

##### Skill-Area Level Descriptions

###### Listening

An examinee who passes this level can understand simple conversation related to daily life on such topics as prices, time, and places.

###### Reading

An examinee who passes this level can understand simple written English related to daily life. He/she can read street signs, traffic signs, shop signs, simple menus, schedules, and greeting cards.

###### Writing

An examinee who passes this level can write simple sentences and paragraphs, such as those used in postcards, memos, and greeting cards. He/she can fill out forms and use simple written English to describe or explain topics related to daily life.

###### Speaking

An examinee who passes this level can read aloud simple passages and give a simple self-introduction. He/she can engage in simple dialogue in situations with which he/she is familiar, including greetings, shopping, and asking for directions.

#### Test Format & Structure

Stage	Module	Part	Task Types	Number of Items	Time (mins.)
First	Listening	1	Picture Description	30	20 (approx.)
		2	Answering Questions		
		3	Conversations		
		4	Short Talks		
	Reading	1	Sentence Completion	35	35
		2	Cloze		
		3	Reading Comprehension		
Second	Writing	1	Sentence Writing	16	40
		2	Paragraph Writing		
	Speaking	1	Repeating	18	10 (approx.)
		2	Reading Aloud		
		3	Answering Questions		

**GEPT Sample Tests (retrieved April 6, 2011 from [https://www.gept.org.tw/Exam\\_Intro/down01.asp](https://www.gept.org.tw/Exam_Intro/down01.asp))**

#### 一、 Reading Comprehension

##### 閱讀能力測驗

本測驗分三部份，全部都是單選題，共 35 題，作答時間 35 分鐘。

第一部份：(Sentence Completion) **詞彙與結構**；共 15 題，每題中有一空格。請由四個選項中選出最適合題意的字或詞回答。

- Ruth needed a new notebook, so she looked for a store that sold \_\_\_\_\_.
  - products
  - bookcase
  - departments
  - stationery
- After we ate the fried chicken, our fingers were oily, so we asked the waitress for more \_\_\_\_\_.
  - napkins
  - packages
  - orders
  - menus

3. Sara was \_\_\_\_\_ because her grandmother had put more money in her brother's red envelope.
  - A. sneaky
  - B. humble
  - C. greedy
  - D. jealous
  
4. Whitney told the doctor that she had \_\_\_\_\_ all night, and he gave her another kind of medicine.
  - A. cured
  - B. crowed
  - C. coughed
  - D. clapped
  
5. Jack worked at the restaurant last year, but he doesn't work there \_\_\_\_\_.
  - A. again
  - B. anymore
  - C. anywhere
  - D. anyway
  
6. The student raced out of the classroom and bumped \_\_\_\_\_ a teacher who was carrying a cup of coffee.
  - A. into
  - B. at
  - C. to
  - D. on
  
7. Mom, Johnny's mother doesn't have enough chairs for her dinner guests. She wants to borrow one of \_\_\_\_\_.
  - A. them
  - B. your
  - C. ours
  - D. hers
  
8. Elementary school students don't have as \_\_\_\_\_ homework as junior high students do.
  - A. more
  - B. much
  - C. most
  - D. many
  
9. Both of those horses live on Jack's farm, but \_\_\_\_\_ on the left isn't his.
  - A. both
  - B. another
  - C. the one
  - D. the other
  
10. Please separate your garbage and \_\_\_\_\_ it in the appropriate containers.
  - A. to put
  - B. putting
  - C. puts
  - D. put
  
11. Writing letters \_\_\_\_\_ not as difficult as you think.
  - A. is
  - B. are
  - C. which is
  - D. which are
  
12. The bus was full, but Judy saw an empty seat next to an old woman. "\_\_\_\_\_ I sit here?" she asked her.
  - A. Should
  - B. Would
  - C. May
  - D. Will
  
13. The boys are in school every day until four o'clock in the afternoon. After that they \_\_\_\_\_ an hour playing baseball.
  - A. spent
  - B. spend
  - C. would spend
  - D. have spent

14. We ran into the building because the rain \_\_\_\_\_ falling harder and harder.  
 A. was  
 B. has been  
 C. were  
 D. will be
15. Mr. Li teaches mathematics at a public high school in Kaohsiung. He \_\_\_\_\_ there since 1995.  
 A. is  
 B. was  
 C. will be  
 D. has been

第二部份： 段落填空

本部份共 10 題，包括二個段落，每個段落各含 5 個空格。請就試題冊上 A、B、C、D 四個選項中選出最適合題意的字或詞，標示在答案紙上。

Questions 16-20

Helen had a terrible night last night. While she was doing her homework, the electricity went out. Even though she had a flashlight, she still \_\_\_\_\_ (16) see very well. In addition, she had to comfort her little sister, \_\_\_\_\_ (17) afraid of the dark.

After Helen finally fell asleep, an ambulance came down the street and \_\_\_\_\_ (18) her up. Then, a thunderstorm started, so she had to get up and close her window. At 4:00, a baby started \_\_\_\_\_ (19) loudly and kept her awake \_\_\_\_\_ (20) an hour. Then at 6:00, her alarm clock rang; it was time to get up and go to school.

- |                    |               |
|--------------------|---------------|
| 16. A. can         | 19. A. crying |
| B. can't           | B. cried      |
| C. could           | C. cries      |
| D. couldn't        | D. cry        |
| 17. A. because she | 20. A. in     |
| B. who was         | B. for        |
| C. very            | C. until      |
| D. and             | D. during     |
| 18. A. got         |               |
| B. made            |               |
| C. woke            |               |
| D. raised          |               |



Questions 21-25

Jane lived near the sea, and she often went down to the beach to sit on the sand. Being by the sea was like being in a different (21). In front of her was the deep blue water; it slowly moved (22) her and then moved away again. Sometimes it suddenly came very close and then her feet were covered by the salty water. (23) her, soft white clouds continually floated across the pretty blue sky. Noisy white (24) were flying over her head as well. (25) they dived down suddenly to catch a fish, and then they quickly flew back up into the air. Jane often sat by the sea for hours to enjoy this special place.

21. A. way  
 B. part  
 C. world  
 D. lake
22. A. for  
 B. with  
 C. from  
 D. toward
23. A. Above  
 B. Ahead  
 C. Besides  
 D. Next

24. A. sands  
 B. birds  
 C. clouds  
 D. ships
25. A. Sometimes  
 B. Although  
 C. When  
 D. If

第三部份： 閱讀理解

本部份共 10 題，包括數段短文，每段短文後有 1~3 個相關問題，請就試題冊上 A、B、C、D 四個選項中選出最適合者，標示在答案紙上。

Question 26



26. What does this sign mean?
- Stay on the line.
  - Drive inside the line.
  - Keep the line straight.
  - Stand in back of the line.

Questions 27-29

*Dear Grandma and Grandpa,* *March 24, 2000*

*Thank you so much for the sweater you sent me for Christmas! It fits perfectly, and purple is my favorite color! It's very warm, too – just perfect for the weather we've been having here recently. All of my classmates want one like it!*

*Cathy really likes the doll you gave her. She plays with it every day, and she tries to take it everywhere!*

*I hope you are both doing well.*

*See you this summer!*

**Sincerely,**

*Billy*

27. What is the main reason why Billy wrote this letter?
- To thank his grandparents for the gifts they sent
  - To tell his grandparents about the weather there
  - To tell his grandparents what Cathy does with the doll
  - To thank his grandparents for visiting them at Christmas
28. What does Billy **NOT** say about his sweater?
- He likes the color.
  - He wears it to school.
  - Cathy likes it too.
  - It keeps him warm.
29. What has the weather probably been like?
- Warm
  - Cold
  - Rainy
  - Foggy

Questions 30-33

# SOBIG MARKET

## 50% OFF on Big Name Sports Glasses

High-fashion sunglasses in super colors, like rich red, beautiful blue, and great green! Perfect for tennis, running, or just spending time in the sun. All in this season's HOT shapes, square and oval.

30. What is the purpose of this ad?
- To sell an exercise machine
  - To sell a package tour
  - To sell big-name clothes
  - To sell sunglasses
31. What does "HOT" mean here?
- Warm
  - Angry
  - Popular
  - Expensive
32. What is the last word, "oval"?
- A shape
  - A color
  - A size
  - A number

### Questions 33-35

The Martin family took a two-week vacation last summer. The day before the trip, all of the family members helped with the preparations. Mr. Martin asked the neighbors, the Smiths, to check the mailbox every day and take out any letters or advertisements. After lunch, Mrs. Martin took all the extra food out of the refrigerator; she gave some to the Smiths, and she threw away the rest. Paul Martin put several cans of dog food in a bag, and he took his big dog Roxy over to his friend's house. Mary and Susie Martin cleaned the whole house. They swept and washed the floors in all of the rooms, dusted the furniture, and cleaned the bathroom.

That evening, the Martin family ate dinner at a restaurant. When they arrived home, Mr. Martin told the family to take off their clothes and put on T-shirts and shorts. Then his youngest daughter Cindy began to wash and dry everyone's clothes.

"Now," said Mr. Martin, "we can begin to pack our suitcases for the trip."

