

# 语言测试与跨文化交际 能力研究的接口

刘宝权 著

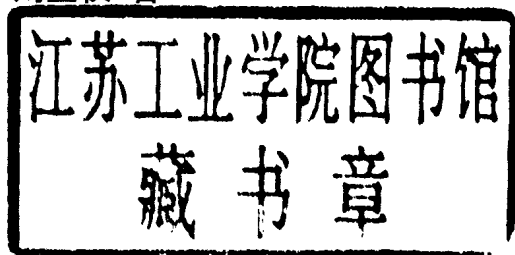
*Interfaces between Language Testing  
and Intercultural Communicative Competence*

河北大学出版社  
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Liu Baoquan  
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Summer 2007

# **Abstract**

Concerns relating to the assessment of intercultural communicative competence provide the impetus for what has become known as the culture test in this book. Within the context of the development of language learners' overall competences, this book aims to explore the feasibility of assessing intercultural communicative competence in language testing.

The ACTFL (American Council on the Teaching of Foreign Languages) Guidelines have been widely used in the field of foreign language education in the United States since their first appearance in 1982. In the provision, they have stated clearly the objectives of language learning, which include the aspects of listening, speaking, reading, writing and intercultural communicative competence. Therefore, intercultural communicative competence has become the fifth aspect of language ability, which is of equal importance with reference to the first four.

Although most foreign language teachers do not deny the importance of developing cultural knowledge and skills in their course curriculum, few of them have actively attempted to assess whether students are attaining culture teaching goals. This is due to the negligence on the part of the educational administrators who have failed to enforce

favorable nation-wide culture teaching and culture testing syllabuses. No specific culture test can be found in any foreign language programs. And most large-scale language tests merely concentrate on the assessment of listening, speaking, reading and writing. Thus, the importance of integrating culture testing into language testing programs lies in the beneficial backwash that the introduction of culture testing may produce on culture teaching and language teaching.

The present study is conducted with a view to operationalizing culture testing in language testing. It aims to seek a feasible way to challenge the conventionally held idea of impossibility of implementing ICC evaluation instruments on a large scale.

Qualitative and quantitative methods are employed in this study. The data, obtained from questionnaires and candidates' scores and generated from the trial and pilot studies, have been utilized to validate the culture test in question. For the purpose of learning about the current situation of culture teaching and testing, questionnaires are distributed in an attempt to elicit teachers' attitudes towards culture teaching and testing. The results show that, even though the teachers are fully aware of the significance of culture teaching and testing, they have no idea about how to carry it out. In order to learn about language learners' cultural sensitivity, Intercultural Development Inventory (IDI) is introduced to achieve this purpose. The results indicate that the students are still at the beginning stage of IDI. In order to validate the designed culture test, an empirical research was conducted in Shanghai International Studies University (SISU). The culture test was made part of a second-year final exam, as this would ensure the validity and reliability of the test. 719 valid copies were obtained in the research. Test for English Majors—Grade 4 (TEM 4) scores were gained from the TEM testing center in SISU so as to make a comparison between the culture test scores and TEM 4 scores. Then a series of

statistical analyses such as correlation, F-test, collection of convergent and discriminant evidence were employed to validate the culture test. The results show that the culture test, though having a low reliability, is valid and practical.

On the basis of the large-scale empirical research, the culture test proves to be a theoretically sound and practically feasible measurement system for assessing students' intercultural communicative competence. Based on the relevant theory survey and empirical investigation, the book has suggested a culture testing syllabus, which is expected to exert influence on language testing and to provide test developers with a blueprint. As a result, a culture testing model comes into prominence. Testing of culture includes the following assessment of cultural knowledge, cultural comprehension and cultural behavior. The study also proposes culture testing formats, which consist of MCQ, matching, true-false statements, short-answer questions, translation, classroom checklists, simulation, audio & visual test, oral tests and tactile tests, depending on different testing purposes. In order to put theory into practice, the thesis makes a full discussion on how to integrate culture testing into TEM.

