任务型教学在农村中学英语阅读教学中的应用研究

A Study on the Practice of Task-based Language Teaching in English Reading in Country Senior Middle School

张佐贤 著

甘肃文化出版社

任务型教学在农村中学英语阅读教学中的应用研究

G 633
341

张佐贤 / 著

A Study on the Practice of Task-based Language Teaching in English Reading in Country Senior Middle School

甘肃文化出版社

图书在版编目（CIP）数据

任务型教学在农村中学英语阅读教学中的应用研究 / 张佐贤 著. --兰州：甘肃文化出版社，2014.8
ISBN 978-7-5490-0734-9

Ⅰ. ①任… Ⅱ. ①张… Ⅲ. ①英语－阅读教学－教学研究－农村学校－中学 Ⅳ. ①G633.412

中国版本图书馆 CIP 数据核字（2014）第 202534 号

任务型教学在农村中学英语阅读教学中的应用研究

张佐贤 | 著

出 版 人 | 王 奕
责任编辑 | 原彦平 张莎莎
封面设计 | 陈晓燕

出版发行 | 甘肃文化出版社
网 址 | http://www.gswenhua.cn
投稿邮箱 | press@gswenhua.cn
地 址 | 兰州市城关区曹家巷 1 号 | 730030（邮编）

营销中心 | 王 俊 贾 莉
电 话 | 0931-8454870 8430531（传真）

印 刷 | 兰州新华印刷厂
开 本 | 880 毫米×1230 毫米 1/32
字 数 | 120 千
印 张 | 6.75
版 次 | 2014 年 8 月第 1 版
印 次 | 2014 年 8 月第 1 次
书 号 | ISBN 978-7-5490-0734-9
定 价 | 26.00 元

版权所有 违者必究 （举报电话：0931-8454870）
（图书如出现印装质量问题，请与我们联系）

前　言

任务型教学法(Task-based Language Teaching)是20世纪80年代外语教学法研究者和第二语言习得研究者在大量研究和实践的基础上提出来的强调“在做中学”(Learning by doing)的又一具有重要影响的语言学习理论和学习模式。目前世界上许多国家和地区(如美国、加拿大、新加坡、香港等地)的教学大纲或课程标准都采用了任务型语言教学模式。在我国教育部组织编写的《全日制义务教育高级中学英语课程标准》中明确提出了“本课程倡导任务型教学模式”,“教师应该避免单纯传授语言知识的教学方法,尽量采用‘任务型’的教学途径”的要求,为此本书作者以Jane Willis的任务型教学模式为理论基础,就任务型教学法在农村中学英语阅读教学中运用的有效性进行了调研并提出了自己的见解,以期对当前新课程背景下的农村中学英语阅读教学产生一定的借鉴和启示。

本书内容共分五章。第一章是对本书所要研究的

目的和意义的介绍以及对农村中学这一概念的简要界定。第二章为目前中学英语阅读教学的目标阐述和对农村中学英语阅读教学现状的调查分析。第三章首先回顾了英语阅读理论，然后综述了任务型教学理论及其理论依据和在我国英语教学领域的研究现状等。第四章是本书的核心部分。具体内容涉及三个方面：(一)对实验研究的描述；(二)实验的具体实施；(三)运用SPSS13.0 对实验测试和问卷调查的数据所进行的比较和分析。第五章为本书的研究成果、局限性以及对所涉问题进一步研究的展望。

本书在编写过程中参阅了大量的国内外资料和研究成果，在此向各位作者表示感谢。

由于本人能力和水平有限，书中内容难免出现错误和疏漏，诚望同行专家、读者提出宝贵意见，以便不断修订，使本书渐臻成熟、完善。

张佐贤

2014 年 5 月于兰州

此为试读，需要完整PDF请访问：www.ertongbook.com

Acknowledgements

This book is a revision based on my M. D. thesis. It is the results of my learning and thinking English curriculum reform in senior middle school to which I pay close attention while I work on my master's degree of education. By combining the theory with the practice to continue to explore and study TBLT in English reading in CSMS is my original intention to publish the book.

When the book is being published, I would like to express my heartfelt thanks to those who have offered me all kinds of help. Of course, the first one is my supervisor, professor Jang Qiuxia, who provided me different sources of information to form and develop the ideas of this study. I owe much gratitude to her constant encouragement and help, without which this study would never have been acceptable.