33. What is a good title for this story?
- Family Holiday Fun
  - Preparing to Leave Home
  - A Trip to the Store
  - A Party for the Neighbors
34. How many people are there in the Martin Family?
- Eight
  - Seven
  - Five
  - Six
35. Why did the family change their clothes?
- To clean the house

- B. To wash the clothes
- C. To prepare for visitors
- D. To go to a restaurant

**The Second Stage of GEPT**  
**Writing: 寫作能力測驗**

本測驗包括單句寫作及段落寫作兩部份，測驗時間為 40 分鐘。

第一部份：**單句寫作(Sentence Writing)** (50%)；共 15 題，每題二分，分三種題型。第 1~5 題為句子改寫，第 6~10 題為句子合併，第 11~15 題為重組。

第 1~5 題：**句子改寫**：試題冊上有一英文單句（或簡短對話）和一個未完成的句子，請依照題目之提示，將原句改寫為指定形式。

1. Is this information correct?  
I'm not sure \_\_\_\_\_
2. To use fake credit card to go shopping is illegal.  
It is \_\_\_\_\_
3. He wants a computer for his birthday.  
Let's find out \_\_\_\_\_
4. Do we have enough time to go to Hawaii over vacation?  
We are not sure \_\_\_\_\_
5. It took me two hours to finish my homework.  
I spent \_\_\_\_\_

第 6~10 題：(Sentence Combination)

**句子合併**：請一題目指示，將下列兩個句子合併成一句。

6. Mother needs the guy to take out of the garbage.  
The guy has finished his work. (用 by )  
\_\_\_\_\_
7. Rick went to bed early.  
He wasn't sleepy. (用 although )  
\_\_\_\_\_
8. I ran into an old friend of mine.  
I was shopping in the supermarket. (用 while )  
\_\_\_\_\_
9. The milk tea was very hot.  
Little George couldn't drink it. (用 too ... to)  
\_\_\_\_\_
10. Nobody will trust the little girl anymore.  
She lies again. (用 if)  
\_\_\_\_\_

第 11~15 題: Sentence Ordering

**重組**：請根據提示將所有重組單位重新排列成一個有意義的句子。

11. Do \_\_\_\_\_?  
color / know / what / she / you / likes
12. You can take a bus downtown, \_\_\_\_\_.  
an hour / you / more than / it will / but / take
13. You can't \_\_\_\_\_.  
well / unless / every day / practice / speak English / you
14. Nancy \_\_\_\_\_.  
because / a computer / didn't get / she / couldn't use / the job
15. We \_\_\_\_\_.  
the discussion / until / start / is here / can't / the manager

**第二部份：段落寫作 (Paragraph Writing)(50%)**

請依照題目的要求，寫一篇約 50 字的段落。本部份採整體式評分（0~5 級分），再轉換成百分制。評分要點包括重點表達的完整性、文法、用字、拼字、字母大小寫、標點符號。

1. 題目:以下是一篇思念已逝祖父的文章，提及他生平的一些事蹟。請根據下面圖片寫一篇約 50 字、對祖父的描述。



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## Appendix L: Sample Tests for TOEIC Listening and Reading

### Listening : Part I-Part IV

#### Part I: Photographs

In Part I of the TOEIC you will look at ten photographs. For each photograph you will hear four statements. You will have to choose which statement has the best description of the picture.

#### Example 1:

First you will look at a photograph:



Next you will listen to four statements. Choose the one that best describes what you see in the picture. **Explanation 1:**

Transcript:

- A) The woman is wearing glasses.
- B) There is a note on the keyboard.
- C) The woman is facing the monitor.
- D) There is a lamp above the computer.

#### Part II: Question and Response

In Part II of the TOEIC you will be tested on your ability to respond to a question. It is very important that you can understand and identify wh-questions. You will listen to three possible responses. Only one of the responses is correct.

#### Example 1:

First you will hear a question. Then you will hear three answer choices.

Transcript:

How many people are coming to the conference?

- A) There were 70 people there.
- B) I don't think she is coming.
- C) At least 150 people.

### Part III: Short Conversations

In this part of the test you will listen to a short conversation between a man and a woman. After the conversation, you will answer three questions about the dialogue. There will be four possible answers for each question. Typical questions include, who, what, where, when, why, and how. You may also be asked to make an inference.

#### Example 1:

First you will hear a short conversation:

Next you will read three questions with four possible answers:

1. What are the man and woman mainly discussing?

- A) A vacation
- B) A budget
- C) A company policy
- D) A conference

2. How is the woman traveling?

- A) By plane
- B) By bus
- C) By taxi
- D) By car

3. Why aren't the man and woman going together?

- A) The woman needs to arrive earlier.
- B) The man has to work overtime.
- C) The woman dislikes air travel.
- D) The man has to go to the bank first.

Transcript:

Man: Do you want to share a taxi to the airport? We can save on expenses that way, and as you know the company is trying to cut costs.

Woman: Actually I'm not flying. I'm going to the conference by bus. I have to leave tomorrow because it's going to take two days to get there.

Man: That's right. I forgot that you are afraid of flying. Are you taking a vacation day tomorrow?

Woman: Well, I worked some overtime last week, so I just banked it instead of wasting a holiday day.

### Part IV: Short Talks

In Part IV you will listen to a short talk. It might be an announcement, a radio advertisement, or a telephone recording. You will listen to the talk and read a few questions about it.

#### Example 1:

First you will hear a short talk:

Next you will read a few questions with four answer choices:

1. What should the passengers do before exiting the ship?

- A) Welcome the visitors
- B) Check the time
- C) Collect their personal items
- D) Take a picture

2. What does the speaker imply?

- A) The water was rough.
- B) The weather was poor yesterday.
- C) The tour went faster than usual.
- D) There is only one way to exit.

3. What will happen in five minutes?

- A) The ship will arrive at the dock.
- B) The passengers will go shopping.
- C) The passengers will take photos of the ship.
- D) The market will open.

Transcript:

Good morning ladies and gentleman. This is your tour guide speaking. I hope you have enjoyed the cruise of the inner harbor today. We certainly had a nice day for it, especially compared to yesterday. The ship will be docking in approximately five minutes. Once we are docked, please collect all of your belongings and exit the ship. As a reminder, our group will be exiting to the right. Follow the north ramp all the way to the far end of the platform. Before heading to the farmer's market we will gather under the ferry terminal Welcome Sign for a group photo.

### Reading: Part V-Part VII

#### Part V: Incomplete Sentences

Part V marks the beginning of the reading skills section. In this section you will read a sentence that has one blank spot. There will be four choices of words or phrases to choose from. You will have to choose the one that you think completes the sentence. When the sentence is complete it must be grammatically correct.

#### Example 1:

First you will read a sentence with a blank.

Despite having four years of experience in software programming, Mr. Jones hadn't used a word processing program \_\_\_\_\_.

Next you will read four choices. Choose the word or phrase that best fits into the blank.

- A) prior
- B) advanced
- C) previous
- D) before

#### Example 2:

The person who is taking the minutes will be seated \_\_\_\_\_ the chairman.

- A) from
- B) to
- C) next
- D) by

#### Example 3:

The employees \_\_\_\_\_ about the closure before the announcement was made public.

- A) know
- B) known
- C) knew
- D) have known

#### Example 4:

\_\_\_\_\_ it was a holiday, the doctor performed the emergency surgery on the heart patient.

- A) During
- B) Even
- C) Although
- D) So



**Part VI: Text Completion**

In Part VI you will read four passages of text, such as an article, a letter, a form, and an e-mail. In each reading passage there will be three blanks to fill in. You will read four possible choices for each blank. You should read the entire passage to make sure you choose the correct choice in context.

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**Example 1: Letter**

Sid's Stationery  
2 Smythe St, Toronto, Canada M1B 5T6  
Tel: (416) 295-1725 (416) 295-1725

December 1st, 20--

Kerry Michaels  
1 Stevens Rd.  
Scarborough, Ontario, Canada M1E 4H7

Dear Ms. Michaels:

Holiday Sale

Seasons Greetings. As a \_\_\_\_\_ customer, we wanted you to be among the first to know about our upcoming holiday sale. All craft paper, specialty printer paper, and decorative envelopes will be reduced by 50% for the month of December.

1.  
(A) value  
(B) valued  
(C) valid  
(D) validated

As per tradition at Sid's Stationery, we will be having a Christmas raffle. This year the grand prize is a 2-night stay for two at the Meridian Inn \_\_\_\_\_ Toronto Island. The winner will receive a free double occupancy stay in the penthouse suite as well as a free dinner on the moonlit patio.

2.  
(A) through  
(B) on  
(C) over  
(D) at

Money from ticket sales will be \_\_\_\_\_ to The Family Foundation, a local organization that provides food and clothing to those who need it most this Christmas.

3.  
(A) purchased  
(B) donated  
(C) funded  
(D) collected

We look forward to seeing you this Christmas season.

Yours truly,

*Sid and Sandy Chester*

**Example 2: Internal Memo**

***DISCOUNT SHOE EMPORIUM***

**MEMORANDUM**

**TO:** Sales Staff

**FROM:** Management B.K.

**DATE:** OCTOBER 9th, 20--

**SUBJECT:** FLYER MISPRINT

Please be aware that there was a misprint in an advertisement for our store in this week's local free press. The ad states that on Saturday all men's formal footwear is on for 55% percent off rather \_\_\_\_\_ 15% off.

