Task-based
Language Teaching Approach's
Updated Ideas and TCSOL

任务型教学法新理念
与国际汉语教学

英汉对照

（新西兰）罗德·埃利斯（Rod Ellis） 著

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出版说明
Publisher's Note

　　随着"汉语热"的兴起，汉语教学和汉语应用的全球化趋势日益明显。截至 2015 年 12 月 1 日，全球已有 134 个国家和地区建立了 500 所孔子学院和 1000 个孔子课堂。然而，在国际汉语教学快速发展的同时，我们也面临着许多问题和挑战。例如，国际汉语教师人数相对不足，师资队伍建设有待进一步加强；本土化教材开发亟待新的突破；急需探索高效可行的教学方法等。其中，教学方法的合适与否直接决定了教学效果的好坏，因此，国际汉语教师一直坚持从汉语的特点出发研究汉语作为第二语言教学的规律，注意吸收国外第二语言教学理论和第二语言教学法各流派的优点，试图形成自己的国际汉语教学法体系。特别是进入 21 世纪以来，"任务型教学法"作为国际主流语言教学模式，受到国际汉语教师的普遍关注。

　　针对国内和国际教学现状，世界汉语教学学会于 2015 年夏季特别举办了"国际主流语言教学法高级讲习班"。此次讲习班特别邀请到了著名语言学家、新西兰奥克兰大学 Rod Ellis 教授。Rod Ellis 教授被誉为"第二语言教学之父"，这是他首次为国际汉语教师作讲座。他用大量语言教学实例深入浅出地阐释了任务型教学的基本概念和要素，展示了如何以输入和互动来促进语言教学的方法，并介绍了显性和隐性语法教学、语法教学中的意识培养型任务等新的教学理念。很多教师和研究者慕名而来，并就汉语教学中的问题与 Rod Ellis 教授进行了积极的互动。

　　鉴于 Rod Ellis 教授的讲座非常具有启发性、实践性和学术价值，

同时应许多参会教师的要求，在征得了 Rod Ellis 教授同意之后，外研社国际汉语出版中心将本次 Rod Ellis 教授的讲座内容整理后出版成书，即本书《任务型教学法新理念与国际汉语教学》。本书主要有以下特点：

1. 呈现方式：本书打破传统学术书籍的纯英文版或纯中文版呈现方式，"二本合一本"，便携、易懂，中英文可同时呈现在阅读者的视野中，更适合国际汉语教师和学生深入理解任务型教学法新理念，节省查阅工具书的时间，提高研读效率。

2. 选材来源：本书将 Rod Ellis 教授在讲习班上的四场现场讲座内容整理成书。为不改变其语言风格和讲座的整体流畅性，英文内容仅对一些没有意义的语气词和重复句进行了删除，保留了一些较口语化的表达方式。中文内容主要来自现场同声传译材料，同传译员为北京外国语大学孔子学院工作处和静副处长和高级翻译学院邓小玲老师。编辑对口译材料中的一些口误、重复、语法等问题进行了修改，并进行了语言书面化的加工，所以中文更偏向学术图书的语言风格，力求更加符合中文阅读者的习惯，而并没有片面地追求和英文的一一对应。因此，本书中的中文和英文语体风格略有差异。

3. 立体性阅读体验：读者可以通过登录本书封底上的网址来获取现场讲座视频，深入感受现场讲座及交流气氛，加深对本书内容的理解。

最后，希望本书可以为广大的国际汉语教师及学生、第二语言教学研究者和对国际汉语教学感兴趣的人士提供帮助，帮助他们深入理解任务型教学法研究领域的新理念，并最终应用到教学实践中。

