

任务类型及任务频次对英语学习者口语产出的影

响以任务后语言形式聚焦为情境

一、本文概述

Overview of this article

本文旨在探讨任务类型及任务频次对英语学习者口语产出的影响，并以任务后语言形式聚焦为情境进行深入分析。口语学习作为第二语言习得的重要组成部分，对于提高学习者的语言交际能力和综合应用能力具有重要意义。本研究将通过对不同类型的口语任务和不同频次的任务完成进行实证研究，分析它们对英语口语产出的具体影响。

This article aims to explore the impact of task types and task frequencies on the oral output of English learners, and conduct in-depth analysis with a focus on post task language forms as contexts. Spoken language learning, as an important component of second language acquisition, is of great significance in improving learners' language communication and comprehensive application abilities. This study will conduct empirical research on the specific impact of different types of oral tasks and task completion with different frequencies

on English oral production.

本文将首先概述任务类型和任务频次的定义及其在英语语言教学中的应用。随后，将详细介绍任务后语言形式聚焦的概念及其在口语产出中的重要性。接着，将重点探讨任务类型和任务频次对口语产出的影响，分析不同类型的任务和不同频次的任务完成如何影响学习者的口语流利性、准确性和复杂性。还将探讨任务后语言形式聚焦在口语产出中的实际作用，以及如何通过聚焦语言形式来提高学习者的口语表现。

This article will first outline the definitions of task types and task frequencies, as well as their applications in English language teaching. Subsequently, the concept of post task language form focus and its importance in oral production will be introduced in detail. Next, the focus will be on exploring the impact of task types and frequency on oral output, analyzing how different types of tasks and completion of tasks with different frequencies affect learners' oral fluency, accuracy, and complexity. We will also explore the practical role of post task language form focus in oral production, as well as how to improve learners' oral performance by focusing

on language form.

本研究的意义在于为英语教育者和学习者提供有关口语任务设计和实施的参考建议。通过了解不同类型的任务和不同频次的任务完成对口语产出的影响，教育者可以更有针对性地设计口语教学活动，帮助学习者提高口语水平。本研究也有助于深化对任务后语言形式聚焦的理解，为口语教学和学习提供新的视角和思路。

The significance of this study is to provide reference suggestions for English educators and learners regarding the design and implementation of oral tasks. By understanding the impact of completing different types and frequencies of tasks on oral output, educators can design more targeted oral teaching activities to help learners improve their oral proficiency. This study also contributes to a deeper understanding of post task language form focus, providing new perspectives and ideas for oral teaching and learning.

二、文献综述

Literature review

任务型教学法自上世纪 80 年代提出以来，已在语言教学中占据

了重要地位。该教学法主张通过执行任务来学习语言，使学习者在自然、真实的语境中运用语言，从而提高其实际交际能力。在任务型教学法中，任务类型及任务频次是两个至关重要的因素，它们对英语学习者口语产出的影响一直是语言教学研究的热点。

Since its proposal in the 1980s, task-based teaching method has occupied an important position in language teaching. This teaching method advocates learning language through task execution, enabling learners to use language in natural and authentic contexts, thereby improving their practical communication skills. In task-based teaching methods, task type and task frequency are two crucial factors, and their impact on English learners' oral output has always been a hot topic in language teaching research.

关于任务类型的研究，学者们普遍认为不同类型的任务对口语产出的影响不同。例如，信息差任务（Information Gap Task）能够激发学习者的交流欲望，促使他们主动寻求信息，从而增加口语产出的数量和质量。角色扮演任务（Role-play Task）则能够帮助学习者在模拟的情境中实践语言，提高他们的口语流利度和准确性。相比之下，观点交换任务（Opinion Exchange Task）更注重培养学习者的批判

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