

<<课堂语言能力评价>>

图书基本信息

书名：<<课堂语言能力评价>>

13位ISBN编号：9787560051697

10位ISBN编号：7560051693

出版时间：2005-12

出版时间：外语教学与研究出版社

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页数：394

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内容概要

本书是一部介绍外语课堂教学中评价语言能力的理论与实践方法的应用语言学著作。

作者Andrew D. Cohen 1965年大学本科毕业于哈佛大学，专修法国历史与文学；1971年在斯坦福大学获得文学硕士学位，专修语言学；1973年获得斯坦福大学国际发展教育博士学位。

他的学术研究领域包括：双语与浸入式外语教育、语言评估、应用语言学研究方法、语言行为及语言学习策略。

Andrew D. Cohen目前在明尼苏达大学任教。

作为一部面向外语语言教育者、高等师范院校教师以及与教师培训项目有关的工作人员的教科书，本书提供了交际法语言教学中评价与编制语言能力评价工具的基本原则与方法。

书中的“测试工具”是指用来评价学生语言能力发展的各种方法，其中既包括传统意义上的听、说、读、写各项语言技能的测试方法，又包括学生自评和学习档案评价方法。

而后者正是作者想要在本书中强调的，同时也正是本书不同于许多语言测试著作之处。

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章节摘录

Discussion Questions and Activities 1. You are a college ESL instructor and have designed a mid-term test that has your students read two passages with conflicting views on the issue of global warming. You have constructed ten short-answer questions that require the students to relate one text to the other. Half of your items call for "higher level" synthesis of ideas——such as through comparison and contrast——and the other half test for more "lower level" comprehension of concepts introduced to describe what global warming is or could be. Much to your surprise, some of the less proficient students in your class do well on the synthesis items and poorly on identifying the meanings for concepts, while truly proficient students do just the opposite. How would you explain this phenomenon, assuming the items themselves are well-constructed ?

2. One of the reasons it is helpful to scrutinize carefully items on a language assessment measure is to make sure that no item is assessing factors beyond those which the instrument is intended to assess. Prepare to make such a case at a faculty meeting for foreign-language instructors where you work, and to explain to them what happens to the results of assessment when items are testing points other than those intended to be assessed. 3. What does it mean to derive distractors for multiple-choice items empirically ?

What advantages can you see in doing so ?

4. As a group activity, take a multiple-choice reading comprehension test and have the participants respond to some or all of the items. Then divide up into small groups and have all the group members take turns giving their rationale for why they chose a particular alternative choice for each item. Be sure that all participants give their rationale for not choosing the other alternatives. This exercise has the potential of being an eye-opener for all participants, for they must examine the way in which they deal with multiple-choice items on a language test.

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编辑推荐

“圣智英语教师丛书”精选自圣智学习出版公司出版的当代语言教育领域的力作，由当今国际语言教育界的权威人士编著，国内英语教育界专家、学者撰写导读。

丛书选题涵盖外语教学理论、语言教学技能和实践、学法指导、课程设计、语言测试与评估、外语教学科研方法、师资发展、语境和文化教学以及教学法等诸多领域，能够满足目前英语教师适应新课改的迫切需要。

本丛书既可用作英语教师专业化教育与发展 and 英语专业硕士研究生教育的教材，同时也是语言教育研究者必备的参考书。

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