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在语言教学中使用任务

　　"你好"（掌声），但很遗憾，这是我仅知道的中文，所以非常抱歉。在今天的"在语言教学中使用任务"的讲座开始之前，如果大家不介意的话，我想跟大家分享一段很长的关于我自己事业的经历，从而让大家对我有所了解。1965 年，我大学毕业后，去了西班牙的一个叫作"Burley School"的学校当英语老师，但我不太喜欢那所学校，所以大约三个月后我离开了那里，去了伦敦的一所小学，工作了一年。后来我仍然想去旅行，因此又到非洲的赞比亚去做英语教师，一开始教英语，后来为赞比亚的英语教师提供培训，做起了教师教育。在赞比亚工作了 8 年后，我回到了自己的国家，不是我现在居住的新西兰，而是英国。我开始边工作边学习，在英国工作期间，我获得了伦敦大学的博士学位。在伦敦工作了 12 年之后，我去了日本东京，在美国 Temple 大学日本分校工作了 4 年，主要负责对外英语教学项目。他们

Using Tasks in Language Teaching

Ni Hao (*applause*). But unfortunately, that is almost the end of my Chinese, so I apologize for that. I think before I start my talk, Using Tasks in Language Teaching, if you don't mind, I will just tell you a little bit about my quite long career now, so you'll know a little bit about me. When I finished university in 1965, I went to work as an English language teacher in Spain, in what is called a Burley School which I didn't like. So I left after about three months. And then I worked in London in an elementary school for one year, and then after that I still wanted to travel and so I went to Africa as an English teacher, to Zambia, first as an English teacher and then as a teacher educator working to train Zambia teachers to teach English. And I worked in Zambia for 8 years. And then I returned to my own country, not New Zealand where I live now, but Britain. And I worked and studied, and worked in Britain and completed a PhD doctorate in London University. And I worked there for 12 years. And then after that I went to work in Japan, in Tokyo, for an American university called Temple University, where I worked for 4 years working in the TESOL program. They have an MA in TESOL. And after that, I left and I

有一个英语教育文学硕士的课程。随后，我离开日本校区，去了位于美国费城的 Temple 大学，在那里我工作了 5 年。最后，我决定去寻找世外桃源。显然费城不是，因此我离开了那里，来到了新西兰的奥克兰，这里几乎是我居住过的所有城市中最接近世外桃源的地方。

这些年来，我一直在写主持人刚刚所提到的书籍和文章，研究第二语言习得和母语习得。说这么多，只是想让大家多了解我一些。现在开始我的讲座。

今天的主题是"任务型教学"，在讲座中，我想请大家来完成一项简单的任务：请拿出一支笔和一张纸，你们要用纸笔来完成这项任务。

如大家所知，我本人比较支持任务型教学法，我也明白传统的显性语言教学的意义，这点我在明天的讲座中会讲到。

下面是我讲座的大纲。我和教师们探讨"任务型教学法"时发现，让教师们清楚地理解"什么是任务"这点是最困难的，所以首先我要讲讲"任务"的定义；然后讲在语言教学中使用任务的两种方法，我分别称为"任务辅助型语言教学"和"任务型语言教学"；然后我想告诉大家一个观点，那就是任务也可以为"教师研究"提供支撑，所以，我还要介绍一下"任务评估"，以及怎样评估学生在课堂上完成任务的表现；最后是本次讲座的总结。

任务的定义和类型

什么是"任务"

首先，什么是任务？我用以下四条准则来定义任务，换句话说，外语教学活动作为一项任务，必须满足这四条准则：第一，任务的焦点是信息，就是说任务的目的是关注意义，关注语言运用过程中（无论是话语的理解还是产出）产生的意义，而不是学习语言本身。第二，任务有某种信息差（gap），这个信息差激励学生去运用语言，稍后我会用例子来阐明我所谓的信息差。第三，也是最重要的一点，在任务型语言教学中，学生（即参与者）需要用已有的语言知识和非语言知识来完成任务。并非先教会他们，而是让他们应用已掌握的任何语言来完成任务，不管是用汉语还是用英语。最后，任务要有一个非常明确的交际结果，结果不是学生可以说出一些目标语言的句子或片段，而是可以达到交际的目的。这就是我对任务的定义。

went to work in the United States, in Philadelphia again for Temple University in Philadelphia, where I worked for 5 years. And eventually I decided to go and live in paradise. So I moved from Philadelphia which is certainly not paradise, to go and live in Auckland, New Zealand, which, given all these different places I have lived in, is about as near to paradise as it gets.