4.  
 (A) that  
 (B) than  
 (C) then  
 (D) they're

If customers come in and ask about this sale, please \_\_\_\_\_ and explain the printing error. Offer them an additional 5% off coupon to thank them for coming into our store. The coupon can be given out even if the customer decides not to purchase any shoes.

5.  
 (A) apologize  
 (B) compromise  
 (C) categorize  
 (D) analyze

Please call a manager to the sales floor \_\_\_\_\_ you encounter any customers who have the ad with them and demand to receive the 55% discount. These cases will be handled on an individual basis.

6.  
 (A) because  
 (B) whether  
 (C) if  
 (D) before

Thank you.

B.K.

**Part VII: Reading Comprehension**

In Part VII you will read passages in the form of letters, ads, memos, faxes, schedules, etc. The reading section has a number of single passages and 4 double passages. You will be asked 2-4 questions about each single passage, and 5 questions for each double passage. Sometimes you will be asked for specific details. Other times you will be asked about what the passage implies. In the paired passages you will also be asked to make connections between the two related texts. On the real test you will not have time to read every word. You need to practice scanning and reading quickly for details.

**Example 1: Memo****Memorandum**

To: Supervisors  
 From: Judy Linquist, Human Resource Manager  
 Sub: Probation periods

As of January 1st all new employees will be subject to a 3 month probationary period. Medical, holiday, and flextime benefits will not apply to new staff members until the full 3 months have expired. After the three months have been completed, please contact your employees and inform them that their probationary period has ended. The HR department will contact you by email 2 days in advance to remind you of the date. Thank you for your cooperation.

1. What is the main purpose of this memo?

- A) To inform all employees of a new expiration date.
- B) To put staff members on probation.
- C) To introduce the HR department.
- D) To inform supervisors of a change in policy.

2. When does the change come into effect?

- A) Today.
- B) In 2 days.
- C) In 3 months.
- D) On January 1st.

**Example 2 (double passage): E-mail and Letter**

**To:** "The Shoe People" <inquiries@shoepeople.com>  
**Cc:**  
**From:** "John Trimbald" <jtconstruction@img.com>  
**Subject:** Customer Complaint

To Whom it May Concern,

I have trusted the Shoe People to protect the feet of my employees for over ten years now. I recently purchased a few pairs of boots from your company for my crew. Though my men were initially satisfied with the boots, the soles began to fall apart on them after just twelve weeks. This was extremely surprising considering they came with a six year warranty. The boots are unsafe to wear because my men are pouring hot concrete. Please respond as soon as possible with instructions on how I can return the boots and receive a refund.

Thank you,  
 John Trimbald

John Trimbald, Foreman, JT Construction

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**The Shoe People**  
**22 Circular Rd.**  
**Castlerock, Northern Ireland**  
**BT51 6TP**

John Trimbald  
 JT Construction

22 Mark Lane Rd.  
London, England  
EC3R 4BT

**January 3rd, 2008**

Dear Mr. Trimbal,

Thank you for your e-mail concerning the poor quality of our rubber soled black workboots. A representative will be by your office next week to pick up the damaged boots. We apologize for any inconvenience this has caused you and your crew. Along with five new pairs of workboots for your crew (we included one extra pair), we have enclosed a free year's supply of sole protector spray. In our retail stores, this spray is always recommended to buyers who work on heated floors. This should have been brought to your attention at the time of your initial order (received by telephone on October 12, 2007). Please excuse our oversight. To date we have had no complaints about these workboots from customers who have used the protector spray. However, should you use the spray and find that you are still unsatisfied with the boots, please return the boots and spray for a full refund. Thank you for supporting The Shoe People. Have a Happy New Year.

Sincerely,

Stan Mason, President

6. Which company was unsatisfied?

- A) Stan Mason's company.
- B) The Shoe People.
- C) JT Construction
- D) The sole company.

7. How many people are on John Trimbal's crew?

- A) Four.
- B) Five.
- C) Six.
- D) Twelve.

8. What is the spray used for?

- A) To protect the boots from water.
- B) To protect the soles from heat.
- C) To protect the floors from soles.
- D) To protect the boots from rubber.

9. What should John Trimbal do if he remains unsatisfied?

- A) Return just the spray.
- B) Call the President.
- C) Mail another letter.
- D) Request a refund.

## Appendix M: Explanation Table for Teacher Questionnaire Survey

The chart to explain the Teacher Questionnaire Survey about the EEE

### A. Questionnaire statements about Attitudes toward the EEE

No	Questionnaire statements	Purpose (Relevance to Research Topic)	Operation Concepts	Sources
1	Institution of Higher Education in Taiwan should require Exit English examination.	This statement will provide information on Teachers' perceptions of the EEE.	Teacher perception about the EEE.	Yen & Hsin (2006); Su (2005)
2	The EEE are the most efficient tools for globalization of Taiwan.	This statement will provide information on Teachers' perceptions of the EEE.	Teacher perception about the EEE.	Yen & Hsin (2006); Su (2005)
3	The EEE can elevate students' competitive abilities in their workplace in Taiwan.	This statement will provide information on students' perceptions of the EEE.	Teacher perception about the EEE.	Yen & Hsin (2006); Su (2005)
4	The EEE as exit benchmarks in my university can help elevate students' English ability.	This statement will provide information on Teachers' perceptions of the EEE.	Teacher perception about the EEE.	Yen & Hsin (2006); Su (2005)
5	Choosing the EEE as gate-keeping device will increase students' employment opportunity in their future workforce	This statement will provide information on Teachers' perceptions of the EEE.	Teacher perception about the EEE.	Yen & Hsin (2006); Su (2005)
6	I think my students will study English harder because of the EEE required by the university.	This statement will provide information on Teachers' perceptions of commitment and student engagement.	Teacher perception about the EEE.	Sergiovanni & Starratt (2007); Yen & Hsin (2006); Su (2005)
7	My university should catch up with other universities in Taiwan in terms of implementing the requirement of the EEE.	This statement will provide information on Teachers' perceptions of applying the EEE.	Teacher perception about the EEE.	Yen & Hsin (2006); Su (2005)

### B. Degree of Satisfaction toward the Regular English Curriculum

No	Questionnaire statements	Purpose (Relevance to Research Topic)	Operation Concepts	Sources
8	My students are satisfied with the learning in the General English curriculum in my university in Taiwan.	This statement will provide information on Teachers' experience of Common English Class in their respective school.	Teacher's degree of satisfaction	Sergiovanni & Starratt (2007); Yen & Hsin (2006); Su (2005)
9	In general, the English classes of my university have elevated my students' English ability.	This statement will provide information on Teachers' perceptions of Common English Class in their respective school.	Teacher perception about EEE.	Sergiovanni & Starratt (2007); Yen & Hsin (2006); Su (2005)
10	The English curriculum in my university is conducive to helping my students pass the EEE in Taiwan.	This statement will provide information on Teachers' perceptions of high-stakes tests and school and related motivation.	Teacher perception about the EEE.	Literature related to (a) high-stakes testing: Valenzuela (2000); Natriello & Pallas (1998); Chabran (2008). (b) adolescent development: Bempechat (1998); Phelan et. al. (1998)
11	The gradual improvement of my students' English proficiency test grades is due to the proper planning of English curriculum in my university.	This statement will provide information on Teachers' experience of English curriculum planning and school and related motivation.	Teacher experience	Sergiovanni & Starratt (2007); Yen & Hsin (2006); Su (2005)
12	The gradual improvement of my students' English proficiency test grades is due to proper English teaching method.	This statement will provide information on Teachers' experience of English teaching approaches and school and related motivation.	Teacher experience	Sergiovanni & Starratt (2007); Yen & Hsin (2006); Su (2005)

13	The steady improvement of my students' English proficiency test grades in my university is due to proper English teaching materials in Taiwan.	This statement will provide information on students' experience of English teaching materials and school and related motivation.	Teacher experience	Sergiovanni & Starratt (2007); Yen & Hsin (2006); Su (2005)
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#### C. Attitudes toward English Curriculum, English Teaching Methods, and Materials

No	Questionnaire statements	Purpose( Relevance to Research Topic)	Operation Concepts	Sources
14	The fees for the official English proficiency test required by my university are expensive.	This statement will provide information on Teachers' experience of taking the EEE.	Teacher experience	Yen & Hsin (2006); Su (2005)
15	The university needs to subsidize students from low income families to participate in the English Proficiency Test in the university of Taiwan.	This statement will provide information on Teachers' experience of taking the EEE and school and the related motivation.	Teacher experience	Yen & Hsin (2006); Su (2005)
16	It is necessary for the university to offer incentives to students passing various levels of English proficiency tests.	This statement will provide information on Teachers' experience of taking the EEE and school and the related motivation.	Teacher experience	Yen & Hsin (2006); Su (2005)
17	It is necessary for the university to encourage students to participate in the basic-level test first, then in higher levels of English proficiency tests so as to prepare them for the EEE.	This statement will provide information on Teachers' experience of taking the EEE and school and the related motivation.	Teacher experience	Yen & Hsin (2006); Su (2005)