I am also deeply indebted to Professor Lu Wenpeng, who has helped me a lot during my three years' study in Northwest Normal University. Thanks are extended to Professor Cao Jin, Professor Jin Yan, Professor Zhao Denming, Professor Wang Qi, Professor Zhang Shengting, Professor Li Quanfu, Professor Cai Lanzhen and all the other

teachers whose courses have broadened my knowledge and are very helpful for my research work.

The completion of the study also owes a geat deal to the timely support of my leaders in Yongchang No. 4 Senior Middle School for their generous help in collecting materials and carrying out the experiment. Also, I want to note the efforts made by my students, whose willing cooperation has been another factors for the success of the study.

My gratitude goes to Zhang Yougkai and Yang Jiangfeng, my colleagues as well as my close friends, who took great pains to correct the numerous compositions involved in the study.

List of Abbreviations

CC	Controlled Class
CSMS	Country Senior Middle School
DCT	Dual-coding Theory
df	Degrees of Freedom
EC	Experimental Class
EFL	English as a foreign language
ESL	English as a second language
I&S	Interest and Self-confidence
L1	First Language
L2	Second Language
N	Number
PPP	Presentation-Practice-Production methodology
RT	Relevance Theory
SB	Student's Book
SD	Standard Deviation
TBLT	Task-based Language Teaching

Contents

Chapter 1 Introduction 1

1.1 Purpose of this study 1

1.2 Significance of this study 3

1.3 Clear-up of the key term 6

Chapter 2 The Situation of English Reading Teaching in CSMS 8

2.1 The goal of English reading teaching in senior middle schools 8

2.2 An analysis of English reading teaching in CSMS 11

2.2.1 Students' problems in reading 12

2.2.2 Teachers' problems in teaching 17

2.2.3 About new textbooks and after class reading materials 23

Chapter 3 Literature Review ····· 27
3.1 A brief introduction to reading theories ····· 27
3.1.1 The meaning of reading ····· 27
3.1.2 Reading proces ····· 30
3.1.3 Three models for the reading process ····· 31
3.1.3.1 Bottom-up model of reading ····· 31
3.1.3.2 Top-down model of reading ····· 33
3.1.3.3 Interactive model ····· 36
3.1.4 Schema ····· 38
3.1.5 Relevance theory ····· 40
3.1.6 Dual-coding theory ····· 41
3.2 Advocacy of task-based English language teaching in reading ····· 43
3.3 About task and TBLT ····· 45
3.3.1 Task ····· 45
3.3.1.1 Definition of task ····· 45
3.3.1.2 The differences between task and exercise ····· 51
3.3.1.3 Features of a task ····· 52
3.3.1.4 Components of a task ····· 54
3.3.1.5 Task types ····· 57

3.3.1.6 Principles in task selecting ····· 60
3.3.2 The TBLT ····· 62
3.3.2.1 About TBLT ····· 62
3.3.2.2 Features of TBLT ····· 64
3.3.2.3 The basic principles in TBLT ····· 66
3.3.2.4 Teacher and student's role in TBLT ····· 69
3.4 Theoretical basis of TBLT ····· 72
3.4.1 A psycholinguistic framework for TBLT based on the Vygotskyan hypothesis ····· 72
3.4.2 Rationale from Krashen's second language acquisition hypothesis ····· 74
3.5 The implementation of TBLT ····· 77
3.5.1 The Bangalore Communicational Teaching Project ····· 77
3.5.2 Skehan's framework for task implementation ····· 79
3.5.3 Willis' Model for TBLT ····· 82
3.6 The development of TBLT research in China ····· 84
3.6.1 Affirm TBLT in primary and middle school English teaching syllabus ····· 84

此为试读,需要完整PDF请访问: www.ertongbook.com

3.6.2 Organize and attend both international and national academic discussion ····· 87
3.6.3 Training teachers ····· 88
3.6.4 Textbooks edited according to the thinking of TBLT put into practice ····· 89