And during all this time I was writing these books that you mentioned and articles that you mentioned, and studying second language acquisition also first language acquisition for a while as well. So that was a little bit about me. Now I can begin my talk.

At one point in my talk, because I'm going to talk about task-based teaching, I'm going to ask you to do a simple task. All you need for this task is a pen, and a piece of paper. So could you please make sure that you do have a pen and a piece of paper ready? Have it ready, okay? Alright.

As you know, I have been a moderate advocate of task-based language teaching, and I also still find a place for more traditional explicit language teaching, and tomorrow I will be talking about explicit language teaching.

So this is the outline of my talk. My experience of talking to teachers about task-based language teaching is that one of the most difficult things is getting them to understand clearly what a task is. So I'm going to begin with a definition: What is a task? And then I'm going to talk about two ways of using tasks in language teaching, which I call task-supported language teaching and task-based language teaching. Then I also want to introduce to you the idea that tasks can provide a basis for teacher research, for what is called practitioner research. So I'm going to talk about evaluating tasks, and how you can evaluate your students' performance of a task inside the classroom. And then there will be a few final comments.

The Definition and Types

What Is a "Task"?

So first of all, what is a task? And I define a task in terms of these four criteria. In other words, I am saying that for a language teaching activity to be a task, it must satisfy these four criteria: Firstly, a task involves primary focus on message. In another words, the purpose of a task is that you are focused on meaning. You are not focused on learning the language; you are focused on trying to use the language to make meaning, either in understanding or in production. Secondly, a task has some kind of gap. It's this gap that motivates you to use language for meaning, and I will give an example of what I mean by a gap in a moment. Thirdly, this is

　　这里有一个和"任务"相关的例子，就是我给大家留的一项任务。请大家把纸和笔拿出来，这张幻灯片上有张地图，是某个岛的地图。请大家在纸上把这张地图画出来。如果仔细地看，它有点像人的一张脸，画大一点，因为一会儿我会跟大家讲这个地图上不同点的地名，大家要把地名写在你画的地图上。


　　接下来，我给大家描述这些地名的方位，在地图上的位置，之后请大家把这些地名写到你所画地图的正确位置。第一个，Betu。Betu 是岛上最主要的城镇，位于这个岛的鼻尖，找到这个岛的鼻子。Betu 靠着海岸，大概是在这个鼻子的鼻孔处，请写上 Betu。第二个，Songa。Songa 是一个小镇，坐落在岛的另一边，这个岛的耳朵处是海港的入口处，而 Songa 则位于该入口处的最里端。第三个，Bottomless Bay。在地图上，Bottomless Bay 位于 Betu 小镇的正下方。第四个，Mataka。Mataka 是一个非常小的居住地，位于这个小岛的脖颈处，它不在海岸边上，在内陆，脖子中间的位置。第五个，Iluba Mountains。它围绕着岛的最顶端，也就是岛的额头部位，从小岛的一端延伸到另一端，但没到海岸边，画出并写下 Iluba Mountains。第六个，River Ilonga。其源头是 Iluba Mountains 的最右边，由上往下，流经 Songa，流入 Songa 所处位置的入海口，写下 River Ilonga。最后，是 River Ironga，源于 Iluba 山的另一端，流经 Betu，流入 Bottomless Bay。

　　大家觉得自己画得怎么样？现在给大家看一下正确方位图。一共七个地方，你们画对了几个？这就是一个任务。

perhaps the most important, is that the students (i.e. the participants) in task-based language teaching have to use their own linguistic resources in order to complete the task, that is, you do not teach them the language that they need to do the task. They have to use whatever Chinese, whatever English they know, in order to do the task. There is no pre-teaching of language in a task. And then finally, a task has a clearly defined communicative outcome. That is to say, the outcome is not whether they can use some particular bits and pieces of language; the outcome is whether they can achieve the communicative purpose of the task. So that is my definition of a task.

And here now is an example of a task. And this is where I have to ask you to do something. So please do you have your piece of paper, and do you have your pen? If you look at this slide here, you will see this is a map of an island. And what I would like you to do on your piece of paper is to draw this map, to copy this map onto your piece of paper. If you look carefully you will see that the map looks a little bit like a human face. So please draw the map, not too small, big enough because I'm going to tell you where different places are on this map and you are going to have to write the names of the places onto the map.