#### D. Students' Perception of the EEE

No	Questionnaire statements	Purpose (Relevance to Research Topic)	Operation Concepts	Sources
18	It is necessary to provide good-quality teaching materials for self-study in order to help to my students prepare for the EEE.	This statement will provide information on teachers' experience of preparing the EEE and school and the related motivation.	Teacher experience	Yen & Hsin (2006); Su (2005); Sergiovanni & Starratt (2007)
19	I believe "teaching directly to the EEE exam" is appropriate in my General English class.	This statement will provide information on teachers' perceptions of high-stakes tests and washback effect and related motivation.	Teacher perception about teaching to the test-- instructional capacity	Cheng (2000);
20	It will meet my students' need to prepare for the English proficiency test by adding more supplementary English courses to my curriculum.	This statement will provide information on teachers' perceptions of high-stakes tests and school and related motivation.	Teacher perception about their students' needs of the EEE preparation class and their students' motivation to learn English	

#### E. Personal Motivation and Effort to English Learning

No	Questionnaire statements	Purpose Relevance to Research Topic	Operation Concepts	Sources
21	My English instructor's enthusiasm in my General English class helps my English learning.	This statement will provide information on Teachers' experience of preparing the EEE and school and the related motivation.	Teacher experience about instructors' dispositions that promote achievement (enthusiasm and commitment)— instructional capacity	Sergiovanni & Starratt (2007)
22	My English instructors expect a lot of me in my Common English class English learning.	This statement will provide information on Teachers' experience of instructors' characteristic and the influence on Teachers'	Teacher experience and motivation about instructors' dispositions that promote achievement	Sergiovanni & Starratt (2007)

		motivation.	(expectation)— instructional capacity	
23	I believe that my students can pass the EEE with their own effort.	The statement will deal directly with the test and provide information on teachers' conceptions on their students' effort and related motivation on passing the EEE.	Teacher perception about their students' effort and self-confidence—student engagement and characteristics of test takers	Cheng (2008); Zeng (2002)
24	My students are willing to speak English in my General English class.	The statement will deal with the test-takes' learning effort and commitment and provide information on teachers' conceptions on their students' English language proficiency.	Teacher perception about their students' commitment and participation in learning—student engagement and characteristics of the test-takers.	Sergiovanni & Starratt (2007)
25	Speaking English with foreigners will make my students nervous.	The statement will deal with the test-takes' learning deficiency and anxiety and provide information on teachers' conceptions on their students' English language proficiency.	Teacher perception about their students' commitment and participation in learning—student engagement and characteristics of the test-takers.	Sergiovanni & Starratt (2007)
26	Preparing the EEE will deprive my students of the time that is originally assigned to study other subject matters.	This statement will provide information on teachers' experience of English curriculum, the EEE implementation, and related motivations.	Teacher perception about the EEE application and the influence of the EEE on their students.	Sergiovanni & Starratt (2007); Yen & Hsin (2006); Su (2005)
27	Passing an EEE as a benchmark for graduation means that my students have attained the appropriate English proficiency level test that they are supposed to.	This statement will provide information on teachers' perceptions of high-stakes tests and related motivations.	Teacher perception and motivation about the EEE application	Literature related to (a) high-stakes testing: Valenzuela (2000); Natriello & Pallas (1998); Chabran (2008). (b) adolescent development: Bempechat (1998); Phelan et. al. (1998)
28	My students can attain the goal of passing the EEE required by my university before graduation.	This statement will provide information on teachers' perceptions of the EEE.	Teacher perception about their students' effort and the level of their confidence on their students--- the characteristics of test-takers.	Yen & Hsin (2006); Su (2005); Sergiovanni & Starratt (2007); Zeng (2002)
29	Professional subjects in my students' major occupy most of my students' time in my university so they have no time for English learning.	This statement will provide information on students' experience of English curriculum and school and related motivation.	Teachers experience	Sergiovanni & Starratt (2007); Yen & Hsin (2006); Su (2005)

#### F. The Influence and Motivation Level of the EEE on Students

No	Questionnaire statements	Purpose Relevance to Research Topic	Operation Concepts	Sources
30	Does the following motivate your students to do well in college?	Purpose (Relevance to Research Topic)	Operation Concepts	Sources

	30-1: Desire to graduate from college. 30-2: Desire to get a good job. 30-3: Fear of being kept back in school for failing the EEE 30-5: Desire to please my parents. 30-4: Avoiding summer school.	This item will provide information on student's perceptions of the influences of high-stakes EEE on student's future and related motivation.	Student perception and motivation	Literature related to (a) high-stakes testing: Valenzuela (2000); Natriello & Pallas (1998); Chabran (2008). (b) adolescent development: Bempechat (1998); Phelan et. al. (1998)
31	Does passing the EEE influence the following items related to your students? (Please circle each item)	Purpose (Relevance to Research Topic)	Operation Concepts	Sources
	31-1 My students' future jobs 31-2 My students' prospects for graduate school 31-3 The time my students spend on studying the General English. 31-4 The desire my students want to attend my General English class. 31-5 The more effort that I make in teaching the General English class because of the implementation of the EEE 31-6 My students' motivation to learn English. 31-7 My students' motivation to finish their university and college. 31-8 Whether my students are interested in the General English class. 31-9 Whether my students participate in the General English class. 31-10 How my students feel about their own English learning abilities (self-perceived English learning abilities). 31-11 Whether my students will drop out of school if they fail the EEE	This item will provide information on student's perceptions of the influences of high-stakes EEE on student's future and related motivation.	Student perception and motivation	Adapted from Public Agenda; Chabran (2008).

## G. Demography

No	Questionnaire statements	Purpose (Relevance to Research Topic)	Operation Concepts	Sources
32	Gender	The item will allow the researcher to analyze the survey data by gender.	Demographics, gender	
33	Age	The item will allow the researcher to analyze the survey data by age.	Demographics,	
36	Have you ever taught any English proficiency test required by your university?	The statement will deal directly with the test and provide information to analyze the survey data by students' passing or failing the EEE.	Student experience	
37	Please mark the kind of English proficiency tests that you have taught before. (multiple choices are allowed)	The statement will deal directly with the test and provide information to analyze the survey data by teachers' experience of teaching the EEE.	Teacher experience	
38	Do English instructors have chance to learn and study collaboratively at work? What kind of professional learning or professional	The statement will deal directly with the English instructors about their professional development	Teacher experience	Sergiovanni & Starratt (2007);



	development are they engaged in at their school?	experience and provide information on the teaching context and atmosphere in their school.		
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## Appendix N: Explanation Table for Student Questionnaire Survey

A. Questionnaire statements about Attitudes toward EEE				
No.	Questionnaire statements	Purpose (Relevance to Research Topic)	Operation Concepts	Sources
1	Institution of Higher Education in Taiwan should require Exit English examination.	This statement will provide information on students' perceptions of EEE.	Student perception about the EEE.	Yen & Hsin (2006); Su (2005)
2	The EEE are the most efficient tools for globalization of Taiwan.	This statement will provide information on students' perceptions of the EEE.	Student perception about the EEE.	Yen & Hsin (2006); Su (2005)
3	The EEE can elevate students' competitive abilities in their workplace in Taiwan.	This statement will provide information on students' perceptions of the EEE.	Student perception about the EEE.	Yen & Hsin (2006); Su (2005)
4	The EEE as exit benchmarks in my university can help elevate students' English ability.	This statement will provide information on students' perceptions of the EEE.	Student perception about the EEE.	Yen & Hsin (2006); Su (2005)
5	Choosing the EEE as gate-keeping device will increase students' employment opportunity in their future workforce	This statement will provide information on students' perceptions of the EEE.	Student perception about the EEE.	Yen & Hsin (2006); Su (2005)
6	I think I will study English harder because of the EEE required by the university.	This statement will provide information on students' perceptions of commitment and student engagement.	Student perception about the EEE.	Sergiovanni & Starratt (2007); Yen & Hsin (2006); Su (2005)
7	My university should catch up with other universities in Taiwan in terms of implementing the requirement of the EEE.	This statement will provide information on students' perceptions of applying the EEE.	Student perception about the EEE.	Yen & Hsin (2006); Su (2005)

B. Degree of Satisfaction toward the Common English Curriculum				
No	Questionnaire statements	Purpose (Relevance to Research Topic)	Operation Concepts	Sources
8	I am satisfied with the learning the General English curriculum in my respective university in Taiwan.	This statement will provide information on students' experience of Common English Class in their respective school.	Student's degree of satisfaction	Sergiovanni & Starratt (2007); Yen & Hsin (2006); Su (2005)
9	In general, the English classes of my university have elevated my English ability.	This statement will provide information on students' perceptions of Common English Class in their respective school.	Student perception about EEE.	Sergiovanni & Starratt (2007); Yen & Hsin (2006); Su (2005)
10	The English curriculum in my university is conducive to helping me pass the EEE in Taiwan.	This statement will provide information on students' perceptions of high-stakes tests and school and related motivation.	Student perception about the EEE.	Literature related to (a) high-stakes testing: Valenzuela (2000); Natriello & Pallas (1998); Chabran (2008). (b) adolescent development: Bempechat (1998); Phelan et. al. (1998)
11	The gradual improvement of my English proficiency test grades is due to the proper planning of English curriculum in my university.	This statement will provide information on students' experience of English curriculum planning and school and related motivation.	Student experience	Sergiovanni & Starratt (2007); Yen & Hsin (2006); Su (2005)
12	The gradual improvement of my English proficiency is test grades due to proper English teaching method.	This statement will provide information on students' experience of English teaching approaches and school and related motivation.	Student experience	Sergiovanni & Starratt (2007); Yen & Hsin (2006); Su (2005)
13	The steady improvement of my English proficiency test grades in my university is due to proper English teaching materials in Taiwan.	This statement will provide information on students' experience of English teaching materials and school and related motivation.	Student experience	Sergiovanni & Starratt (2007); Yen & Hsin (2006); Su (2005)

