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Abstract

Participating in WTO stirs up the passion of reforming Taiwanese education. In order to react to the educational trend of globalization, the government offers many acts such as the innovation of Nine-year Integrated Curriculum, the reforms of entrance exam in senior high school as Basic Competence for Junior High School Students (BCET), and the Ministry of Education commissioned the Language Training & Testing Center (LTTC) to develop a fair and reliable English test, called the General English Proficiency Test (GEPT), for students of English at all levels of proficiency.

This study is to investigate effects of a GEPT preparative program on junior high school students' four English skills. This study aims to provide the theoretical and practical knowledge that we need to nurture junior high school students into new English learning targets and to conduct junior high school teachers into new teaching ways.

Based on the above research purposes, this study selected four junior high school students as subjects. They took General English Proficiency Test (GEPT)-Elementary Level as the pre-test. The scores on pre-test were used as their entering proficiency. A three-month GEPT preparative program on students' English performance was then taught to the subjects. At the end of the preparative program, another GEPT-Elementary Level was taken as a post-test.

Additionally, a qualitative research is utilized to conduct this study. The methods used in the study include researcher's field notes, questionnaires, interviews, and two times of GEPT-Elementary Level first stage test scores to achieve triangulation. Descriptive statistics and content analysis are employed to analyze the data. The results are as follows:

1. After having participated in the GEPT preparative program, junior high school students' English performance on GEPT has increased positively.
2. After having participated in the GEPT preparative program, junior high school students' English abilities have increased positively. An immediate effect is shown at the aspect of English school performance.
3. Speaking of the learning effectiveness of this study, students indicated that they could understand and affirm teaching activities, and became more active in strengthening their own English learning.
4. Since the students encountered school course programs and the GEPT preparative program simultaneously, parental involvement played an important role on students' English achievement.

Finally, some pedagogical implications for instructions on four English skills are provided for

teachers and learners. The limitation of the study is also discussed and further studies are suggested.
Keyword: Nine-year Integrated Curriculum, Basic Competence for Junior High School Students, four skills, General English Proficiency Test
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