

REFERENCES

- Alderson, J. C. & Urquhart, A. H. (1985). The effect of students' academic discipline on their performance on ESP reading tests. *Language Testing*, 2, 192-204.
- Auerbach, E. R. & Paxton, D. (1997). Not the English thing? Bring reading research into the ESL classroom. *TESOL Quarterly*, 31(2), 237-61.
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Bauman, J. (1982). *Linguistic structure and the validity of reading comprehension test*. Washington D.C. National Institute of Education.
- Bell, J. & Burnaby, B. (1984). *A Handbook for ESL Literacy*. Agincourt, Ontario: Dominic Press.
- Block, E. (1992). See how they read: comprehension monitoring of L1 and L2 readers. *TESOL Quarterly*, 26(2), 319-35.
- Brown, H. D. (1994). *Teaching By Principles*. New Jersey: Prentice Hall Regents.
- Carrell, P. L. (1988). Some causes of text-boundedness and schema interference in ESL reading. In P. L. Carrell et. al. (Eds.), *Interactive approaches to second language reading* (p.103-113). Cambridge: Cambridge University Press.
- Carrell, P. L.; Davine, J. & Eskey, D. (Eds.). (1988). *Interactive Approaches to Second Language Reading*. New York: Cambridge University Press.
- Carrell, P. L. & Eisterhold, J. (1983). Schema theory and ESL reading pedagogy. *TESOL Quarterly*, 17, 553-73.
- Carroll, J. B. (1972). Defining language comprehension: some speculations. In Freedle, R. O. & Carroll, J. B. (Eds.) *Language Comprehension and the Acquisition of Knowledge*. Washington: Wiley.
- Caver, D. (1978). Reading Comprehension: Is there such a thing? *English Language*

- Teaching*, 32(4), 291-97.
- Chan, Y. W. (2003). Junior High School English Teachers' Ideas of Current English Textbooks in Tainan County. National Kaohsiung Normal University.
- Chang, L. S. (2001). 國中基本學力測驗之我思我見. 師說, 154, 14-16.
- Chao, Y. H. (2005). A Study of EFL Students' Preference for Textbook Activities at a Junior High School in Taipei. Thesis. National Taiwan Normal University.
- Chapelle, C., Grabe, W. & Berns, M. (1997). *Communicative language proficiency; Definition and Implication for TOEFL 2000*. TOEFL Monograph Series, MS-10. Princeton, NJ: ETS.
- Chen, T. C. (2003). The Development of English Reading Diagnostic Test for Junior High School Students. Thesis. National Changhua University of Education.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge: MIT Press.
- Clark, M. (1979). Reading in Spanish and English; evidence from adult ESL students. *Language Learning*, 29, 121-50.
- Clarke, M. & Silberstein, S. (1977). Toward a realization of psycholinguistic principles for the ESL reading class. *Language Learning*, 27, 135-54.
- Coady, J. (1979). A psycholinguistic model of the ESL reader. In R. Mackay, B. Barkman, & R. R. Jordan. (Eds.), *Reading in a second language*. (p.5-12). Rowley, MA: Newbury House.
- Cohen, A. D. (1998). Strategies and process in test taking and SLA. In L. F. Bachman & A. D. Cohen (Eds.), *Interfaces between second language acquisition and language testing research* (p. 90-111). Cambridge: Cambridge University Press.
- Cohen, A., Glasman, H., Phyllis, R., Rosenbaum-Cohen, R., Ferrara, J. & Fine, J. (1979). Reading English for specialized purposes: Discourse analysis and the use of students informants. *TESOL Quarterly*, 13(4), 551-64.
- Criper, C. & Davies, A. (1988). *English Language Testing Service*. Research Report 1