### C. Attitudes toward English Curriculum, English Teaching Methods, and Materials

No	Questionnaire statements	Purpose( Relevance to Research Topic)	Operation Concepts	Sources
14	The Fees for the official English proficiency test required by my university are expensive.	This statement will provide information on students' experience of taking the EEE.	Student experience	Yen & Hsin (2006); Su (2005)
15	The university needs to subsidize students from low income families to participate in the English Proficiency Test in the university of Taiwan.	This statement will provide information on students' experience of taking the EEE and school and the related motivation.	Student experience	Yen & Hsin (2006); Su (2005)
16	It is necessary for the university to offer incentives to students passing various levels of English proficiency tests.	This statement will provide information on students' experience of taking the EEE and school and the related motivation.	Student experience	Yen & Hsin (2006); Su (2005)
17	It is necessary for the university to encourage students to participate in the basic-level test first, then in higher levels of English proficiency tests so as to prepare them for the EEE.	This statement will provide information on students' experience of taking the EEE and school and the related motivation.	Student experience	Yen & Hsin (2006); Su (2005)

## D. Students' Perception of the EEE

No	Questionnaire statements	Purpose (Relevance to Research Topic)	Operation Concepts	Sources
18	It is necessary to provide good-quality teaching materials for self-study in order to help to students prepare for the EEE.	This statement will provide information on students' experience of preparing the EEE and school and the related motivation.	Student experience	Yen & Hsin (2006); Su (2005); Sergiovanni & Starratt (2007)
19	I believe teaching to the EEE exams is appropriate in my General English class.	This statement will provide information on students' perceptions of high-stakes tests and washback effect and related motivation.	Student perception about teaching to the test-- instructional capacity	Cheng (2000);
20	It will meet my need to prepare for the English proficiency test by adding more supplementary English courses to my curriculum.	This statement will provide information on students' perceptions of high-stakes tests and school and related motivation.	Student perception about their needs of the EEE preparation class and their motivation to learn English	

## E. Personal Motivation and Effort to English Learning

No	Questionnaire statements	Purpose Relevance to Research Topic	Operation Concepts	Sources
21	My English teacher's enthusiasm in my General English class helps my English learning.	This statement will provide information on students' experience of preparing the EEE and school and the related motivation.	Student experience about teachers' dispositions that promote achievement (enthusiasm and commitment)—instructional capacity	Sergiovanni & Starratt (2007)
22	My English instructors expect a lot of me in my Common English class English learning.	This statement will provide information on students' experience of teachers' characteristic and the influence on students' motivation.	Student experience and motivation about teachers' dispositions that promote achievement (expectation)—instructional capacity	Sergiovanni & Starratt (2007)
23	I believe that I can pass the EEE with my own effort.	The statement will deal directly with the test and provide information on test-takers' confidence and related motivation.	Student perception about their effort and self-confidence—student engagement and characteristics of test takers	Cheng (2008); Zeng (2002)
24	I am willing to speak English in my General English class.		Student perception about their own commitment and participation in learning—student engagement and characteristic	Sergiovanni & Starratt (2007)
25	Speaking English with foreigners will make me nervous.			
26	Preparing the EEE will deprive me of the time that is originally assigned to study other subject matters.			
27	Passing the EEE as a benchmark for graduation means that students have attained the appropriate English proficiency level test they are supposed to.	This statement will provide information on students' perceptions of high-stakes tests and related motivations.	Student perception and motivation about the EEE application	Literature related to (a) high-stakes testing: Valenzuela (2000); Natriello & Pallas (1998); Chabran (2008). (b) adolescent development: Bempechat (1998); Phelan et. al. (1998)
28	I can attain the goal of passing	This statement will	Student perception	Yen & Hsin (2006);

	our university EEE before graduation.	provide information on students' perceptions of the EEE.	about their effort and confidence --- their characteristics	Su (2005); Sergiovanni & Starratt (2007); Zeng (2002)
29	Professional subjects in my major occupy most of my time in my university in Taiwan so I have no time for English learning.	This statement will provide information on students' experience of English curriculum and school and related motivation.	Student experience	Sergiovanni & Starratt (2007); Yen & Hsin (2006); Su (2005)

#### F. The Influence and Motivation Level of the EEE on Students

No	Questionnaire statements	Purpose Relevance to Research Topic	Operation Concepts	Sources
30	Does the following motivate you to do well in college? 30-1: Desire to graduate from college. 30-2: Desire to get a good job 30-3: Fear of being kept back in school for failing the EEE 30-5: Desire to please my parents. 30-4: Avoiding summer school	Purpose (Relevance to Research Topic) This item will provide information on student's perceptions of the influences of high-stakes EEE on student's future and related motivation.	Operation Concepts Student perception and motivation	Sources Literature related to (a) high-stakes testing: Valenzuela (2000); Natriello & Pallas (1998); Chabran (2008). (b) adolescent development: Bempechat (1998); Phelan et. al. (1998)
31	Does passing the EEE influence the following items in your college? (Please circle each item) 31-2 My prospects for graduate school. 31-1 My future job search. 31-3 The time I spend on studying General English. 31-4 The desire I want to attend my General English class. 31-5 The more effort that my teacher takes in teaching the General English in class because of the EEE 31-6 My motivation to learn English 31-7 My motivation to finish university and college. 31-8 Whether I am interested in class 31-9 Whether I participate in General English class 31-10 How I feel about my English learning abilities. 31-11 Whether I will drop out of school, if I fail the EEE	Purpose (Relevance to Research Topic) This item will provide information on student's perceptions of the influences of high-stakes EEE on student's future and related motivation.	Operation Concepts Student perception and motivation	Sources Adapted from Public Agenda; Chabran (2008).

#### G Demography

No	Questionnaire statements	Purpose (Relevance to Research Topic)	Operation Concepts	Sources
32	Gender	The item will allow the researcher to analyze the survey data by gender.	Demographics, gender	
33	Age; Major; Level of Grade	The item will allow the researcher to analyze the survey data by age, major, and grade level and get at the difference of demographics.	Demographics,	
34	Have you ever taken any English proficiency test required by your university?	The statement will deal directly with the test and provide information to	Student experience	

		analyze the survey data by students' passing or failing the EEE		
35	Please mark the English proficiency tests that you have passed before	The statement will deal directly with the test and provide information to analyze the survey data by students' passing or failing the EEE	Student experience	
36	Please check your father's or guardian's highest level of education.	This question helps the researcher to understand parental level of education, to be used as a proxy for family income and the socio-economic family status.	Demographics, socioeconomic status; class	Harvard University Civil rights Project Student Survey on Racial and Ethnic Diversity Chabran (2008).
37	Please check your mother's highest level of education.	This question helps the researcher to understand parental level of education, to be used as a proxy for family income and the socio-economic family status.	Demographics, socioeconomic status; class	Harvard University Civil rights Project Student Survey on Racial and Ethnic Diversity Chabran (2008).
38	How many hours do you work part-time per week?	This question allows a researcher to understand whether students work or not--an indicator of how they might spend their time outside of school.	Demographics, the variable here is work; many students in HTVU/Cs work part-time jobs. To consider this variable in any study is important.	Longitudinal Surveys of Australian Youth (LSAY); Chabran (2008).
39	Which of the following could best describe your last grade in the General English class in your college?	This question provides a control variable, the academic performance of a student as measure by grades.	Academic status	Longitudinal Surveys of Australian Youth (LSAY); Chabran (2008).

