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<<跨文化互动>>

图书基本信息

书名：<<跨文化互动>>

13位ISBN编号：9787513502313

10位ISBN编号：7513502315

出版时间：2010-11

出版时间：外语教学与研究出版社

作者：Helen Spencer-Oatey,Peter Franklin

页数：367

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内容概要

本书阐释了跨文化互动的理论、实践和研究，体现了跨文化交际过程的复杂性和跨文化交际学的多学科综合特征。
书中所选的文化互动实例全部源于真实交际场合，反映了跨文化交际学的最新研究成果，能开阔读者的学术视野，为从事这一学科的研究者提供了新的方法。

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章节摘录

An assessment instrument of the kind described so far is probably inappropriate as the sole means of assessing growth in competence as a result of a development or learning process in educational contexts such as school or university and as a way ef certifying a competence level for a qualification. （As we show in Chapters 9 and 10, they may be used at the end of a learning process .by researchers interested in examining the effectiveness of a particular development intervention.） Few, if any, are statistically robust enough to justify the exclusion of the teachers assessment and, especially in formal educational contexts, forms of assessment which have a close link to the preceding teaching and learning activities are rightly conventional, having as they do a greater face validity （see below） and thus acceptance by learners and teachers alike. Suitable instruments for this purpose, which are rather different in nature to those described so far, are discussed below in Section 8.5. Statistical and other forms of analysis show that a number of instruments possess the validity and reliability （see below） that allow them to be used with confidence for research purposes, for example, explaining the failure and success of expatriate assignments. A number of instruments have been developed purely or mainly with research purposes in mind and some of these are discussed in Chapter 11. 8.1.2 Criteria to guide the selection of assessment instruments Clearly, chief among the criteria for selecting an assessment instrument is the extent to which it fulfils the purpose the user has in mind. It is also important that the instrument is reliable and valid in various ways so that the user can be sure that conclusions drawn from the data generated by the instrument are soundly based. This is particularly the case when it is used for research purposes. The stability of the instrument over time （test-retest reliability） in producing similar results with the same respondent, and the internal consistency of the instrument （split-half reliability） can be examined statistically and an assessment of the instruments reliability made. It is important for the user to know that the results obtained when applying the instrument are not purely a matter of chance and that the test repeated with the same respondent and in the same conditions will produce adequately similar results.

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