

<< 《语言学教程》纲要与实践 >>

图书基本信息

书名：<< 《语言学教程》纲要与实践 >>

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内容概要

本书有很多特色。

正如永青教授在前言中所言，它把《语言学教程》中的许多基本概念和理论梳理了，把一些重要术语和讲解不到位的内容增补了，并为学生查阅方便对有关词语进行了合理编排。

在练习方面，区分基本练习和高级练习，以满足不同需要。

我对高级练习特感兴趣，因为我一直告诫我的学生，不要死背术语和定义，而应吃透每一个术语或理论的基本概念，用自己的话说出来，按死背的方法学习语言学实在太累了《语言学教程 纲要与实践》的第二个特色是提供了十套综合试题，使读者能考查自己对语言学知识深入理解的程度和灵活运用能力。

所有的项目都附有参考答案和解释。

我谨代表《教程》的全体作者向《纲要与实践》的编者和作者表示衷心的感谢，并希望各位老师今后对《教程》继续提供宝贵的意见。

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章节摘录

(2) Reliability: Reliability can be defined as consistency. If a test produces the same or very similar results when given to the same candidate twice in succession or marked by different people, it is regarded as having high degree of reliability. Reliability can be affected by two kinds of error. The extrinsic sources of error consist of the variability of the testers and testees, and the variability of the test situation. The intrinsic sources of error are within the test itself. These occur when there is a lack of stability or equivalence. a. stability reliability. A measuring device is stable if it gives the same reading when used twice on the same object, assuming there is no change in the object between the two measurements stability reliability is also called test-retest reliability, because it is estimated by testing and retesting the same candidates, and then correlating their scores. b. Equivalence reliability. A measuring device is equivalent to another if they produce the same results when used on the same objects. To estimate equivalence reliability, the tester can either construct two parallel tests with the same items of the same degree of difficulty, or compare two tests of similar nature. (3) Validity and reliability under criticism: Many people who take the communicative approach to language teaching cast doubts on validity and reliability as standard test requirements. One of their reasons is that there does not exist an absolute validity. If its theoretical foundation is linguistic competence, test with high content construct or concurrent validity may still fail to show how well the learner can use the language in communicative contexts. Therefore, validity only exists in correspondence with specified criteria. If the criteria themselves are not appropriate, then the validity of the test is not of much value. Classified by different aims, there are at least four major types of test:

(1) Aptitude test: Aptitude test attempts to measure the learner's aptitude or natural abilities to learn languages. This type of test usually consists of several different tests which measure respectively the ability to identify and remember sound patterns in a new language, the ability to identify the grammatical functions of different parts of sentences, the ability to work out meanings without explanation in a new language, and the ability to remember words, rules and so on in a new language. In order to assess these abilities, artificial languages are often employed. (2) Proficiency test: The purpose of proficiency test is to discover what the testee already knows about the target language. A proficiency test is not concerned with any particular course but the learner's general level of language mastery. An example of proficiency test is the American TOEFL, which is used to measure the English language proficiency of foreign students who wish to study in the USA. The former EPT and the current PETS tests offered by the Ministry of Education also belong to this category.

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