

<<TEM测试语用效度研究>>

图书基本信息

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## <<TEM测试语用效度研究>>

### 前言

本书从语用效度（本书中指同试题真实性）的视角，对我国高校英语专业考试（TEM）听力部分的考试大纲、试题质量、考试和教学的关系等问题进行了实证性研究。

所用语料来自TEM试题的听力部分。

众所周知，听力理解能力是英语语言能力的重要组成部分。

听力测试也因此成为高校英语专业四、六级考试的重要组成部分。

近年来，随着语言测试研究的不断进展，人们对于如何测试外语学习者的听力理解能力表现出越来越浓厚的兴趣。

这种兴趣促使语言学家、测试学家、以及外语教师更加注重听力试题的质量，开发更具效度的题型。

由于听力测试在试题的内容、考试任务的编写、内容的呈现形式等方面与阅读、写作、翻译等测试有较大的区别，因此在试题编写时更需要关注其独特之处。

笔者在对现用英语专业四、六级考试的听力部分进行研究后认为，四、六级考试的听力部分较为全面的反映了《高等学校英语专业教学大纲》的要求，试题具有较高的效度和信度。

但是，试题也存在不足之处。

具体体现在两个方面：第一，没有把大纲中要求学生熟悉的主要英语变体（如澳大利亚英语、加拿大英语、新西兰英语等）包括在听力考试中；第二，对于听力理解的考察过度依赖多项选择题的任务形式，问题形式缺乏变化，不能充分反映现实生活中听力任务的多样性。

为此，笔者认为，在四、六级考试的听力试题中应该加入主要英语变体和简答题型，以提高听力试题的真实性和测试结果的语用效度。

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### 内容概要

本书从语用效度的视角，对我国高校英语专业考试（TEM）听力部分的考试大纲、试题质量、考试和教学的关系等问题进行了实证性研究。

通过对国内外听力测试研究的总结评述、对教学大纲和考试大纲的对比分析、以及对英语专业大学生听力需求的调查研究，对我国高校现用的TEM考试听力测试的改革和完善提出了解决方案，设计了有利于提高指导功能的新大纲和测试语用效度的新题型。

本书的研究成果对其他大型考试的试题设计也具有一定的参考价值。

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### 作者简介

本书从语用效度的视角，对我国高校英语专业考试（TEM）听力部分的考试大纲、试题质量、考试和教学的关系等问题进行了实证性研究。

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Actually , many language experts have agreed that listening comprehension is both a bottom-up and top-down process. Researches have indicated that the view which sees listening comprehension only as a process of passing through a number of consecutive stages , or levels ( phonemes - words - syntax - semantic content. literal meaning. situational understanding ) in a fixed way is problematic ( Buck 2000 : 3 ) . The fact that the listener's being able to understand a word before his decoding of its sound while listening and that his hypothesizing the coming information by utilizing his knowledge of the world fully reveal that listening comprehension is more a top-down process than a bottom-up one. As can be easily understood , listening is a complex process which demands active involvement from the listener. In order to interpret and reconstruct the message that the speaker intends the listener must actively contribute knowledge from both linguistic and non-linguistic sources. The linguistic knowledge involved in listening process includes knowledge of phonology , lexis , syntax , semantics , discourse structure , pragmatics and sociolinguistics. The non-linguistic knowledge includes knowledge of the topic , the context and general knowledge about the world. The active nature of listening comprehension is decided by the operation of listening process. Firstly , during this on-going process of exposure to a stream of information input , the listener must first construct an interpretation of what the text is about and then continually modify his interpretation as new information becomes available. Secondly , it is only by applying his linguistic language that he can divide the continuous stream of sound into meaningful units at all , and it is only by sim.

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### 编辑推荐

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