

《中国大学生英语口语分析性评估体系的构建与效验》

图书基本信息

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《中国大学生英语口语分析性评估体系的构建》

前言

口语能力是语言能力的重要组成部分，其测评历来是语言测试研究者和语言教学工作者所关注及研究的重点之一。口语测评大多是一种基于被试者表现的考试形式（performance-based testing），即被试者根据考试要求，完成一个或数个口语任务，然后由考官根据考生表现决定其口语能力等级。在这个过程中有几个因素会影响考生表现：首先是他的口语能力，其次是口试形式、评分标准以及考官个人因素。其中一个基础且关键的环节是评分标准。因而，如何制定一个能客观、公正、全面地衡量口语能力的评分标准是口语测试人员迫切需要解决的一个课题。本书在口试评分标准制定方面做了卓有成效的探索。作者以分析性评分模式为切入点，以多种理论模式为依据，以现行英语教学大纲为基准，在大规模调研的基础上，提出了分析性口语评估体系（OARS）。本书具有以下特点。文献部分的综述全面、详尽，涵盖了本领域的最新研究成果。作者从不同角度阐述了相关理论模式，包括语言能力模式及口语评分理论依据。阐述条理清晰、概括性强、层次分明，显示了作者扎实的理论功底。口语评估体系的第一个特点是测量维度全面：既包括语言能力又涵盖策略能力。同时，语言能力的衡量能兼顾到口语能力的外显特点（如语音语调等）。策略能力的判断也基于口语交际的特征之上，如包括体势语、声调、音量等。因此，该评估体系能较为客观、公正地评价口语能力。口语评估体系的另一特点是兼顾英语教学要求，每个小项都有相应的等级描述。这有利于该体系的使用者（教师、学生）充分利用口语测试的信息反馈，促进教与学。

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内容概要

《中国大学生英语口语分析性评估体系的构建与效验》作者以Bachman的交际语言能力（CLA）模式、Cohen的语用口试等级评分表、Nunn的小组讨论等级评分表、高校英语教学大纲为基础，结合大规模问卷调查结果构建了中国大学生口语评估体系。在将其运用于来自六类院校180名学生的口语评估后，对其进行了全面的效度研究，同时深入探讨了中国大学生英语口语的普遍特征。作者提出的口语评估体系具备科学性和可行性，对口语测试评分标准的改进和完善具有借鉴意义，对提高口语测试的总体效度有着很高的理论意义和应用价值。《中国大学生英语口语分析性评估体系的构建与效验》的读者对象为从事英语口语教学评估的研究人员和专业学生，也可供高校英语教师参考使用。

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章节摘录

Chapter 4 concerns the construction of the model of oral analytic rating scales. In this chapter, a needs analysis is presented to show how the range finders and descriptors are obtained through a large-scale questionnaire survey. Then the whole model is discussed with detailed explanation of its essence. Finally, sample ratings are conducted to manifest how the rating scales can be applied. Chapter 5 presents the pilot validation study of the present model. Its main purpose is to test the utility of OARS and possible problems in practical application. It incorporates research purpose, subjects, operation and analysis. Various study instruments are displayed here, including reliability coefficient, construct validity, external validity, etc. Chapter 6 displays the field validation study of the model. It focuses on further applicability, reliability and validity of OARS when applied to different kinds of candidates and in large-scale oral tests. On this basis, characteristics of oral English proficiency of Chinese college students are touched upon. This chapter is also composed of research purpose, subjects, operation and analysis, and such parameters as reliability coefficient, construct validity and external validity are tested. Chapter 7 is the concluding section. It summarizes the results of the validation study and the flowchart of designing OARS as well as precautions in the application of OARS. It also provides tentative suggestions and recommendations on oral English instruction and assessment in Chinese universities. Moreover, further studies of this kind are suggested.

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