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Title	英语在华语作为第二语言阅读测试中的应用 (Use of English in Chinese as a second language reading comprehension test)
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## 摘 要

测试方法对应试者的测试表现影响重大，为避免测试误差，施测者应该根据应试者的个体差异应用适当的测试方法检测其语言水平。Bachman (1990) 提出的测试方法层面框架，在输入材料和预期反应上就考虑到用语问题。对于第二语言学习者来说，其第一语与目标语水平是有差异的，选择以其第一语作为测试语言，对其测试表现，特别是接收技能方面的表现，应该影响很大。

过去二十年来，新加坡华人社群出现脱华入英的现象，英语不但取代华语成为多数华族家庭的主要交流用语，也是学校的主要教学媒介语，华语已经成为大多数华族学生的第二语言。虽然如此，华语测试在测试方法上却没有做出任何实质的调整。本论文正是在这样的背景下，探讨以英语（第一语言）作为华语（第二语言）阅读理解测试的辅助工具的可行性。

本论文借鉴了国内外学者有关阅读理解测试方法的研究成果，以新加坡小学六年级学生作为研究对象，通过实证研究，得出了以下四个研究结论：

- 一、试题用语会影响学生阅读测试成绩。
- 二、预期反应的形式及用语会影响学生阅读测试的成绩。
- 三、预期反应用语对学生阅读测试成绩的影响比试题用语大。
- 四、试题的思维层次越高，预期反应用语对学生阅读测试成绩的影响越大。

**关键词：**华语作为第二语言；阅读测试；试题用语；预期反应用语。

## Abstract

The language shift from Mandarin to English among the Chinese community in Singapore has been well-documented over the past decade. English language has not only taken the place of Mandarin to become the language of communication among most Chinese families, but it has also become the medium of instruction in schools. Such a shift has occurred with no substantial changes in the testing methodology in the Chinese language. Testing methodology have strong influences on a test candidate's test performance. In order to minimize errors in testing and to achieve greater reliability and validity in the tests, test developers should consider testing a candidates' language proficiency according to their individual differences. Bachman (1990) puts forward a Framework of Test Method Facets where he considers the Language choices in both the test input and the expected response.

This dissertation thus considers the magnitude of the influence of using the first language (English) as the test input language on Chinese as a second language learners undertaking a test in the target language, especially in terms of the receptive skills in language learning. It also explores the feasibility on auxiliary tools in English to enhance the understanding of Chinese as a second language learner in a reading comprehension test.

The dissertation is based on Singapore and foreign scholars' research findings on reading comprehension testing as its theoretical basis. Empirical research was performed on three P6 classes of Singapore Chinese language pupils and four key research findings were noted in the process:

1. The language in the test questions correlates with the pupils' reading comprehension results in the target language;
2. The form and language of the expected response also correlates with the pupils' pupils' reading comprehension results in the target language;
3. The language of the expected response has greater influence on pupils' reading comprehension results in the target language;
4. The higher the question's level of complexity, the greater the influence of the

language of the expected response on the pupil's reading comprehension results in the target language.

**Key words:** Chinese as a second language; reading comprehension testing; language in test questions; expected response language.