Chapter 4 The Study ····· 93
4.1 Introduction to the experiment ····· 93
4.1.1 The purpose of the experiment ····· 93
4.1.2 The hypothesis ····· 93
4.1.3 The subjects ····· 94
4.1.4 Experimental time ····· 96
4.1.5 Experimental materials ····· 96
4.1.5.1 The teaching materials ····· 96
4.1.5.2 The test materials ····· 96
4.1.6 Variables ····· 98
4.1.7 Procedure ····· 98
4.2 The implementation of experiment ····· 99
4.2.1 The pre-test ····· 99
4.2.1.1 Reading pre-test ····· 99
4.2.1.2 Questionnaire pre-test ····· 99

4.2.2 Teaching techniques used in the EC and CC 99
4.2.2.1 Teaching techniques used in the EC 99
4.2.2.2 Teaching techniques used in the CC 108
4.2.3 The post-test 115
4.2.3.1 Reading post-test 115
4.2.3.2 Questionnaire post-test 115
4.3 Data collecting and analysis 115
4.3.1 Data analysis of reading tests 116
4.3.2 Data analysis of Questionnaire tests 119

Chapter 5 Discussions and Conclusion 122
5.1 Major findings of the study 122
5.2 Limitations of the present study 127
5.3 Suggestions for further research 128
5.4 Conclusion 131

Appendices 133
Appendix 1 Examination paper on pre-test 133
Appendix 2 Examination paper on post-test 156

Appendix 3 Questionnaire of students' I&S in studying English ····· 183
Appendix 4 The material of teaching case 1 ····· 185
Appendix 5 The material of teaching case 2 ····· 187
Appendix 6 The raw scores about pre-test and post-test of reading ····· 189
Appendix 7 The raw scores about pre-test and post-test of I&S ····· 191

Bibliography ····· 193

List of Figures and Tables ····· 201

Chapter 1 Introduction

1.1 Purpose of this study

The development of science and technology and that of social economy impose a high requirement on the school education. Economic globalization and the demand for modern technology give rise to the increasing importance to English teaching as a main channel through which English learners have access to the mastery of English. Nowadays in China, especially after China's entry into the WTO and its successful bid for the 2008 Olympic Games in Beijing, More and more people are eager to learn English well, which, as a means of international communication, has become more important than ever. So English language teaching is paid much attention to than ever before. Of course, English reading is just one part that cannot be ignored.

The problem of how to improve English reading ability faces all the teachers and learners. However, to a large extent, learning depends on teaching. Consequently, as

teachers, we should research and explore effective ways of teaching. Task-based Language Teaching(TBLT) is a new language teaching method which came into being in 1980s. Since then, language tasks have evolved from a varied collection of instructional activities in second and foreign language classrooms to a foundation for instructional planning, i.e. task-based syllabuses. Researchers are of the opinion that the term is useful, and that work on second or foreign language classrooms, syllabus design, and materials development etc. can benefit from a task-oriented perspective.

In recent years, a number of researchers, syllabus designers, and educational innovators have called for a move in language teaching towards TBLT to instruction as they've found that TBLT has a lot of strengths. For example, it focuses on cultivating the students' ability of using language, of searching for necessary information, of cooperation, of creativity and so on. What's more, compared with form-based approaches, TBLT consists not of a sequence of preselected or preplanned language items, but of a sequence of communicative tasks to be performed in the target language.

But as we know, teaching effect relies on many factors and in China, these factors are quite different in

different regions. And we cannot use the same method to teach English everywhere, especially in the countryside. Therefore, the research aims to achieve the following goals by experimenting:

1. To test the practicality of TBLT in English reading in Country Senior Middle School (CSMS).

2. To explore an effective TBLT model of English reading teaching in CSMS.

3. To improve teachers' methods of teaching reading in CSMS.

1.2 Significance of this study

In a traditional class, the teacher dominates the class by talking all the time while students are only passive listeners, little time is spared for the students to practice English since the aim of teaching is to inform learners of language knowledge rather than develop their learning skills, the classroom is usually quiet and orderly with the teacher being the only person who knows the answer. Once a student is called on to response, he/she tends to get nervous and does not know what to say. Therefore, a lack of opportunity to practice can cause students' low learning ability in the traditional teacher-centered class.

However, there are more advantages in TBLT than in Presentation-Practice-Production methodology (PPP): 1)

此为试读,需要完整PDF请访问: www.ertongbook.com