

<<任务型语言教学>>

图书基本信息

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内容概要

David Nunan所著的《任务型语言教学》是1989年英国剑桥大学出版社出版的《交际课堂的任务设计》的全新版，是一部总结了过去20年来任务型语言教学的理论和实践成果的最新学术专著。

该书强调教师发展和培训的范式应是“自下而上”而不是“自上而下”的。

语言课程和大纲的设计应该融入学习者的知识视域和生活经历。

把学习者和教师的知识视域和经历带进课程的有效途径是任务。

任务既是方法、内容，也是课程。

这是作者的一个很重要的教师发展观和课程观。

新版本在原来的基础上增加了“任务型语言教学中任务和课程的其他要素之间的关系”，“任务型语言教学的实证研究基础”，“任务型语言教学中的形式教学”，以及“任务型语言教学中的评价”四个章节，使这本书无论从理论上还是实践上都更趋完善。

作者从一个语言教育实践者和教育理论研究者的角度，用通俗易懂的语言，由浅入深地细数任务型语言教学的发展历程，与读者探讨任务型语言教学实践中的关键问题，以及分析课程和教师发展之间的关系等。

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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. . . .

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