Despite all the ink that has been expended on the testing of culture in this book, the testing of culture continues to be the most challenging aspect of any foreign language curriculum. The present research is more of a question-raising than of a solution-providing attempt to the issue. It is to be hoped that this book will help bring some of the best ideas to the attention of testing practitioners as to how to evaluate intercultural communicative competence.



## 摘 要

《美国外语教学协会关于外语能力标准的暂行规定》(American Council on the Teaching of Foreign Languages Provisional Proficiency Guidelines)在其编写的外语教学大纲中将外语能力分为听、说、读、写和文化修养五项,并进一步将文化修养分为六级。这样,跨文化交际能力在语言运用能力中就与听、说、读、写有着同等重要的地位。可见,语言教学中的文化能力已不是除了听、说、读、写技能以外可有可无的第五种技能。因为文化因素始终存在于外语学习之中,所以即使是优秀的语言学习者,其交际能力也可能因文化原因而受到限制,甚至导致文化休克。

至今我国现行大型考试中都没有涉及到跨文化交际能力的测试内容。许多英语教师虽然已经意识到文化测试的迫切性和重要性,但是由于各种考试中没有涉及到对这种能力的考察,导致他们在实际教学中对学生跨文化交际能力的培养一筹莫展,也不知道如何去测试语言学习者的跨文化交际能力。因此,将文化因素融入到语言测试之中,无疑会对文化教学和语言教学起到良好而有效的反拨作用。

本书旨在探讨跨文化交际能力测试的相关问题。本书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状况,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。与此同

时,文化测试大纲也相应而生。

本书采用了定性和定量的研究方法。本书通过问卷,调查了高校英语教师对于文化教学与测试的态度与看法,得出以下结论:虽然大多数教师意识到文化教学与测试十分重要,但是在实际教学中还不知如何具体操作;为了了解语言学习者处于跨文化交际能力的哪一阶段,本书采用了美国著名的跨文化发展量表,调查结果表明学生对于文化的敏感性还不容乐观,大部分学生处于跨文化发展量表的初级阶段。为了验证作者设计的文化测试试题的信度与效度,作者在上海外国语大学作了实证研究,将文化测试试题融入到该校二年级学生的期末考试试卷中,获得 719 份答卷。为了将文化测试成绩与专业四级成绩比较,作者又从专业四、八级考试办公室获得这批学生的专业四级成绩。之后本书采用了 F-检验,收敛性和区别性证据收集和相关分析等统计手段,证明了文化测试试卷虽然信度较低,但是具有很高的效度和可行性。

大量的实证研究表明,文化测试势在必行。文化测试模式旨在测量语言学习者的文化知识、文化理解和文化表现。文化测试的方法是多样的。我们可以采取 Seelye 提出的六种形式,亦可采取诸如多项选择题、匹配、判断正误、简答题、翻译等方法来测试学生的跨文化交际能力。不同的测试有不同的目的,根据测试目的的不同,我们可以选取最能衡量学生跨文化交际能力的文化测试形式。

作者在提出自己的理论框架之后,又将该理论框架付诸于实践,进而探讨了如何在专业四、八级考试中融入文化考试内容。

该领域的研究才刚刚起步。本书的主要目的在于提出问题,期待更多的研究者关注这一领域,从而吸引试题开发者的眼球。本书所提供的文化测试原则和方法仍需在日后的研究中做进一步验证。

## **List of Acronyms**

ACTFL	American Council on the Teaching of Foreign Languages
CET	College English Test
ELT	English Language Teaching
EFL	English as a Foreign Language
ETS	Educational Testing Service
HBU	Hebei University
ICC	Intercultural Communicative Competence
IELTS	International English Language Testing System
IDI	Intercultural Development Inventory
PETS	Public English Test System
SISU	Shanghai International Studies University
SPSS	Statistical Package for Social Sciences
TEM	Test for English Majors
TOEFL	Test of English as a Foreign Language

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