## Appendix O: Tukey Test Results (Post-Hoc) Categorized by School Grade Level

Question	Tukey Post-Hoc
SQ2: The EEE is the most efficient tool for globalization of Taiwan.	<p>1 vs. 3; 2 vs. 3</p> <p>Juniors opposed “the EEE is the most efficient tool for globalization of Taiwan” the most among the four grade levels (3&gt;4&gt;2&gt;1). However, two groups (1 vs. 3 and 2 vs. 3) have reached the significant difference level (p&lt; .05).</p>
SQ3: The EEE can increase my competitive abilities in my workplace in Taiwan.	<p>1 vs.3</p> <p>Seniors opposed “the EEE can elevate my competitive abilities in my workplace in Taiwan” the most among the four grade levels (4&gt;3&gt;2&gt;1). However, one group (1 vs. 3) has reached the significant difference level (p&lt; .05).</p>
SQ4: The EEEs as an exit benchmark in my university can help increase my English ability.	<p>1 vs. 3; 2 vs. 3</p> <p>Juniors opposed “the EEEs as exit benchmarks in their university can help elevate their English ability” the most among the four grade levels (1&gt;2&gt;4&gt;3). However, two groups (1 vs. 3 and 2 vs. 3) have reached the significant difference level (p&lt; .05).</p>
SQ5: Choosing the EEE as a gate-keeping device will increase my employment opportunity in my workforce.	<p>1 vs. 3</p> <p>Juniors opposed “choosing the EEE as a gate-keeping device will increase their employment opportunity in their workforce” the most among the four grade levels (3&gt;4&gt;2&gt;1). However, one groups(1 vs. 3) has reached the significant difference level (p&lt; .05)</p>
SQ6: I think I will study English harder because of the EEE required in my university or college.	<p>1 vs. 3; 2 vs. 3</p> <p>Seniors opposed “students study English harder because of the EEE required in their university or college” the most among the four grade levels (3&gt;4&gt;2&gt;1). However, two groups (1 vs. 3 and 2 vs. 3) have reached the significant difference level (p&lt; .05)</p>
SQ8: I am satisfied with the learning of the General English in my respective university in Taiwan.	<p>1 vs. 3; 1 vs. 4; 2 vs. 3; 2 vs. 4</p> <p>Juniors opposed “students are satisfied with the learning of the General English” the most among the four grade levels (1&gt;2&gt;3&gt;4). However, four groups (1 vs. 3, 1 vs. 4, 2 vs. 3, and 2 vs. 4) have reached the significant difference level (p&lt; .05)</p>
SQ9: In general, the General English classes of my university have improved my English ability.	<p>1 vs. 3; 1 vs. 4; 2 vs. 4.</p> <p>Seniors opposed “the General English classes of their university have elevated their English ability” the most among the four grade levels (1&gt;2&gt;3&gt;4). However, four groups (1 vs. 3, 1 vs. 4, and 2 vs. 4) have reached the significant difference level (p&lt; .05)</p>
SQ10: The English curriculum in my university is conducive to helping me pass the EEE in Taiwan's higher education.	<p>1 vs. 3; 1 vs. 4</p> <p>Seniors opposed “the English curriculum in their university is conducive to helping them pass the EEE” the most among the four grade levels (1&gt;2&gt;3&gt;4). However, two groups (1 vs. 3 and 1 vs. 4) have reached the significant difference level (p&lt; .05)</p>
SQ11: The gradual improvement on the test grades of my English proficiency is due to the proper planning of English curriculum in my university.	<p>1 vs. 3</p> <p>Seniors opposed “the gradual improvement on the test grades of their English proficiency is due to the proper planning of English curriculum” the most among the four grade levels (1&gt;2&gt;3&gt;4). However, one group (1 vs. 3) has reached the significant difference level (p&lt; .05)</p>

SQ12: The gradual improvement on the test grades of my English proficiency is due to the proper English teaching methods.	1 vs. 3; 1 vs. 4; 2 vs. 3; 2 vs. 4 Seniors opposed “the gradual improvement on the test grades of my English proficiency is due to the proper English teaching methods” the most among the four grade levels (1>2>3>4). However, four groups (1 vs. 3, 1 vs. 4, 2 vs 3, and 2 vs. 4) have reached the significant difference level (p< .05)
SQ13: The steady improvement of my English proficiency test grades in my university is due to proper English teaching materials.	1 vs. 3 Seniors opposed “the steady improvement of my English proficiency test grades in my university is due to proper English teaching materials” the most among the four grade levels (1>2>3>4). However, one group (1 vs. 3) has reached the significant difference level (p< .05)
Part E	p< .05
SQ21: My English instructors’ enthusiasm in the General English class influences my English learning in my school.	v Juniors opposed “their English instructors' enthusiasm in the General English class influences their English learning” the most among the four grade levels (1>2>3>4). After running Ch-Square test, this question has reached the significant difference level with p=.001(2-sided).
SQ23: I believe that I can pass the EEE by my own effort.	v Juniors opposed “they believe that they can pass the EEE with their own effort” the most among the four grade levels (1>2>3=4). However, After running Ch-Square test, this question has reached the significant difference level with p=.000 (2-sided).
SQ24: I am willing to speak English in my English class.	v Sophomores opposed “they are willing to speak English in their English class” the most among the four grade levels (1>3>4>2). After running Ch-Square test, this question has reached the significant difference level with p=.000 (2-sided)
SQ25: Speaking English with a foreigner will make me nervous.	v Sophomores agreed “speaking English with a foreigner will make them nervous” the most among the four grade levels (2>4>3>1). After running Ch-Square test, this question has reached the significant difference level with p=.000 (2-sided).
SQ26: Preparing for the EEE will deprive me of time that is originally assigned to learn other professional subject matters.	v Freshman students opposed “preparing for the EEE will deprive them of the time that is originally assigned to learn other professional subject matters” the most among the four grade levels (2=3=4>1). Seniors, Juniors, and sophomores all thought that After running Ch-Square test, this question has reached the significant difference level with p=.000 (2-sided).
SQ29: Professional subjects in my major occupy most of my time in my university so I have no time for English learning.	v Freshman students opposed “professional subjects in students’ major occupy most of their time in college so they have no time for English learning” the most among the four grade levels (3>2>4>1). After running Ch-Square test, this question has reached the significant difference level with p=.03 (2-sided).
Question	Tukey Post-Hoc
30-1: Desire to graduate from college	2 vs. 4 (4>2) Juniors regarded the impact of the EEE on “the desire to graduate from college” the highest among the four grade levels (4> 3>2>1). However, only one group (2 vs. 4) has reached the significant difference level (p< .05).



30-3: Fear of being kept back in school for failing the EEE	<p style="text-align: center;">1 vs. 3; 1 vs. 4; 2 vs. 4</p> <p>Juniors regarded the impact of the EEE on “fear of being kept back in school for failing the EEE” the highest among the four grade levels (4&gt;3&gt;2&gt;1). However, three groups (1 vs. 3; 1 vs. 4; 2 vs. 4) has reached the significant difference level (p&lt; .05).</p>
30-5: Desire to please my parents	<p style="text-align: center;">2 vs. 4; 3 vs. 4</p> <p>Juniors regarded the impact of the EEE on “desire to please their parents” the highest among the four grade levels (4&gt;1&gt;2&gt;3). However, two groups (2 vs. 4, 3 vs. 4) have reached the significant difference level (p&lt; .05).</p>
31-2: The prospects for graduate school	<p style="text-align: center;">1 vs. 3; 2 vs. 3;</p> <p>Seniors regarded the impact of the EEE on “the prospect for graduate school” as the lowest among the four grade levels (1&gt;2&gt;4&gt;3). However, two groups (1 vs. 3 and 2 vs. 3) have reached the significant difference level (p&lt; .05).</p>
31-5: The effort that my teacher takes in learning the General English in class because of the EEE	<p style="text-align: center;">2 vs. 3</p> <p>Seniors regarded the impact of the EEE on “the effort that my teacher takes in teaching the General English because of the EEE” as the lowest among the four grade levels (1&gt;2=4&gt;3). However, one group (2 vs. 3) has reached the significant difference level (p&lt; .05).</p>
31-9: Whether I participate in the General English class	<p style="text-align: center;">1 vs. 3</p> <p>Seniors regarded the impact of the EEE on “whether they participate in the General English class” as the lowest among the four grade levels (1&gt;2=4&gt;3). However, one group (1 vs. 3) has reached the significant difference level (p&lt; .05).</p>
31-10: How I feel about my English learning abilities	<p style="text-align: center;">1 vs. 3</p> <p>Seniors regarded the impact of the EEE on “how they feel about their English learning abilities” as the lowest among the four grade levels (1&gt;4&gt;2&gt;3). However, one group (1 vs. 3) has reached the significant difference level (p&lt; .05).</p>
31-11: Whether I will be denied my academic degree if I fail the EEE	<p style="text-align: center;">1 vs. 4; 2 vs. 3; 2 vs. 4</p> <p>Seniors regarded the impact of the EEE on “whether they will be denied their academic degrees if they fail the EEE (4&gt;3&gt;2&gt;1). However, three groups (1 vs. 4; 2 vs. 3; 2 vs. 4) have reached the significant difference level (p&lt; .05).</p>

