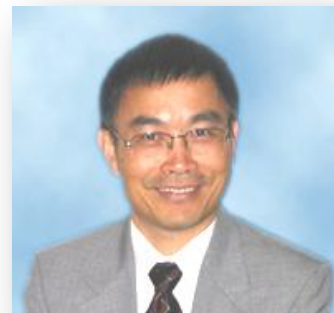# Introduction to keynote speakers 專題講員介紹

Speaking proficiency assessment: theories and practices, ideals and reality

Speaker: Dr. WU Weiping, Director, Yale-China Chinese Language Centre, CUHK

第一部份：能力測試
口語能力測試：理論與實踐、理想與現實
講員：香港中文大學雅禮中國語文研習所吳偉平博士

Before assuming duties at the Chinese Language Center in 1999, Dr. Wu taught at Georgetown University and served as Director of the Chinese Language Testing Program and Research Associate at the Center for Applied Linguistics in Washington DC. His professional experience includes teaching at universities in the United States, China and Hong Kong, conducting teacher training workshops and working as a testing specialist in the development and validation of various proficiency tests. As CLC Director since 2001, he has been keeping an active research profile in various fields of sociolinguistics and applied linguistics, including teacher education, cross cultural communication, and teaching Chinese as a Second Language (CSL) and has served, on many occasions, as invited keynote speakers on various subjects in his fields of research.

More information of Dr. Weiping WU can be found in www.cuhk.edu.hk/clc/staff/wwp.htm

Abstract/Outline (摘要或大綱)

　　測試是語言觀和教學觀的具體體現。本文以常見的幾個大型漢語測試（教師基準試/LAPT，普通話水平測試/PSC，漢語水平考試/HSK，職業漢語能力測試/ZHC，商務漢語考試/BCT，漢語口語測試/CST，電腦化普通話水平測試/COPA）為例，探討能力測試研發過程中理論與實踐之間的差距，側重討論社會語言學的理論與測試實踐之間的關係。

　　第一代語言測試的重點是考知識（語音、語法、詞匯），第二代是技能（聽說讀寫），第三代是綜合能力（如何在實際生活中得體地運用語言）。不管是從事研究的語言學家還是以教學為主的語言教師，一提到語言運用就無法避免語境的問題。如何把語境分門別類，定性甚至量化，這些都需要我們認真考慮。把語境因素變成口語能力測試的必要條件很難，以測試帶動課程設置、教材編寫、教師培訓和教學活動，從而把社會語言學的理念系統地運用到語言教學的全過程更難。難題可以從以下四方面討論: (1) 語用點與題庫建設,（2）語言水平與隨機組卷,（3）評核員培訓與考後評核,（4）水平測試與教學過程。