- (i) ELTS Validation Project Report. The British Council and the University Examination Syndicate.
- Cummings, O. W. (1982). Differential measurement of reading comprehension skills for students with discrepant subskill profiles. *Journal of Education Measurement*, 19(1), 59-66.
- Devine, J. (1988). The relationship between general language competence and second language reading proficiency: implications for teaching In P. L. Carrell et. al. (Eds.), *Interactive approaches to second language reading* (260-77). Cambridge: Cambridge University Press.
- Dubin, F., Eskey, D. E. & Grabe, W. (1986). Teaching second language reading for academic purposes. Reading, Mass: Addison-Wesley.
- Entwhistle, N., Hanley, M. & Hounsell, D. (1979). Identifying distinctive approaches to studying. *Higher Education*, 8, 365-80.
- Eskey, D. E. (1988). Holding in the bottom: an interactive approach to the language problems of second language readers. In P. L. Carrell et. al. (Eds.), *Interactive approaches to second language reading* (p.93-100). Cambridge: Cambridge University Press.
- Farr, R., Pritchard, R. & Smitten, B. (1990). A description of what happens when an examinee takes a multiple-choice reading comprehension test. *Journal of Educational Measurement*, 27(3), 209-26.
- Fillmore, C., & Kay, P. (1983). *Text semantic analysis of reading comprehension*. Berkeley, CA: University of California.
- Foote, T. A. (1976). The reading skills test. Chicago: Contemporary Books.
- Fries, C. C. (1963). *Linguistics and Reading*. New York: Holt, Rinehart & Winston.
- Geva, E. (1992). The role of conjunctions in L2 text comprehension. *TESOL Quarterly*, 26(4), 731-47.

- Gillet, J. W., & Richards, H. C. (1979). Reading comprehension test performance and hierarchical classification. Paper presented to the Educational Resources Information Center. University of Virginia.
- Goodman, K. S. (1970). Reading: A psycholinguistic guessing game. In H. Singer and R.B. Ruddell (Eds.) *Theoretical models and processes of reading*. (p.497-508). Newark, Delaware: International Reading Association.
- Gough, P. B. (1972). One second of reading. In Kavanagh, F. J. & Mattingly, G. (Eds.) *Language by Ear and by Eye*. Cambridge, MA: MIT Press.
- Grabe, W. (1991). Current developments in second language reading research. *TESOL Quarterly*, 25(3), 375-406.
- Grellet, F. (1981). *Developing reading skills*. Cambridge: Cambridge University Press.
- Haverson, Wayne, & Haynes, J. (1982). *Literacy Training for ESL Adult Learners*. New Jersey: Prentice Hall.
- Heaton, J. B. (1990). *Writing English Language Tests*. New York; Longman.
- Henning, G. (1987). *A guide to language testing: Development, evaluation, research*. Boston, Massachusetts: Heinle & Heinle Publishers.
- Ho, W. C. (2001). 從基本學力測驗談起. *師友*, 405, 34-36.
- Hoover, W. A., & Tunmer, W. E. (1993). The components of reading. In Thompson, J. B. et al., (Eds.) *Reading Acquisition Processes*. Clevedon: Multilingual Matters.
- Hosenfeld, C. (1984). Case studies of ninth grade readers. In Alderson, J. C. & Urquhart, A. H. (Eds.) *Reading in a Foreign Language*. London: Longman.
- Hsieh, F. F. (2001). 既期待又怕受傷害的萬心交集— 第一次國中基本學力測驗後. *師說*, 154, 16-18.
- Hsieh, M. C. (2003). A Case Study of English Reading Comprehension Strategies Used by Junior High Students. Thesis. National Chiayi University.
- Hsu, S. C. (2004). Reading Comprehension Difficulties and Reading Strategies of