And then I want you to draw these places onto your map and write the names on your map. No. 1, Betu. Betu is the main town on the island, and it is situated on the nose of the island. So please find the nose of the island. It is on the coast, and it is about where the nostril of the nose is. So please draw in Betu. No. 2, Songa. Songa is a smaller town, and it is situated on the other side of the island. On the other side of the island you will see the ear of the island. And underneath the ear of the island there is an inlet from the sea. And Songa is situated at the end of that inlet. No. 3, Bottomless Bay. Bottomless Bay is the bay on which Betu is situated, so Bottomless Bay is under Betu on the map. No. 4, we have Mataka. Mataka is a very small settlement and it is situated in the neck of the island. It is a little inland, not on the coast. And it is situated in the middle of the neck of the island. No. 5, Iluba Mountains. The Iluba Mountains run across the top of the island, where the forehead of the island is. And they run from one side of the island to the other side of the island, but they do not come down to the coast. They do not touch the coast. So please draw in the Iluba Mountains, and write the name "Iluba Mountains". No. 6, now we're going to do the River Ilonga. The River Ilonga starts on the right side of the Iluba Mountains, and it runs down the island through Songa into the inlet on which Songa is situated. Again. The River Ilonga starts on the right side of the Iluba Mountains. It runs down the island, through Songa into the inlet on which Songa is situated. Please write in the River Ilonga, and then finally the River Ironga. The
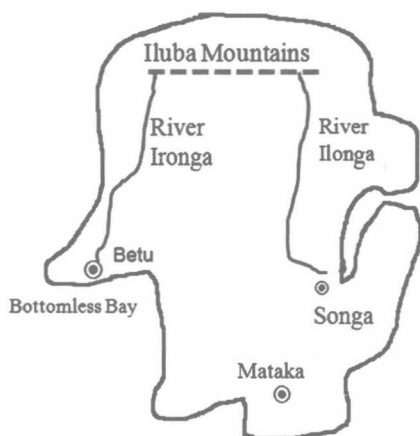
　　我们回头再看一下任务的四个标准，这项任务都符合。第一个标准是注重意义，注重理解。刚才我对这些地点进行描述时，你们并没有只关注语言本身，而是去理解我向你们传达的信息。第二，这个任务存在信息差，我知道这些地方都在哪儿，你们不知道，这就是我们之间的信息差。第三，你们需要运用自己的语言知识去理解我刚才所描述的位置，你们必须要用到自己的语言。最后，就是非常明确的交际结果，这个结果就是最后大家能够在地图上把这些地名都标出来。在这项任务中，你们可以通过自己标对的个数确定到底理解了多少。

　　那么任务和你们汉语或英语教科书中的练习有什么不同呢？首先，任务的主要目的是信息交流，而练习关注的是语言的正确使用。其次，任务存在信息差，但练习不存在，大家待会儿就会看到。再次，在任务中学习者会用到已有的语言知识，但我认为练习是一种课文操练，你只需对所学习的语言进行一些改变，比如填空或者把语言从一种形式变成另一种形式，这些都属于练习。最后，对任务来说，成功的表现是完成任务，但是在练习中，成功的表现是能够正确地使用目标语言，如英语、汉语。这几点是任务和练习之间的本质区别。

　　为了更清楚地解释两者之间的差异，我给大家再举一个例子——购物。大家认为"购物"是任务还是练习？仔细地思考一下。认为是任务的请举手。认为是练习的请举手。两次都没举手的人请举手，应该是大多数人吧。

　　我们再回顾一下任务的四个标准，第一，"购物"最主要的关注点是不

River Ironga starts on the other side of the Iluba Mountains, and it runs down the island, through Betu, into Bottomless Bay.

Okay. How do you think you did? Well, now you can find out: Here are the seven places. Would you please count up how many places you got correct? So, this is a task.