Appendix P: Mean and Standard Deviation among School Grade Level

Question	Grade	Mean	Std. Deviation	F value	Sig	Tukey Post-Hoc
SQ1: Institutions of Higher Education in Taiwan should require Exit English Examinations (EEEs).	Freshman (1)	3.16	0.622	.606	.658	
	Sophomore (2)	3.14	0.703			
	Junior (3)	3.11	0.763			
	Senior (4)	3.00	0.659			
	others	3.00	0.816			
	Total	3.13	0.707			
SQ2: The EEE is the most efficient tool for globalization of Taiwan.	Freshman (1)	3.21	0.639	4.308	.002	1 vs. 3; 2 vs. 3
	Sophomore (2)	3.12	0.706			
	Junior (3)	2.96	0.778			
	Senior (4)	3.02	0.794			
	others	2.75	0.500			
	Total	3.08	0.727			
SQ3: The EEE can increase my competitive abilities in my workplace in Taiwan.	Freshman (1)	3.36	0.573	3.176	.013	1 vs.3
	Sophomore (2)	3.30	0.641			
	Junior (3)	3.19	0.690			
	Senior (4)	3.17	0.637			
	others	2.75	0.500			
	Total	3.27	0.648			
SQ4: The EEE as an exit benchmark in my university can help increase my English ability.	Freshman (1)	3.25	0.607	6.086	.000	1 vs. 3; 2 vs. 3
	Sophomore (2)	3.16	0.702			
	Junior (3)	2.97	0.750			
	Senior (4)	3.00	0.692			
	others	2.75	0.500			
	Total	3.11	0.709			
SQ5: Choosing the EEE as a gate-keeping device will increase my employment opportunity in my workforce.	Freshman (1)	3.23	0.596	2.613	.034	1 vs. 3
	Sophomore (2)	3.14	0.707			
	Junior (3)	3.02	0.717			
	Senior (4)	3.09	0.717			
	others	3.00	0.816			
	Total	3.11	0.696			
SQ6: I think I will study English harder because of the EEE required in my university or college.	Freshman (1)	3.05	0.694	5.196	.000	1 vs. 3; 2 vs. 3
	Sophomore (2)	3.00	0.745			
	Junior (3)	2.78	0.818			
	Senior (4)	2.83	0.789			
	others	2.75	0.500			
	Total	2.93	0.768			
SQ7: My university should conform to other universities in Taiwan in requiring the EEE.	Freshman (1)	2.98	0.696	2.830	.024	No significance
	Sophomore (2)	2.93	0.800			
	Junior (3)	2.78	0.838			
	Senior (4)	2.72	0.877			
	others	3.00	0.816			
	Total	2.89	0.802			
SQ8: I am satisfied with the learning of the General English in my respective university in Taiwan.	Freshman (1)	2.68	0.641	6.061	.000	1 vs. 3; 1 vs. 4; 2 vs. 3; 2 vs. 4
	Sophomore (2)	2.69	0.628			
	Junior (3)	2.50	0.712			
	Senior (4)	2.36	0.735			
	others	2.75	0.500			
	Total	2.62	0.668			

SQ9: In general, the General English classes of my university have elevated my English ability.	Freshman (1)	2.63	0.645	4.929	.001	1 vs. 3; 1 vs. 4; 2 vs. 4.
	Sophomore (2)	2.54	0.666			
	Junior (3)	2.42	0.693			
	Senior (4)	2.23	0.698			
	others	2.50	0.577			
	Total	2.50	0.677			
SQ10: The English curriculum in my university is conducive to helping me pass the EEE in Taiwan's higher education.	Freshman (1)	2.61	0.656	3.897	.004	1 vs. 3; 1 vs. 4
	Sophomore (2)	2.48	0.673			
	Junior (3)	2.40	0.728			
	Senior (4)	2.26	0.675			
	others	2.75	0.500			
	Total	2.47	0.691			
SQ11: The gradual improvement on the test grades of my English proficiency is due to the proper planning of English curriculum in my university.	Freshman (1)	2.43	0.689	3.902	.004	1 vs. 3
	Sophomore (2)	2.33	0.692			
	Junior (3)	2.21	0.712			
	Senior (4)	2.17	0.702			
	others	2.75	0.500			
	Total	2.31	0.701			
SQ12: The gradual improvement on the test grades of my English proficiency is due to the proper English teaching methods.	Freshman (1)	2.51	0.726	5.663	.000	1 vs. 3; 1 vs. 4; 2 vs. 3; 2 vs. 4
	Sophomore (2)	2.43	0.703			
	Junior (3)	2.26	0.719			
	Senior (4)	2.13	0.647			
	others	2.75	0.500			
	Total	2.38	0.715			
SQ13: The steady improvement of my English proficiency test grades in my university is due to proper English teaching materials.	Freshman (1)	2.48	0.717	4.032	.003	1 vs. 3
	Sophomore (2)	2.37	0.692			
	Junior (3)	2.25	0.726			
	Senior (4)	2.19	0.711			
	others	2.75	0.500			
	Total	2.34	0.711			
SQ14: The fee for the official English proficiency test required by my university is too expensive.	Freshman (1)	3.19	0.700	1.783	.130	
	Sophomore (2)	3.11	0.736			
	Junior (3)	3.18	0.794			
	Senior (4)	3.32	0.629			
	others	3.75	0.500			
	Total	3.16	0.745			
SQ15: The university needs to subsidize students from low income families to participate in the English Proficiency Test in the university of Taiwan.	Freshman (1)	3.35	0.676	.591	.669	
	Sophomore (2)	3.36	0.661			
	Junior (3)	3.42	0.639			
	Senior (4)	3.38	0.573			
	others	3.50	0.577			
	Total	3.38	0.652			
SQ16: It is necessary for the university to offer monetary incentives to students passing various levels of English proficiency tests.	Freshman (1)	3.54	0.588	1.998	.093	
	Sophomore (2)	3.48	0.635			
	Junior (3)	3.58	0.580			
	Senior (4)	3.64	0.486			
	others	3.25	0.500			
	Total	3.52	0.606			
SQ17: It is necessary for the university to encourage students to participate in the basic-level test first, then in higher levels of	Freshman (1)	3.38	0.673	.538	.708	
	Sophomore (2)	3.38	0.666			
	Junior (3)	3.33	0.709			
	Senior (4)	3.45	0.653			

English proficiency tests so as to prepare them for the EEE.	others	3.25	0.500			
	Total	3.37	0.679			
SQ18: It is necessary to provide good-quality teaching materials for my self-study in order to help prepare the EEE.	Freshman (1)	3.35	0.611	.095	.984	
	Sophomore (2)	3.35	0.609			
	Junior (3)	3.33	0.604			
	Senior (4)	3.36	0.640			
	others	3.25	0.500			
	Total	3.34	0.608			
SQ19: I believe "teaching directly to the EEE exam" is appropriate in my General English class.	Freshman (1)	2.92	0.766	2.248	.062	
	Sophomore (2)	2.89	0.778			
	Junior (3)	3.02	0.766			
	Senior (4)	3.17	0.761			
	others	3.00	0.816			
	Total	2.95	0.774			
SQ20: It will meet my need to prepare for the English proficiency test by adding more supplementary English courses to my curriculum.	Freshman (1)	3.19	0.628	.662	.647	
	Sophomore (2)	3.14	0.675			
	Junior (3)	3.18	0.642			
	Senior (4)	3.28	0.713			
	others	3.00	0.816			
	Total	3.17	0.659			
Part E	Grade	Mean	Std. Deviation	Chi-Square Value ( $\chi^2$ )	Sig (2-sided)	$p < .05$
SQ21: My English instructor's enthusiasm in the General English class influences my English learning in my school.	Freshman (1)	1.21	0.407	11.597	.001	v
	Sophomore (2)	1.24	0.425			
	Junior (3)	1.32	0.466			
	Senior (4)	1.40	0.496			
	others	1.25	0.500			
	Total	1.26	0.441			
SQ22: My English instructors expect a lot of me in the General English class about my English learning in my school.	Freshman (1)	1.34	0.475	.80	.371	
	Sophomore (2)	1.43	0.495			
	Junior (3)	1.49	0.501			
	Senior (4)	1.53	0.504			
	others	1.25	0.500			
	Total	1.44	0.496			
SQ23: I believe that I can pass the EEE by my own effort.	Freshman (1)	1.10	0.294	30.138	.000	v
	Sophomore (2)	1.12	0.323			
	Junior (3)	1.17	0.373			
	Senior (4)	1.17	0.380			
	others	1.25	0.500			
	Total	1.13	0.338			
SQ24: I am willing to speak English in my English class.	Freshman (1)	1.10	0.302	71.406	.000	v
	Sophomore (2)	1.17	0.376			
	Junior (3)	1.13	0.338			
	Senior (4)	1.13	0.337			
	others	1.00	0.000			
	Total	1.14	0.351			
SQ25: Speaking English with a foreigner will make me nervous.	freshman	1.27	0.447	13.228	.000	v
	sophomore	1.18	0.386			
	junior	1.25	0.431			
	senior	1.21	0.414			
	others	1.00	0.000			
	Total	1.22	0.412			
SQ26: Preparing for the	Freshman (1)	1.45	0.499	17.57	.000	v

EEE will deprive me of time that is originally assigned to learn other professional subject matters.	Sophomore (2)	1.43	0.495			
	Junior (3)	1.43	0.497			
	Senior (4)	1.43	0.500			
	others	1.25	0.500			
	Total	1.43	0.496			
SQ27: Passing EEE as a benchmark for graduation means that I have learned what I am supposed to regarding the English learning in college.	Freshman (1)	1.60	0.491	1.719	.190	
	Sophomore (2)	1.66	0.475			
	Junior (3)	1.70	0.461			
	Senior (4)	1.77	0.428			
	others	1.50	0.577			
	Total	1.66	0.473			
SQ28: I can attain the goal of passing the EEE in my university before graduation.	Freshman (1)	1.18	0.389	1.844	.174	
	Sophomore (2)	1.20	0.404			
	Junior (3)	1.26	0.442			
	Senior (4)	1.43	0.500			
	others	1.25	0.500			
	Total	1.23	0.421			
SQ29: Professional subjects in my major occupy most of my time in my university so I have no time for English learning.	Freshman (1)	1.68	0.466	7.017	.03	v
	Sophomore (2)	1.60	0.491			
	Junior (3)	1.59	0.493			
	Senior (4)	1.64	0.486			
	others	1.50	0.577			
	Total	1.61	0.488			
<b>Question</b>	<b>Grade</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>F value</b>	<b>Sig</b>	<b>Tukey Post-Hoc</b>
30-1: Desire to graduate from college	Freshman (1)	2.95	0.930	3.482	.008	2 vs. 4 (4>2)
	Sophomore (2)	2.91	0.898			
	Junior (3)	3.07	0.862			
	Senior (4)	3.30	0.689			
	others	3.50	0.577			
	Total	2.99	0.887			
30-2: Desire to get a good job	Freshman (1)	3.46	0.716	.263	.902	
	Sophomore (2)	3.45	0.711			
	Junior (3)	3.42	0.739			
	Senior (4)	3.49	0.585			
	others	3.25	0.500			
	Total	3.44	0.714			
30-3: Fear of being kept back in school for failing the EEE	Freshman (1)	2.70	1.019	5.980	.000	1 vs. 3; 1 vs. 4; 2 vs. 4
	Sophomore (2)	2.80	0.993			
	Junior (3)	2.99	1.003			
	Senior (4)	3.34	0.841			
	others	3.50	0.577			
	Total	2.87	1.003			
30-4: Avoiding summer school for the EEE	Freshman (1)	2.61	1.003	1.368	.243	
	Sophomore (2)	2.64	1.036			
	Junior (3)	2.70	1.054			
	Senior (4)	2.91	0.974			
	others	2.00	0.816			
	Total	2.66	1.033			
30-5: Desire to please my parents	Freshman (1)	2.76	0.998	2.604	.035	2 vs. 4; 3 vs. 4
	Sophomore (2)	2.70	1.001			
	Junior (3)	2.66	0.986			
	Senior (4)	3.13	0.797			