- Junior High School EFL Students in Taiwan. Thesis. National Kaohsiung Normal University.
- Huang, S. C. (2004). Washback Effects of the Basic Competence English Test on EFL Teaching in Junior High School in Taiwan. Thesis. National Yunlin University of Science & Technology.
- Hughes, A. (1989). Testing for language teachers. Cambridge: Cambridge University Press.
- James, M. O. (1987). ESL reading pedagogy: Implication of schema- theoretical research. In J. Devine, O.L. Carrel, & D. E. Eskey (Eds.), *Research in reading in English as a second language* (p.177-88). Washington, D. C.: Teachers of English to Speakers of Other Language.
- Johnson, B. E. (2004). The Reading Edge. Taipei: Bookman Books.
- Johnson, P. (1982). Effects on reading comprehension of building background knowledge. *TESOL Quarterly*, 16, 503-16.
- Kintsch, J., & Franzke, M. (1995). The role of background knowledge in the recall of a new story. In R. G. Lorch and E. J. O'Brien (Eds.), *Sources of coherence in reading* (p. 321-33). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Kolers, P. A. (1969). Reading is only incidentally visual. In Goodman, K. S. & Fleming, J. T. (Eds.) *Psycholinguistics and the Teaching of Reading*. Newark, DE: IRA.
- Kuo, H. C. (2002). On Cloze Tests: Probing Reading Strategies and Language Proficiency of EFL Students. Thesis. National Chengchi University.
- Lee, J. W., & Schallert, D. L. (1997). The relative contribution of L2 language proficiency and L1 reading ability to L2 reading performance: A test of the Threshold Hypothesis in an EFL Context. *TESOL Quarterly*, 31(4), 713-39.
- Lei, W. (2001). 國中基本學力測驗問題總體檢. 師說, 154, 4-7.

- Liang, Y. F. (2002). The Effects of Metacognitive Reading Strategy Training on Mildly Disabled Learners in Junior High School. Thesis. National Kaihsing Normal University.
- Liao, C. C. (2003). The Study of Textbook and Teaching Methods Usage by Secondary School English Teachers. Unpublished MA Thesis. National Cheng Kung University.
- Liu, Y. C. (2001). 國中基本學力測驗之後— 高級中學多元入學方案的反思與檢視. 訓育研究, 40 (1), 63-67.
- Lo, W. L. (2004). The Effect of Lexical Inferencing in Vocabulary Learning and Reading Comprehension. Thesis. National Chengchi University.
- Lu, H. Y. (2003). A Study of the EEFTC English Cloze Procedure and Reading Comprehension Test. Thesis. National Yunlin University of Science & Technology.
- Lu, J. J. (2002). An Analysis of the Reading Comprehension Test Given in the English Subject Ability Test in Taiwan and Its Pedagogical Implication. Thesis. National Chengchi University.
- Lunzer, E., Waite, M., & Dolan, T. (1979). Comprehension and comprehension tests. In Luner, E. & Gardner, K. (Eds.) *The Effective Use of Reading*. London: Heinemann Educational.
- Lynch, B., & Hudson, T. (1991). EST Reading. In M. Celce-Murcia (Ed.). *Teaching English as a second or foreign language*. New York: Newbury House.
- Macnamara, J. (1970). Comparative studies of reading and problem solving in two language. *TESOL Quarterly*, 4(2), 107-16.
- McCarthy, M. (2001). *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press.
- McNamara, T. (2000). *Language testing*. Oxford: Oxford University Press.

- Meyer, B. F., & Freedle, R. O. (1984). Effects of discourse type on recall. *American Educational Research Journal*, 21(1), 121-43.
- Milulecky, B. S. (1990). *A short course in teaching reading skills*. Massachusetts: Addison-Wesley Publishing Company.
- Mo, C. C. (1987). A study of English reading comprehension and general guidelines for testing reading. *Journal of National Chengchi University*, 55, 173-206.
- Murphy, B. (1980). Second language Reading and Testing in Bilingual Education. *TESOL Quarterly*, 14(2), 189-197.
- Nevo, N. (1989). Test-taking strategies on a multiple-choice test of reading comprehension. *Language Testing*, 6, 199-215.
- Nicholson, T. (1993). The case against context. In Thompson, J. B. et al. (Eds.) *Reading Acquisition Processes*. Clevedon: Multilingual Matters.
- Nuttall, C. (1996). *Teaching reading skills in a foreign language*. London: Heinemann.
- Olshavsky, J. E. (1977). Reading as problem solving: an investigation of strategies. *Reading Research Quarterly*, 12, 654-74.
- Perfetti, C. A. (1977). Language comprehension and fast decoding: some psycholinguistic prerequisites for skilled reading comprehension. In Guthrie, J. T (Ed.) *Cognition, Curriculum, and Comprehension*. Newark: International Reading Association.
- Pritchard, R. (1990). The effects of cultural schemata on reading processing strategies. *Reading Research Quarterly*, 25, 273-95.
- Raygor, A. L., & Raygor, R. D. (1985). *Effective reading: Improving reading rates and comprehension*. New York: McGraw-Hill Book Company.
- Rayner, K., & Pollatsek, A. (1989). *The Psychology of Reading*. Englewood Cliffs, NJ: Prentice Hall.

