

語言訓練測驗中心外語能力測驗成績說明

各送考機構使用「外語能力測驗」成績時，除參照本說明之能力指標外，應就下列事項酌予考量，方能遴選符合各單位所需人才，執行業務或赴外受訓：

(1) 不同專業所需之語言能力不同，應視業務需求，適度調整。

不同專業或學科領域所要求的語言能力項目不一、程度亦不同。一般而言，法、商類在口語表達能力上要求比技術類或藝術類高；翻譯、文案職場，對讀寫能力的要求高於口語表達能力。因此，不宜以聽力、用法、字彙與閱讀及口試四項成績的「總合」或「平均」之單一分數，作為唯一篩選標準，應視各單位業務對此四項能力的需求程度，適度調整比重或加權。

(2) 聽力、用法、字彙與閱讀及口說四項能力成績表現不均時，該如何取決？

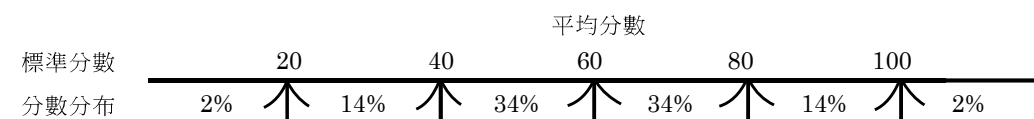
一般而言，應考人的用法及字彙與閱讀成績達一定水準後，一旦置身該外語環境，聽力與口語表達能力進步較迅速。反之，若用法及字彙與閱讀成績仍低於水準，則在聽力與口語方面進步較緩慢。此乃因前者對該語言已有基本認知，只是缺乏使用的機會與環境；而後者在兩種能力皆弱的情況下，聽力與口說要有長足進步，則需較長的時日。

(3) 赴外受訓或執行業務所需的口說表達能力，應如何決定？

應就赴外受訓、執行業務內容而定。譬如，訓練計劃若包括討論及辯論項目時，應要求較高的口語表達能力；若僅為團體考察或有隨團解說人員時，則毋須要求過高的口說能力。

A. 聽力、用法及字彙與閱讀測驗各項成績說明：

本中心聽力、用法及字彙與閱讀測驗成績係按統計學理，採用「標準分數」，根據歷年參試者答卷之成績調整為標準分數，以 60 分為平均分數，每一標準差距為 20 分。一般應考人成績分布大致如下：



標準分數	測驗項目	說明	備註
80 以上	聽力	可自在聽懂大部分常速談話。	可考慮出國參加學術性或技術性訓練計劃，得免語言訓練。
	用法	熟悉語法結構。	
	字彙與閱讀	能閱讀較深入或專業的讀物，例如：大學用書。	
70 – 79	聽力	能聽懂一般常速談話，但偶須重複。	可考慮出國參加學術性或技術性訓練，但如能在國內先接受全日語言訓練再出國，更佳。
	用法	頗知語法結構，但可能有些語法錯誤。	
	字彙與閱讀	能閱讀一般讀物，例如：報章雜誌。	
60 – 69	聽力	經重複或解釋後，能大致聽懂常速談話。	(1) <u>65-69</u> 分：可考慮出國參加非學術性訓練。 (2) <u>60-64</u> 分：可考慮出國參加非學術性訓練，但如能在國內先接受全日語言訓練再出國，更佳。如為學術性訓練，則必須先接受全日語言訓練，始能出國。
	用法	大致瞭解語法結構，能應用基本句型。	
	字彙與閱讀	大致能閱讀常用字在 3000-4000 字的讀物。	
50 – 59	聽力	能大致聽懂重複且減慢速度之談話。	不論參與學術性或非學術性訓練，均須先接受全日語言訓練，始能出國。
	用法	大致瞭解基本語法結構。	
	字彙與閱讀	具備基本常用字彙，能大致掌握短文概要。	
49 以下	聽力	能大致聽懂重複且緩慢速度之淺易談話。	建議加強語言訓練。
	用法	具備粗淺語法概念。	
	字彙與閱讀	能大致看懂日常生活相關的淺易文字或短箋。	

B. 口試成績說明：

本中心口試成績分六級，最低為 S-0，最高為 S-5，S-__+ 表示該成績介於「所示等級」與「所示等級+1 級」之間。例如：S-2+ 表示介於 S-2 與 S-3 之間。S-0+ 表示僅能使用約 30 個基本單字。