	others	2.25	0.957			
	Total	2.72	0.990			
31-1: The prospects for Student future job	Freshman (1)	3.40	0.667	.542	.705	
	Sophomore (2)	3.42	0.693			
	Junior (3)	3.35	0.732			
	Senior (4)	3.40	0.648			
	others	3.25	0.500			
	Total	3.39	0.698			
31-2: The prospects for graduate school	Freshman (1)	3.23	0.758	3.660	.006	1 vs. 3; 2 vs. 3;
	Sophomore (2)	3.15	0.857			
	Junior (3)	2.95	0.954			
	Senior (4)	3.04	0.779			
	others	3.25	0.500			
	Total	3.10	0.873			
31-3: The time that I spend on studying the EEE	Freshman (1)	2.76	0.752	1.923	.104	
	Sophomore (2)	2.72	0.787			
	Junior (3)	2.58	0.846			
	Senior (4)	2.72	0.743			
	others	2.50	0.577			
	Total	2.69	0.799			
31-4: The desire that I want to attend the General English class	Freshman (1)	2.83	0.763	2.323	.055	
	Sophomore (2)	2.78	0.756			
	Junior (3)	2.65	0.883			
	Senior (4)	2.89	0.787			
	others	2.50	0.577			
	Total	2.76	0.801			
31-5: The more effort that my teacher takes in learning the General English in class because of the EEE	Freshman (1)	2.87	0.747	3.540	.007	2 vs. 3
	Sophomore (2)	2.92	0.706			
	Junior (3)	2.75	0.837			
	Senior (4)	2.70	0.805			
	others	2.25	0.500			
	Total	2.85	0.763			
31-6: The motivation to learn English	Freshman (1)	2.96	0.682	1.293	.271	
	Sophomore (2)	2.96	0.737			
	Junior (3)	2.90	0.799			
	Senior (4)	3.11	0.759			
	others	2.50	0.577			
	Total	2.94	0.749			
31-7: The motivation to finish the university or college	Freshman (1)	3.15	0.709	1.015	.399	
	Sophomore (2)	3.07	0.743			
	Junior (3)	3.03	0.784			
	Senior (4)	3.19	0.647			
	others	3.00	0.816			
	Total	3.08	0.746			
31-8: Whether I am interested in the General English class	Freshman (1)	2.86	0.703	1.199	.309	
	Sophomore (2)	2.78	0.752			
	Junior (3)	2.73	0.786			
	Senior (4)	2.89	0.729			
	others	2.50	0.577			
	Total	2.78	0.754			
31-9: Whether I participate in the General English class	Freshman (1)	2.92	0.678	2.814	.024	1 vs. 3
	Sophomore (2)	2.76	0.768			
	Junior (3)	2.69	0.809			

	Senior (4)	2.72	0.826			
	others	3.25	0.500			
	Total	2.76	0.771			
<b>31-10: How I feel about their English learning abilities</b>	Freshman (1)	3.17	0.638	3.534	.007	1 vs. 3
	Sophomore (2)	3.03	0.757			
	Junior (3)	2.93	0.778			
	Senior (4)	3.09	0.747			
	others	2.50	0.577			
	Total	3.02	0.748			
<b>31-11: Whether I will be denied of an academic degree if I fail the EEE</b>	Freshman (1)	2.74	0.974	4.519	.001	1 vs. 4; 2 vs. 3; 2 vs. 4
	Sophomore (2)	2.75	0.987			
	Junior (3)	2.98	1.026			
	Senior (4)	3.19	0.970			
	others	3.25	0.500			
	Total	2.84	1.002			

Information resources: data collected and analyzed by the study,  $*p < .05$

Appendix Q: Agreeing and Disagree Percentages Categorized by School Grade (N=1009)

Question	Grade	No.	Disagreeing Percentage	Agreeing Percentage
SQ2: The EEE is the most efficient tool for globalization of Taiwan.	freshman	168	11	89
	sophomore	484	15	85
	junior	306	25	75
	senior	47	25	75
	others	4	25	75
	Total	1,009		
SQ4: The EEEs as exit benchmarks in my university can help increase my English ability.	freshman	168	9	19
	sophomore	484	13	87
	junior	306	26	74
	senior	47	19	81
	others	4	25	75
	Total	1,009		
SQ6: I think I will study English harder because of the EEE required in my university or college.	freshman	168	19	81
	sophomore	484	21	74
	junior	306	34	66
	senior	47	28	72
	others	44	25	75
	Total	1,009		
SQ8: I am satisfied with the learning of the General English in my respective university in Taiwan.	freshman	168	35	65
	sophomore	484	32	68
	junior	306	46	54
	senior	47	53	47
	others	4	25	75
	Total	1,009	25	75
SQ9: In general, the General English classes of my university have elevated my English ability.	freshman	168	38	62
	sophomore	484	46	54
	junior	306	54	46
	senior	47	66	32
	others	4	25	75
	Total	1,009		
SQ12: The gradual improvement on the test grades of my English proficiency is due to the proper English teaching methods.	freshman	168	45	55
	sophomore	484	52	48
	junior	306	64	36
	senior	47	72	28
	others	4	25	75
	Total	1,009		
SQ13: The steady improvement of my English proficiency test grades in my university is due to proper English teaching materials.	freshman	168	49	51
	sophomore	484	56	44
	junior	306	65	35
	senior	47	64	36
	others	4	25	75
	Total	1,009		
Question	Grade	No.	Disagree	Agree
SQ22: My English instructors expect of me a lot in the General English class about my English learning in my school.	freshman	168	34	66
	sophomore	484	43	57
	junior	306	49	51
	senior	47	53	47
	others	4	25	75
	Total	1,009		
SQ28: I can attain the goal of passing the EEE in my	freshman	168	18	82



university before graduation.	sophomore	484	20	80
	junior	306	26	74
	senior	47	43	57
	others	4	25	75
	<b>Total</b>	<b>1,009</b>		
<b>Question</b>	<b>Grade</b>	<b>No.</b>	<b>Low</b>	<b>Much</b>
30-3: Fear of being kept back in school for failing the EEE	freshman	168	41	59
	sophomore	484	39	61
	junior	306	29	71
	senior	47	15	85
	others	4	0	100
<b>Total</b>	<b>1,009</b>			
31-2: The prospects for graduate school	freshman	168	16	84
	sophomore	484	20	80
	junior	306	29	71
	senior	47	23	77
	others	4	0	100
<b>Total</b>	<b>1,009</b>			
31-5: The more effort that my teacher takes in learning the General English in class because of the EEE	freshman	168	24	76
	sophomore	484	25	75
	junior	306	36	64
	senior	47	43	57
	others	4	75	25
<b>Total</b>	<b>1,009</b>			
31-9: Whether I participate in the General English class	freshman	168	23	77
	sophomore	484	36	64
	junior	306	39	61
	senior	47	30	70
	others	4	0	100
<b>Total</b>	<b>1,009</b>			
31-10: How I feel about their English learning abilities	freshman	168	11	89
	sophomore	484	21	79
	junior	306	28	72
	senior	47	19	81
	others	4	50	50
<b>Total</b>	<b>1,009</b>			
31-11: Whether I will be denied of an academic degree if I fail the EEE	freshman	168	38	62
	sophomore	484	37	63
	junior	306	29	71
	senior	47	17	83
	others	4	0	100
<b>Total</b>	<b>1,009</b>			



Appendix S: Nonparametric Correlations between Self-reported English Scores and Passage of the EEE (N=1009)

Spearman's rho			SQ39	SQ35-1
	SQ39. Which of the following could best describe your last grade in the General English class in your college?	Correlation Coefficient	1.000	.416(**)
		Sig. (2-tailed)	.	.000
		N	1009	1009
	SQ35-1: pass or not pass	Correlation Coefficient	.416(**)	1.000
		Sig. (2-tailed)	.000	.
		N	1009	1009

\*\* Correlation is significant at the 0.01 level (2-tailed).