- Roller, C. M. (1990). The interaction between knowledge and structure variables in the processing of expository prose. *Reading Research Quarterly*, 25(2), 79-89.
- Rosenblatt, L. (1978). *The reader, the text and the poem: the transactional theory of the literary work*. Carbondale, Ill.: Southern Illinois University Press.
- Rumelhart, D. E. (1977). Toward an interactive model of reading. In Dornic, S. (Ed.) *Attention and Performance VI*. New York: Macmillan.
- Rumelhart, D. E. (1980). Schemata: The building blocks of cognition. In R. J. Spiro, B. Bruce, & W. F. Brewer (Eds.), *Theoretical issues in reading comprehension* (p. 33-58). Hillsdale, NJ: Erlbaum.
- Sarig, G. (1987). High-level reading in the first and in the foreign language: some comparative process data. In Devine, J. et al. (Eds.) *Research in reading in English as a Second Language*. Washington; TESOL.
- Stanovich, K. E. (1980). Toward an interactive compensatory model of individual differences in the development of reading fluency. *Reading Research Quarterly*, 16, 32-71.
- Teale, W. H., & Rowley, G. (1984). *Standardized testing and the teaching of reading*. San Antonio: The University of Texas.
- Traxler, A. E. (1970). Values and limitations of standardized reading tests. In R. Farr (Ed.), *Measurement and evaluation of reading* (p.220-36). New York: Harcourt.
- Vincent, D. (1985). *Reading Tests in the Classroom: An Introduction*. Windsor: NFER Nelson.
- Wang, Y. F. (1998). Facilitating EFL reading by teaching text cohesive ties. *The proceedings of the seventh international symposium on English teaching*. (p. 855-66). Taipei: Crane Publishing.
- Wang, Y. H. (2001). 基本學力測驗之實施: 問題與展望. *教育研究資訊*, 9(1), 15-31.

- Weir, C. J. (1990). *Communicative language testing*. New Jersey: Prentice Hall.
- Weir, C. J. (1997). The testing of reading in a second language. In C. Clapham & D. Corson (Eds.), *Encyclopedia of language and education*, 7. Netherlands: Kluwer Academic Publishers.
- Weir, C. J. & Urquhart, A. H. (1998). *Reading in a Second Language: Process, Product and Practice*. New York: Addison Wesley Longman.
- Williams, E., & Moran, C. (1989). Reading in a foreign language at intermediate and advanced levels with particular reference to English. *Language Teaching*, 22(4), 217-28.
- Williams, M., & Burden, R. L. (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: Cambridge University Press.
- Wu, Y. J. (1997). A Comparison of English Reading Misuses Between Junior and Senior High School Students. Thesis. National Kaihsung Normal University.
- Yang, P. Y. (1997). Exploring Chinese Students' Lexical Inferencing Behavior in English Reading. Thesis. Taichung: Providence University.
- You, H.L. (2004). Analysis of the Basic Competence English Test for Junior High School. Thesis. National Yunlin University of Science & Technology.
- Yu, G. K. (1995). New tendencies in reading proficiency tests: Implications from reading comprehension research. Paper presented at the Tenth English Conference on English Teaching and Learning in Taiwan.