And if you go back to my four criteria, you can see that this is indeed a task. Firstly, it is a task that involves primary focus on message, in this case, understanding my descriptions of where the places are. So you were not focused on trying to learn language; you were focused on trying to understand language, my messages to you. Secondly, there were some kinds of gap. Of course, I knew where these places were. You didn't. So there was a gap between us. Thirdly, you had to use your own linguistic resources to understand my descriptions of where the places were. I didn't pre-teach you any language. You had to use your own English. Finally, there was a clearly defined communicative outcome, which was of course the map with the places written on it. And interestingly with this task, you could find out how good you were, in terms of how many places you got correct.

Then, what's the difference between a task and an exercise which you get in many of your Chinese or English textbooks? First of all, a task has its primary focus on trying to communicate, making meaning. An exercise has a primary focus on using language correctly. In addition, a task has some kind of gap, but an exercise typically has no gap, as you will see in a moment. Third, in a task learners have to use their own linguistic resources, but an exercise is what I call text-manipulating. You are given the language, and you merely have to change it a little bit. Manipulate it and change it a little bit, such as filling in a blank or changing it from one pattern to another pattern, all of which belong to exercise. Finally, as to a task, the successful performance is to have you achieve the outcome of the task, while as to an exercise it is to have you be able to use the target language, such as English or Chinese, correctly. That's the essential difference.

In order to make this difference between a task and an exercise more clear, I'm going to give you another example. So here is an example of what I call "going shopping". Think about whether this is a task or an exercise. Think carefully. Right. How many people think that this is a task? Put your hand up if you think this is a task. Put your hand up if you think it's an exercise. And put your hand up if you haven't put your hand up, which is most of you!

And let's go back to my four criteria, right? So is the primary focus on creating, making and understanding messages? Well I would say no, because what we see here is that they are given a model, and all they have to do is to use this model to

是发出和理解信息呢？我认为不是，因为我们在这里面看到的是一个句型，学生们运用这个句型进行替换练习。比如玛丽问：早上好，你家有＿＿吗？阿卜杜拉回答：有（或者没有）。这里真正的关注点是能否通过替换空格里的词汇来正确使用语言和这种句型。第二点，有没有信息差呢？没有。因为学生可以看到玛丽的购物清单和阿卜杜拉商店的货物，所以没有信息差。第三点，学生是否需要用自己的语言知识呢？不需要，因为老师把句型提供给学生，学生只需要完成填空就可以了。第四点，有没有交际结果呢？没有。唯一的一个结果就是学生可以进行对话，比如说"早上好，你家有没有橘子呀？""没有，我家没有橘子"，等等。学生可以正确使用这些语言了吗？可以通过这个句型说出正确的句子了吗？所以我认为这明显是一个练习，不是任务。我不是说它没用，没有任何的价值，只是它不是任务。

Going Shopping

Look at Mary's shopping list. Then look at the list of items in Abdullah's store.

Mary's Shopping List
1. oranges
2. eggs
3. flour
4. powdered milk
5. biscuits
6. jam

Abdullah's Store	
1. bread	7. rice
2. salt	8. sugar
3. apples	9. curry powder
4. tins of fish	10. biscuits
5. coca cola	11. powdered milk
6. flour	12. dried beans

Work with a partner. One person is Mary and the other person is Mr. Abdullah. Make conversations like this.

Mary: Good morning. Do you have any ＿＿＿?

Abdullah: Yes, I have some./ No, I don't have any.

不过同样的信息也可以是一个任务，我把它叫作"你能买什么"。为了把它变成任务，我们必须要把材料分开，分成给学生 A 的材料和给学生 B 的材料。学生 A 只能看到他自己的材料，学生 B 也只能看到自己手中的材料。没有句型，但有交流目的。A 去购物，这是一个购物清单，在你可以买到的东西前面打钩，同样，B 有一个商店，这是一张商店货物的清单，找到 A 想买但你没有存货的商品，这就是交际目的。

关注点很明显是意义。存在信息差，因为两个学生看不到彼此的材料。学生必须要用自己的语言知识，因为他们没有现成的句型可以参考，但是他们有非常明确的交际目标：学生 A 可以购买的东西，学生 B 没有存货的东西。