

# 《任务型语言教学》

## 图书基本信息

书名：《任务型语言教学》

13位ISBN编号：9787513505178

10位ISBN编号：7513505179

出版时间：2011-1

出版社：外语教研

作者：(澳)纽南

页数：222

版权说明：本站所提供下载的PDF图书仅提供预览和简介以及在线试读，请支持正版图书。

更多资源请访问：[www.tushu000.com](http://www.tushu000.com)

# 《任务型语言教学》

## 内容概要

《任务型语言教学》从英语语言教学的理论和实践两个层面，为英语教师的教学实践提供理论指导，并为英语教师的在职教育和终生职业发展提供丰富的资源；供在职英语教师和英语语言教学研究者，尤其是英语教育专业的研究生学习使用。

“剑桥英语教师丛书”精选自剑桥大学出版社出版的英语教师教育领域的力作，并由国内英语教育界专家、学者撰写导读。

# 《任务型语言教学》

## 书籍目录

导读 Acknowledgements Introduction CHAPTER ONE What is task-based language teaching? Introduction and overview Defining 'task' Broader curricular consideration Communicative language teaching Alternative approaches to syllabus design Experiential learning Policy and practice Learner roles Conclusion References CHAPTER TWO A framework for task-based language teaching Introduction and overview A task framework Syllabus design considerations Developing units of work Seven principles for task-based language teaching Conclusion References CHAPTER THREE Task components Introduction and overview Goals Input Procedures Task types Teacher and learner roles Settings Conclusion References CHAPTER FOUR An empirical basis for task-based language teaching Introduction and overview Early psycholinguistic models Interaction, output and the negotiation of meaning Task difficulty Conclusion References CHAPTER FIVE Focus on form in task-based language teaching Introduction and overview Theoretical and empirical issues Focused versus unfocused tasks Consciousness-raising tasks Procedural language The place of a focus on form in an instructional sequence Focus on form in the communicative classroom Conclusion References CHAPTER SIX Grading, sequencing and integrating tasks Introduction and overview Grading input Learner factors Procedural factors Task continuity Within-task sequencing: the information gap Topic-based/theme-based instruction Content-based instruction Project-based instruction Conclusion References CHAPTER SEVEN Assessing task-based language teaching Introduction and overview Key concepts in assessment The purposes of assessment Self-assessment Techniques for collecting assessment data Criteria for assessing learner performance Conclusion References CHAPTER EIGHT Tasks and teacher development Introduction and overview The self-directed teacher An in-service workshop Evaluating tasks Creating tasks Conclusion Postscript References Appendix A Approaches and methods- an overview Appendix B A unit of work based on the six-step procedure presented in Chapter 2 Appendix C A unit of work based on the task/exercise typology in Chapter 5 Appendix D Graded activities for the four macroskills Appendix E Common reference levels: self-assessment grid Glossary Author index Subject index

## 章节摘录

The purpose of the book This book began life as the second edition to *Designing Tasks for the Communicative Classroom*. The original volume was written in the mid-1980s, and was published in 1989. At that time, task-based language teaching was beginning to arouse attention. Although it was more than a distant prospect, it was far from a mainstream concept. As with the original book, this volume is aimed at practising teachers in ELT and applied linguists (teacher trainers, language planners, and materials writers), as well as teachers in preparation. When I began working on this volume, I quickly realized how far the field had come. It was brought home to me that I was embarking on the creation not of a second edition but of a completely new book, and that in consequence it deserved a new title. Recently, I completed a study into the impact on policies and practices of the emergence of English as a global language (Nunan 2002, 2003). Data were collected from a range of countries in the Asia-Pacific region including Japan, Vietnam, China (Hong Kong and Taiwan included), South Korea and Malaysia. In interviews with teachers, teacher educators and ministry officials, and from a study of curriculum guidelines and syllabuses, 'task based language teaching' emerged as a central concept. At the same time, I was involved in preparing a publication proposal for China on behalf of a commercial publisher. I was given a reasonable degree of latitude in putting the proposal together, but was informed that in order to be considered by the Ministry of Education it had to contain 'task-based language teaching' as its ruling rubric. These two anecdotes illustrate the extent to which the concept has moved to the centre ground, rhetorically at least. However, it still has a long way to go to become rooted in classroom practice. In workshops and seminars in different parts of the world, I am constantly asked by teachers, 'What is task-based language teaching, and how do I make it work?' This book is an attempt to answer both parts of that question. As with *Designing Tasks*, the purpose of the book is to provide teachers with a practical introduction to task-based language teaching along with the theoretical and empirical bases that support it.

# 《任务型语言教学》

## 精彩短评

- 1、经典教材 任务型教学法 必看
- 2、本书是在1989年David Nunan所编著的 Desinging tasks for the \*\*\*municative classroom 的基础上写成的。比原版多添加了四个章节。此书对任务型教学进行细致、深入的介绍。应该是研究这一领域必看书目。
- 3、还不错。适合外语教学人员作参考。
- 4、是我要找的书，就是比想象中薄了点，小了点
- 5、有意义的书记好
- 6、一直觉得自己太肤浅，所以买了有助于我理论修养提升的书，一来充实自己，二来能更好地指导我的教学。翻开看了几页，对我还是有点难度，因为是全英的，要慢慢地看，甚至看几遍。
- 7、：留学时用的教科书如英语背后渗透的文化味道简单明了先主后次条理清晰
- 8、帮朋友买的，还不错！自己没看内容@@
- 9、这本书还没有开始读，大概翻了一下，我觉得还不错，内容很好，写论文，对自己的教学应该都有帮助
- 10、需要花大量的时间去看，我还没看完
- 11、英语应用语言学研究者必备的原著文献。
- 12、没得说 也算是TBLT的经典了吧
- 13、对英语教师的教学安排和组织很有启发。
- 14、前面的导读中文的好多啊 不过快递还可以
- 15、不喜欢西方人的论证方式，但目前还没发现更好的。
- 16、Nunan的书就是课堂设计和check list的大神！
- 17、这本书对我写论文非常有帮助，还是全英的，也不难懂。
- 18、学术文章，都很不错。
- 19、书还不错，内容比较详实~
- 20、大神
- 21、David Nunan
- 22、
- 23、good book good mood
- 24、书不错，有研究价值。
- 25、不错，是原著
- 26、这本书事实上是NUNAN 2004年版的那本书，不过我们一直很难找到英文版的，想不到当当网上有卖。研究任务型教学的可以参考这本书，里面有理论也有实践，很不错。
- 27、to be read yet
- 28、书不错，专业性强，符合教育改革方向，值得借鉴。
- 29、理论讲解比较全面

# 《任务型语言教学》

## 版权说明

本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问：[www.tushu000.com](http://www.tushu000.com)