等級	說明
S – 5	<u>口語表達能力相當於以該語為母語，且受過教育的人士所用的語言程度。</u> 在各種場合使用該語極流暢，足使以該語為母語的人士所接受，包括字彙、成語、俗語以及有關文化背景的知識在內。
S – 4	<u>在職務上各種場合，均能正確並流利地使用該語。</u> 能使用精確的字彙，以流暢的語言參與職務上的談話，雖仍與以該語為母語的人士有別，但即使在不熟悉的話題上，也能適切交談。鮮有發音或語法錯誤，並能從事非正式的口譯。
S – 3	<u>關於實用、社交或職務上的話題，能以正確的語法與足夠的字彙在正式或非正式的談話中討論自己的興趣與專長。</u> 常速的講話全懂。字彙足供表達，不必為用字而感到困擾。外國腔調可能仍明顯，但語法相當好，即使有錯亦不致使聽者不解或困惑。
S – 2	<u>能應付日常社交需要與工作上有限的要求。</u> 說話雖然不太流利，但尚可在社交場合中自由應對，包括介紹或談及時事、自己的工作、家庭、經歷等。可以應付有限的工作需要。至於比較複雜或困難的，則需要他人幫助。對非專門性之話題，大多能瞭解主旨，而其口說字彙只能迂迴表達意思。音調雖常有錯，仍能讓人瞭解。基本構句雖謂正確，但語法尚不夠自在應用。
S – 1	<u>能應付旅外時基本需要和禮儀上最低要求。</u> 對十分熟悉的話題能發問並回答。因對該語的經驗有限，對方必須緩慢地說，甚至重複或重新解釋，才能瞭解簡單的問答。口說字彙除了表達一些最基本的需要外，幾乎不能表達任何意見。發音語法常有錯誤，但以該語為母語的人士，若常接觸如此程度的人，尚可瞭解。雖說個人熟悉的話題和基本需要因人而異，但 S-1 級者，應該能叫簡單的菜、找旅館、問路或指路、購物與報時。
S – 0	<u>無使用該語言之能力。</u>

THE LANGUAGE TRAINING & TESTING CENTER

Interpretation of Language Proficiency Test Scores

In deciding whether the examinee is ready for training in a country or best qualified for a job where the language is used, the following must be taken into consideration:

1. What field the examinee is in or going into

Different professions or different fields of study require different degrees of proficiency in different language skills. Higher degrees of oral proficiency is required of business executives and law students than would be required of technicians and artists; and for translators of documents, ability in reading and writing is more important than speaking. Therefore, it is NOT ADVISABLE to just mathematically add up the test scores and get an average in order to decide the language qualification of an examinee. More weight should be given to the specific language skill(s) required in a specific field or job.

2. How good the examinee's listening, usage, and reading skills are

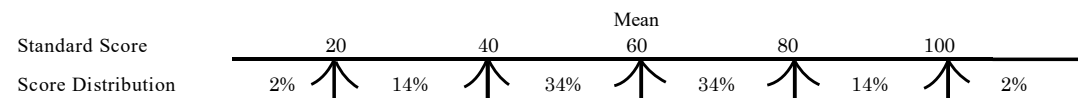
If the reading and grammatical usage test results indicate that the candidate is ready for training, probably his/her oral ability can be improved rapidly once he/she is put into a situation where he/she is forced to speak. Whereas, if the written test results show that the candidate needs to improve his/her skills in usage as well as in vocabulary and reading, it might take a longer time to improve his/her oral ability because he/she will have to learn both the structure of the language and more vocabulary, which usually take a long time.

3. How much oral proficiency is required in the examinee's training or job

Some types of training require high oral proficiency so that the candidate can participate effectively in discussion and debate; while others, such as observational training in a group, require low oral proficiency.

A. Interpretation of Scores for Listening, Usage, and Vocabulary & Reading Comprehension Tests:

This center's Listening, Usage, and Vocabulary & Reading Test scores are "standard scores" adjusted on the basis of the past test papers, with their mean adjusted to 60, and each standard deviation adjusted to 20; thus, in general, the standard score distribution will be as follows:



Standard Score Range	Test	Score Interpretation	Remarks
80 and above	Listening	Understands (almost) everything spoken at normal speed.	Learners at this level may be considered for academic or technical training in a country where the language is used, and do not require additional language training.
	Usage	Understands grammatical structure of the language very well.	
	Voc. & Read.	Comprehends advanced-level materials such as university texts.	
70 – 79	Listening	Understands well at normal speed, though occasional repetition may be necessary.	Learners at this level may be considered for academic or technical training in a country where the language is used. However, it would be beneficial for them to have some intensive language training before departure.
	Usage	Understands grammatical structure of the language well. May still have some grammatical mistakes.	
	Voc. & Read.	Able to read non-graded reading materials such as newspapers and some magazines.	
60 – 69	Listening	Understands fairly well at normal speed with some repetition or rephrasing.	© 65-69 range: Learners at this level may be considered for non-academic training in a country where the language is used. © 60-64 range: Pre-departure intensive language training would certainly benefit those who pursue non-academic training abroad. It is essential for those who pursue academic training.
	Usage	Understands grammatical structure fairly well. Can use basic sentence patterns correctly.	
	Voc. & Read.	Able to read graded (3000-4000 words) reading materials without much difficulty.	
50 – 59	Listening	Understands fairly well at slower-than-normal speed with repetition.	Learners at this level definitely need intensive language training before departure for academic or non-academic training abroad.
	Usage	Understands basic grammatical structures.	
	Voc. & Read.	Understands basic and frequently used vocabulary. Can get the gist of short reading materials.	
49 and below	Listening	Understands simple language at slow speed with repetition.	Learners at this level are advised to receive basic language training.
	Usage	Limited understanding of basic grammatical structures.	
	Voc. & Read.	Understands simple sentences or very short texts related to everyday life.	

