

摘 要

英语作为世界上使用最广泛的语言之一，它的主要的目标就是完成口语交际活动。但是，在我国的部分地区，英语口语教学仍然存在许多问题，比如学生的口语水平非常有限，学生对于开口说英语有很强的焦虑感，对口语学习的兴趣不高，自信心不强等。受传统应试教育的影响，我国的初中英语教学更加重视阅读和写作，听力和口语受到了长期的忽视。随着最新版课程标准的颁布（2017 年版）和中考的改革，英语口语受到越来越多的重视。因此，非常有必要解决当前初中英语口语教学中存在的问题。任务型教学法强调创立真实情境的重要性，在做中学，让学生在完成任务的过程中习得语言。本研究旨在探索实施任务型教学法对于初中生的口语水平，口语焦虑，和口语学习的兴趣和自信心有什么样的影响。

本文主要研究以下三个问题：（1）任务型教学法对于初中生的口语能力有什么样的影响？（2）任务型教学法对于初中生的口语焦虑有什么样的影响？（3）任务型教学法对于初中生口语学习的兴趣和自信心有什么样的影响？

本研究的研究对象为山西省忻州市某中学两个平行班的学生。一个班级为实验班，另一个班级为控制班。实验班采用任务型教学法，控制班采用传统的 PPP 教学模式。

在此基础上，作者开展了为期三个月的教学实验。在实验开始前，首先，通过进行口语测试，作者尝试了解初中生当前的口语水平；通过实施问卷调查，作者旨在了解初中生目前的口语焦虑情况；通过采访一些学生，作者主要希望了解初中生当前对英语口语的态度以及口语学习中存在的问题。在整个实验期间，实验班采用任务型教学法，控制班采用传统的 3P 教学法。此外，在整个实验期间采用课堂观察法来记录实验班学生的课堂表现。在实验后，分别向两个班级实施口语测试、问卷和访谈。将试验前后的数据进行对比并结合访谈和课堂观察的结果，作者旨在探索任务型教学法在初中英语口语教学中的应用情况。

研究表明，任务型教学法可以提高初中生的英语口语水平。不同类型和难度的任务设计可以兼顾到不同的学生。任务前有趣的语言输入，任务中的口语练习和任务后的多元评价，有效地提高了初中生口语表达的流利性和准确性。任务型教学法能够有效地缓解初中生的口语焦虑。初中生口语焦虑的来源主要是性格焦虑、测试焦虑和课堂焦虑，其次是交际焦

虑和害怕负面评价。任务型教学法有助于营造一种轻松愉快的课堂氛围，可以缓解学生在这方面的口语焦虑。任务型教学法可以激发学生对口语学习的兴趣和提高自信心。在焦虑感缓解的基础上，通过设置一些学生非常感兴趣和有启发性的课堂活动，学生口语学习的热情和积极性显著增强，对于口语交流更加有自信。

关键词：任务型语言教学；英语口语教学；初中英语

ABSTRACT

As one of the most widely used languages in the world, the main purpose of learning English is to complete oral communication activities. However, there are still many problems for oral English teaching in many parts of our country, such as low oral English proficiency, high anxiety for students to communicate in English, low interest and confidence in oral learning. Influenced by traditional exam-oriented education, English teaching in our country focus more on reading and writing while listening and speaking are neglected for a long time. With the promulgation of the latest curriculum standards (2017) and the reform of high school entrance examination, more and more attention has been paid to oral English. Therefore, it is very necessary to solve the problems in the current oral English teaching. Task-based language teaching highlights the importance of creating a real context, learning by doing, and allows students to acquire language while completing tasks. The purpose of this study is to explore the effects of TBLT on junior middle school students' oral English level, oral English anxiety, interest and self-confidence in oral learning.

This thesis tries to explore the following three questions: (1) What are the effects of TBLT on students' oral English proficiency in junior middle school? (2) What are the effects of TBLT on students' English speaking anxiety in junior middle school? (3) What are the effects of TBLT on junior middle school students' interest and confidence towards English speaking?

Research subjects in the experiment are two parallel classes in Shanxi province, Xinzhou City. One is the experimental class, the other is the control class. TBLT is adopted in the experimental class, and the traditional PPP teaching (Presentation, Practice, Production) is used in the control class.

Based on this, a three-month teaching experiment was carried out by the author. Before the experiment, first of all, the author tries to understand the current level of junior middle school students' English speaking through an oral test. The author aims to investigate the current situation of junior middle school students' anxiety towards oral English by conducting a questionnaire survey.

ABSTRACT

Through interviewing some students, the author mainly hopes to understand the current attitude of junior middle school students towards oral English and the existing problems in oral learning. During a three-month teaching experiment, task-based teaching method is adopted in the experimental class and the traditional 3P teaching method is used in the control class. Classroom observation is conducted in the experimental class throughout the experiment. After the experiment, questionnaire, oral test and interview were carried out again in the two classes respectively. By comparing the data before and after the experiment and combining the results of interviews and classroom observation, the author aims to explore the application of TBLT to the oral English teaching in junior middle school.

The results show that TBLT can improve junior middle school students' oral English proficiency. The tasks with different types and difficulties are taken into account for different students. The interesting language input before the task, oral practice during the task and multiple evaluation after the task have effectively improved students' fluency and accuracy of oral expression. TBLT can effectively relieve junior middle school students' English speaking anxiety. The main sources of English speaking anxiety are personality anxiety, test anxiety and classroom anxiety, followed by communication anxiety and fear of negative evaluation. TBLT helps to create a relaxing and pleasant classroom atmosphere, which can alleviate students' oral anxiety in these aspects. TBLT can stimulate junior middle school students' interest and improve their confidence in oral English. On the basis of the alleviation of anxiety, students' enthusiasm and initiative in oral English has been significantly increased and they are more confident in oral communication by setting up some interesting and inspiring classroom activities.

Keywords: task-based language teaching; oral English teaching; junior middle school English

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List of Abbreviations

TBLT	Task-based Language Teaching
ESL	English as a Second Language
EFL	English as a Foreign Language
CC	Control Class
EC	Experimental Class
PPP	Presentation, Practice, Production
L2	Second Language
SLA	Second Language Acquisition
SPSS	Statistical Package for the Social Sciences

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