

图书基本信息

书名：<<语言测试与跨文化交际能力研究的接口>>

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内容概要

探讨跨文化交际能力测试的相关问题。

《语言测试与跨文化交际能力研究的接口》从描写国内文化教学与测试现状入手，介绍了近年来国内外文化测试发展的善，并对各种测试方法的形式、特点、优劣及其使用范围作了较全面的分析。

在此基础上，作者提出了自己的文化测试模式。

与些同时，文化测试大纲相应也相应面生。

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1.1 Fundamentals of the study Within communicative language teaching, culture has clearly taken on a role of increasing importance in second and foreign language classrooms in recent years. The assessment of culture learning, however, has essentially been neglected. Although the systematic study of culture began as early as the nineteenth century when anthropology shifted its focus to the research of cultural origin, psychology, thought patterns and value systems (Tylor, 1903), the inclusion of cultural content in Foreign Language Teaching and Testing is only a recent trend. Around the mid of the twentieth century when foreign language teaching was dominated by structure-oriented methods, Fries (1945) and Lado (1957), the two American language teaching experts, maintained that culture plays a very significant role in language education and culture difference should be fully considered and culture contrast should be deeply analyzed. Hymes (1972) launched an attack on Chomskys definitions of "competence" and "performance. " He, based on those criticisms on Chomskys "competence" and "performance," put forward the well-known term "communicative competence," recognizing a more important role of socio-cultural factors. In describing a theoretical framework for specifying an individuals communicative competence in a second language, Munby (1978) includes "socio-cultural orientation" (contextual appropriacy and communicative needs) in his theory. Canale & Swain (1980), examining the theoretical bases of language teaching and language testing, distinguish "grammatical competence," which includes lexis, morphology, sentence grammar semantics, and phonology, from "soeio-linguistic competence. "

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