B. Interpretation of Ratings for the Oral Test

This Center's Oral Test rating scale is divided into six bands, ranging from S-0 to S-5, with S-__+ showing the rating between that of the same numerical value and the next higher numerical value. An S-0+ rating indicates that the person can use approximately 30 basic vocabulary words in the language tested.

Band	Interpretation
S – 5	<u>Speaking proficiency equivalent to that of an educated native speaker</u> Has complete fluency in the language such that his/her speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
S – 4	<u>Able to use the language fluently and accurately on all levels normally, pertinent to professional needs</u> Can understand and participate in any conversation within the range of his/her experience with a high degree of fluency and precision of vocabulary; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; errors of pronunciation and grammar quite rare; can handle informal interpreting from and into the language.
S – 3	<u>Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics</u> Can discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturb the native speaker.
S – 2	<u>Able to satisfy routine social demands and limited work requirements</u> Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself/herself simply with some circumlocutions; accent, though often quite faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
S – 1	<u>Able to satisfy routine travel needs and minimum courtesy requirements</u> Can ask and answer questions on topics very familiar to him/her; within the scope of his/her very limited language experience can understand simple questions and statements, allowing for slowed speech, repetition or paraphrase; speaking vocabulary inadequate to express anything but the most elementary needs; errors in pronunciation and grammar are frequent, but can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language; while topics which are "very familiar" and elementary needs vary considerably from individual to individual, any person at the S-1 level should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time.
S – 0	<u>No ability to use the language at all</u>

外語能力測驗 (FLPT) 寫作成績說明

級分	說明	CEFR
A	<u>寫作能力精熟，文字適切流暢，鮮少錯誤</u> 內容妥切表達題意，段落組織完整，文字通順流暢，並能靈活運用精準豐富的詞彙與語法，表達自己的看法，鮮少錯誤。	C1
B	<u>寫作能力漸趨成熟，能表達較複雜或抽象的概念</u> 寫作內容切題，組織完整，全文大致連貫，能正確使用常用的詞彙與語法。除了生活或工作相關主題，亦可表達較複雜或抽象的看法。雖偶有錯誤，仍可妥善傳達語意。	B2
C	<u>寫作能力足以應付與熟悉領域相關之需求</u> 寫作內容大致切題，組織、連貫性尚可。對於個人生活或工作等熟悉的主題，能夠運用常用詞彙與基本語法描述或說明意見，但使用較難的字彙或複雜的句構時常有錯誤。	B1
D	<u>寫作能力能應付生活與工作上基本之需求</u> 寫作內容僅能局部切題，組織與連貫性待加強。可使用的詞彙與語法有限，僅能就熟悉的主題書寫簡單的句子或簡短的段落，應付日常生活或工作相關的基本需求。詞彙與語法常有錯誤，影響理解。	A2
E	<u>能應付旅外時基本書寫的最低要求</u> 寫作內容未能符合題目要求，詞彙與語法十分有限，僅能書寫個人基本資料，填寫簡易的表格或文件。基本詞彙與語法錯誤多，大多難以理解。	A1
F	<u>未答／等同未答</u>	未達 A1

Interpretation of Ratings for the FLPT Writing Test

Band	Interpretation	CEFR
A	<u>Fully effective command of written English. Can use the language fluently and appropriately to discuss various topics. Errors rarely occur.</u> The content is entirely relevant to the task, and the text is coherent and well-organized. Can use a wide range of vocabulary and grammatical structures flexibly and skillfully to express ideas on various topics. Errors rarely occur.	C1
B	<u>Generally effective command of written English. Can use the language to express complex or abstract concepts.</u> The content is relevant to the task, and the text is generally coherent and well-organized. Can use an adequate repertoire of everyday vocabulary and grammatical structures appropriately. Can express complex or abstract concepts in addition to ideas on topics related to daily life or work. Errors sometimes occur but do not impede communication.	B2
C	<u>Can use the language to meet needs related to familiar matters.</u> The content is generally relevant to the task, and the text is often connected and coherent. Can use everyday vocabulary and basic grammatical structures to express opinions on familiar topics related to daily life or work. Errors often occur when constructing more complex sentences or when using less common vocabulary.	B1
D	<u>Can use the language to meet basic needs related to daily life and work.</u> The content is only partially relevant to the task, and the text lacks logical organization and coherence. Shows limited range of vocabulary and grammatical structures. Can write simple sentences and short paragraphs on familiar topics. Can meet basic needs related to daily life or work. Errors in vocabulary and grammar are frequent and impede communication.	A2
E	<u>Can meet minimal writing requirements.</u> Most of the content is irrelevant to the task. Shows very limited range of vocabulary and grammar structures. Can write simple messages based on basic personal information and fill out simple forms. Errors in basic vocabulary and grammar are frequent. Most of the text is difficult to understand.	A1
F	<u>No response/Equivalent to no response.</u>	Below A1