

《语言测试实践》

图书基本信息

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前言

本书是讨论语言测试问题的一部实用性著作，作者L·巴奇曼是加利福尼亚大学应用语言学和香港中文大学英语语言教学专业的教授，另一位作者A·S·帕尔默是美国犹他大学英语专业副教授。

全书分三部分：第一部分提出语言测试的理论框架。作者首先针对人们对语言测试的一些错误观点及其后果，结合在教学实践中积累的成功经验，提出了自己对语言测试的见解和所应采取的方法。这种方法以两条基本原则为依据。第一条原则指出试题的实用与否在语言测试的设计与发展中有重要意义，列举了评估实用性的六个方面的特性：可靠性、理念效度、真实性、相互作用性、后效作用和适用性，并以此作为试题制作过程中质量审定的主要依据。第二条原则指出必须保持测试中语言的使用和非测试中语言的使用的一致，同时必须保持应试者的特征和语言使用者的特征的一致。应试者和语言使用者的特征包括其知识结构、感性关联能力，以及最主要的语言能力。这些特征应成为测试者从试卷得分中评价应试者语言能力的依据。第二部分引用大量实例全面探讨了测试发展的全过程。所谓测试发展的全过程，是指从它最初的构思到获得结果的整个过程。长期以来，人们对这一过程有不同的划分方法。作者通过多年研究，为我们提供了一个能更有效地检验测试实用性的划分方法，这就是把全过程分为三个阶段：设计、操作和管理。这三个阶段总体呈线型发展，但每个阶段之间又相互影响。作者首先陈述了测试设计阶段的各个组成部分。正是这些组成部分保证测试任务与语言使用任务能够尽量保持一致，测试分数也能在最大程度上得到利用。操作阶段包括为适应不同的测试任务而进行的详细说明和测试蓝本的制作，即从测试任务发展到实际试题的过程。操作阶段还包括如何书写题示及计分方法。管理阶段则指分发试题给应试者，收集并分析反馈信息。

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内容概要

《语言测试实践(英文)》分三部分：第一部分提出语言测试的理论框架。作者首先针对人们对语言测试的一些错误观点及其后果，结合在教学实践中积累的成功经验，提出了自己对语言测试的见解和所应采取的方法。这种方法以两条基本原则为依据。第一条原则指出试题的实用与否在语言测试的设计与发展中有重要意义，列举了评估实用性的六个方面的特性：可靠性、理念效度、真实性、相互作用性、后效作用和适用性，并以此作为试题制作过程中质量审定的主要依据。第二条原则指出必须保持测试中语言的使用和非测试中语言的使用的一致，同时必须保持应试者的特征和语言使用者的特征的一致。应试者和语言使用者的特征包括其知识结构、感性关联能力，以及最主要的语言能力。这些特征应成为测试者从试卷得分中评价应试者语言能力的依据。第二部分引用大量实例全面探讨了测试发展的全过程。

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Reciprocal tasks are those in which the test taker or language user engages in language use with another interlocutor. In reciprocal tasks, the test taker or language user receives feedback on the relevance and correctness of the response, and the response in turn affects the input that is subsequently provided by the interlocutor. The feedback may be either explicit or implicit in the reactions (verbal, physical) of the interlocutor. Reciprocal language use and test tasks thus have two distinguishing features: (1) the presence of feedback, and (2) interaction between the two interlocutors, so that the language used by the participants at any given point in the communicative exchange affects subsequent language use. A typical example of a reciprocal test task would be the give-and-take that occurs in a face-to-face oral interview.

Non-reciprocal: In non-reciprocal language use there is neither feedback nor interaction between language users. Reading is an example of non-reciprocal language use since the language user's internal or external response to what is read does not change the form of subsequent material in the text. Typical examples of non-reciprocal test tasks are taking a dictation and writing a composition.

Adaptive: A recent development in measurement is the use of adaptive tests, in which the particular tasks presented to the test taker are determined by the responses to previous tasks. The first task presented in an adaptively administered test is typically of medium difficulty. If this task is performed correctly, the next task presented will be slightly more difficult. If that task is missed, the next one will be slightly easier, and so on. In most adaptive tests, test takers do not receive feedback on the correctness of their responses, and may not know that their responses determine which tasks will be presented subsequently. Adaptive test tasks thus do not involve the feedback that characterizes reciprocal language use, but they do involve an aspect of interaction, in the sense that their responses affect subsequent input. Some language use tasks may be adaptive as well, as for example in situations in which one simplifies, uses paraphrase, or slows down in order to accommodate and repair breakdowns in communication. The person to whom one is talking may not be aware that what is said is being tailored so as to make the input more understandable and hence, facilitate the response. (See Snow and Ferguson 1977 for discussions of this.) The differences among reciprocal, non-reciprocal, and adaptive input and response are summarized in Table 3.2 overleaf, from Bachman (1990).

编辑推荐

Language Testing in Practice This book relates language testing practice to current views of communicative language teaching and testing. It builds on the theoretical background expounded in Bachman's *Fundamental Considerations in Language Testing* (OUP 1990) and discusses the design, planning, and organization of tests. The book is divided into three sections: Conceptual bases of test development discusses objectives and expectations, the context of language testing, and the abilities to be tested;

Language test development describes the process of test development, including blueprints, resources, operationalization, and scoring methods; Illustrative test development projects describes ten examples which illustrate the principles discussed in Parts One and Two. Lyle E. Bachman is Professor of Applied Linguistics at the University of California, Los Angeles. Adrian S. Palmer is Associate Professor of English at the University of Utah, USA. Applied Linguistics Adviser: H.G. Widdowson

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