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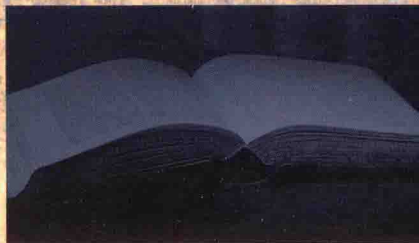
# 外语教学测试构念研究

——以TEM-8作文评分员为例

Assessment Construct in Foreign Language Teaching:

*The Case of Chinese Assessors of High-Stakes*

*Exam Essays Written in English*



陈建林 著 ◀



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Assessment Construct in Foreign Language Teaching:  
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Essays Written in English

陈建林



上海外语教育出版社

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# 序

写作能力测评历来是语言测试的一个重要分支。在当前语言测试界愈来愈注重能力评价的大背景下,写作测试的重要性也日益凸显。然而,写作评分一直是困扰语言测试界的一大难题,由此引发了诸多有关写作评分的研究。该类研究无非涉及两个方面:分数和评分员。分数涉及测量结果的精确性或可靠性,而对评分员的研究则着重过程。陈建林的博士论文在对过程研究方面做了有意义的探索。

作者把作文评分员的评分过程视为一个问题解决过程。在文献回顾与先期实验的基础上,作者提出关于作文评分过程的假说:作文评分过程是在评分员先验知识与外界刺激相互作用中所建构的三个认知结构之间的互动。这三个认知结构分别是写作结构(writing structure)、评分结构(rating structure)和情景结构(contextual structure)。写作结构是评分员对不同能力水平作文应具备的特征的心理表征;评分结构是评分员在解决问题过程中所进行的一系列认知操作的心理表征;而情景结构是评分员对于社会环境因素所建构的心理表征。根据此假设所提出的评分过程模型,作者提出三个研究问题:第一,这三个认知结构是怎样的?第二,它们分别是如何建构的,影响建构的因素是什么?第三,作文评分过程的本质是什么?

作者以2012年英语专业八级考试(TEM-8)作文评分为例,从多个方面收集和分析数据,并得出以下主要结论:(1)影响作文评分过程的因

II

素主要有六个方面:评分标准、评分员培训、评分员特征、评分环境、文本特征和评分监督。上述六类因素可以进一步归纳为三个相互影响、相互作用的因子:评分机构因素、评分员特征与文本特征;(2)数据分析验证了所提出的假设,即作文评分过程的本质是评分员建构的三个认知结构(写作结构、评分结构和情景结构)之间的互动;(3)这三个认知结构的建构受到了诸多评分员个人和社会因素的影响。这些因素从不同方面、以不同程度对这三个结构的组成元素产生影响。作者的研究成果具有较高的理论意义和应用价值,有助于语言测试工作者了解评分过程的机制。

特别值得一提的是,作者有效地使用多种研究方法和分析手段,使结果更具有解释力度。比如利用多层面 Rasch 模型分析评分员的作文分数,采用 SPSS 和 AMOS 对问卷数据进行探索性和验证性因子分析,以及利用 NVivo 8.0 对有声思维和后续访谈录音进行转写、编码,并进行定量统计及定性分析。

本书理论阐述详尽,研究结果丰硕,是理论与实践相结合的典范。我深信,本书定会使语言教师和研究生读者受益匪浅。

邹 申

上海外国语大学教授、博导

教育部高等学校外语专业教学指导委员会委员

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2014年11月22日

# 前言

目前,一些国际和国内的大规模语言考试中对于写作能力的测评均采用行为测试(performance assessment)方法,评分方式主要以人工评阅为主。那么,如何能够保证来自不同背景、具有不同经验和知识结构的评分员之间的评分一致性呢?要回答这个问题,首先需要对评分员的评分过程进行探究。

由于作者曾多次参加了英语专业四、六级考试的作文评分工作,在与同仁的交流过程中,对上述问题有了更加浓厚的兴趣。在2011年、2012年专业八级作文阅卷期间,作者通过深入访谈、有声思维、问卷调查等方式对几十位评分员的评分过程进行了调查,并收集他们评分的详细数据,在经过几年的整理、分析和探究后,终于形成此书。

本书以英语专业八级考试作文评分员为研究对象,对评分员的认知结构进行了描述,对评分过程的本质进行了理论概括,并就提高评分员评分一致性问题提出了看法和见解。本书共有七章。第一章对研究背景和研究意义做了陈述;第二章是文献回顾,主要对国内外有关评分员和评分过程的研究进行了梳理;第三章详细介绍了本研究的数据收集方法、步骤和分析过程;第四章和第五章是本书的核心部分。其中,第四章对评分员的评分过程进行了详细的描述,并归纳出指导评分员评分过程的三个认知结构,即写作结构(The Writing Structure)、评分结构(The Rating Structure)和情景结构(The Context Structure)。第五章对这三

IV

个认知结构的建构及影响因素进行了概括,在此基础上提出了评分过程本质的框架模型;第六章阐述了本研究对语言测试理论和实践的启示;最后一章对本研究的结果和局限性做了总结。

本研究得到教育部人文社会科学研究青年基金项目“基于语料库的甘肃藏汉中学生英语书面语对比研究”(项目编号:15YJC740004)和“兰州大学中央高校基本科研业务费专项资金”(项目编号:2022014skzy001)资助。

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在这里也要特别感谢上海外语教育出版社将本书纳入“外教社博文学库”出版,并感谢匿名评审专家对本书提出的宝贵意见。

感谢我的妻子和家人的关心、支持和鼓励!

陈建林

2014年12月于兰州大学

## List of Acronyms

|       |                                               |
|-------|-----------------------------------------------|
| AUA   | Assessment Use Argument                       |
| CEFR  | Common European Framework of Reference        |
| CET   | College English Test                          |
| CFA   | Confirmatory Factor Analysis                  |
| CPE   | Certificate of Proficiency in English         |
| EFA   | Exploratory Factor Analysis                   |
| EFL   | English as a Foreign Language                 |
| EMT   | Emergent Medical Technician                   |
| ESL   | English as a Second Language                  |
| ESLP  | English as Second Language Program            |
| ESP   | English for Specific Purposes                 |
| FCE   | First Certificate in English                  |
| IELTS | International English Language Testing System |
| IRT   | Item Response Theory                          |
| MCQ   | Multiple-choice Questions                     |
| MELAB | Michigan English Language Assessment Battery  |
| MFRM  | Multi-faceted Rasch Model                     |
| NNS   | Non-native Speaker                            |
| NS    | Native Speaker                                |
| SLA   | Second Language Acquisition                   |
| TAPs  | Think-aloud Protocols                         |
| TBLA  | Task-based Language Assessment                |
| TEM   | Test of English Majors                        |
| TOEFL | Test of English as a Foreign Language         |

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# Chapter One

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## Introduction

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### 1.1 Rationale for the study

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Given the popularity of language testing practice and the importance of test results for testers and testees nowadays, it has often been wondered if international language testing services can guarantee that student essays written in a foreign language in very diverse learning contexts and rated and scored by many different locally-based raters are rated and scored in the same way. How can such tests, like IELTS or TOEFL, ensure that all test-takers are treated in exactly the same way? Do all raters base their rating on the same performance construct? Do they all assign scores with the same degree of lenience or strictness? It is exactly these questions that constitute the rationale for this study. In order to provide some background for answering these questions, it is necessary to begin with a brief review of the historical development of language testing practice itself.

Like the feature of the development of any entities, language assessment practice has also evolved from a pre-scientific stage when only the content of teaching was assessed. It was not until the 1960s that language assessment developed into a large-scaled, industrialized and