

修士論文(要旨)

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A Comparative Study of College Entrance Examination
between China and Japan

-With Special Reference to English Listening Comprehension Test-

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Abstract

This research is a comparative study of college entrance examination for English listening test in China and Japan. It consists of 3 parts: the introduction, the main discussions and the conclusion.

In this research, the comparison will be conducted between China's CEEBA and Japan's NCT. CEEBA refers to College Entrance Examination in Beijing Area, while NCT stands for National Center Test of Japan. Unlike Japan in which the whole country uses the same test papers for NCT, in China different areas use different test papers because China is too big to have one single test in the whole country. For this reason, the test paper of Beijing Area which is a representative one is chosen to be compared with Japan's NCT.

I choose this theme of listening comprehension test of college entrance examination by the reason of the following three aspects. Firstly, testing is indispensable in any kind of education. Secondly, college entrance examination is of great importance for the test-takers of both China and Japan. Finally, the listening ability of the students from China and Japan is rather low.

The main discussions are divided into three: an overview of CEEBA and NCT, analysis of both tests in terms of difficulty, and analysis of the tests in terms of validity, each of which is explained or discussed in Chapters 1,2 and 3 respectively.

In chapter 1, I overviewed what CEEBA and NCT look like in terms of general information, formation and some other important points such as answering choices, listening materials, directions and so on.

In chapter 2, I analyzed CEEBA and NCT in terms of difficulty of the tests. And some items such as linguistic materials, length of the test and subjects matters was focused on.

In chapter 3, I compared CEEBA with NCT in terms validity by checking whether or not they are measuring the items that are intended to measure.

It is concluded that based on the analysis in the previous parts I found that NCT is much more difficult than CEEBA is for the test-takers because there are more difficult words and phrases in NCT and the listening materials are spoken faster than those of CEEBA. And I also found that both CEEBA and NCT are measuring what are intended to measure. That is to say, the two tests can be said to be valid. However, there is still room for improvement. For example, we can make the specifications of both CEEBA and NCT more detailed , and decrease the degree in difficulty of NCT to make the tests more valid.

In the future study, I would like to take up reliability in this research. And if I have a chance I would also like to expand the researching range to the reading test and the college entrance examination of Korea.

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