任务型测试题目的设计及应用

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提纲

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  - TOEFL iBT阅读题与综合写作题
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  - 基于语言理论的描述框架
  - 交际任务描述框架
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TOEFL iBT阅读题型一

Which of the sentences below best expresses the essential information in the following sentence?

Earth is a target in a cosmic shooting gallery, subject to random violent events that were unsuspected a few decades ago.

Incorrect choices change the meaning in important ways or leave out essential information.

a. Until recently, nobody realized that Earth is exposed to unpredictable violent impacts from space.
b. In the last few decades, the risk of a random violent impact from space has increased.
c. Since most violent events on Earth occur randomly, nobody can predict when or where they will happen.
d. A few decades ago, Earth became the target of random violent events originating in outer space.

TOEFL iBT阅读题型二

Which of the following can be inferred from paragraph 3 about the location of the meteorite impact in Mexico?

a. The location of the impact site in Mexico was kept secret by geologists from 1980 to 1990.
b. It was a well-known fact that the impact had occurred in the Yucatán region.
c. Geologists knew that there had been an impact before they knew where it had occurred.
d. The Yucatán region was chosen by geologists as the most probable impact site because of its climate.

TOEFL iBT阅读题型三

Look at the four letters (**A**, **B**, **C**, and **D**) that indicate where the following sentence could be added to the passage in paragraph 6.

This is the criterion emphasized by Darwin's theory of evolution by natural selection.

Where would the sentence best fit?

Impacts by meteorites represent one mechanism that could cause global catastrophes and seriously influence the evolution of life all over the planet. **(A)** According to some estimates, the majority of all extinctions of species may be due to such impacts. **(B)** Such a perspective fundamentally changes our view of biological evolution. **(C)** The standard criterion for the survival of a species is its success in competing with other species and adapting to slowly changing environments. **(D)** Yet an equally important criterion is the ability of a species to survive random global ecological catastrophes due to impacts.

TOEFL iBT阅读题型四

An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE (3) answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Scientists have linked the mass extinction at the end of the Cretaceous with a meteorite impact on Earth.

-
-
-

Answer choices

((1))Scientists had believed for centuries that meteorite activity influenced evolution on Earth.
((2))The site of the large meteorite impact at the end of the Cretaceous period was identified in 1990.
((3))...
((4))…
((5))…
((6))…

TOEFL iBT综合写作题型

You have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a good response will require that you write 150–225 words.

READING PASSAGE

…

(Narrator) Now listen to part of a lecture on the topic you just read about.

LECTURE

…

Question: Summarize the points made in the lecture, being sure to explain how they oppose specific points made in the reading passage.

阅读技能反馈信息

- **Level: INTERMEDIATE (15–21)**
- Test takers who receive a score at the **INTERMEDIATE** level, as you did, typically understand academic texts in English that require a wide range of reading abilities, although their understanding of certain parts of the texts is limited.
- **YOUR PERFORMANCE**
- Test takers who receive a score at the INTERMEDIATE level typically:
  - have a good command of common academic vocabulary, but still have some difficulty with high-level vocabulary;
  - have a very good understanding of grammatical structure;
  - can understand and connect information, make appropriate inferences, and synthesize information in a range of texts, but have more difficulty when the vocabulary is high level and the text is conceptually dense;
  - can recognize the expository organization of a text and the role that specific information serves within a larger text, but have some difficulty when these are not explicit or easy to infer from the text; and
  - can abstract major ideas from a text, but have more difficulty doing so when the text is conceptually dense.

阅读技能反馈信息

- **ADVICE FOR IMPROVEMENT**
- Read as much and as often as possible. Study the organization of academic texts and overall structure of reading passages. Read an entire passage from beginning to end.
  - Pay attention to the relationship between the **main ideas** and the **supporting details**.
  - Outline the text to test your understanding of the structure of the reading passage.
  - Write a summary of the entire passage.
  - If the text is a comparison, be sure that your summary reflects that. If the text argues two points of view, be sure both points of view are reflected in your summary. Continually expand your vocabulary by developing a system for recording unfamiliar words.
  - Group words according to topic or meaning and study the words as a list of related words.
  - Study **roots, prefixes**, and **suffixes**; study word families.
  - Use available vocabulary resources, such as a good thesaurus or a dictionary of collocations (words commonly used together)

综合写作反馈信息

- **Level: FAIR (2.5–3.5)**
- **YOUR PERFORMANCE**
- You responded to the task, relating the lecture to the reading, but your response indicates weaknesses, such as:
  - an important idea or ideas may be missing, unclear or inaccurate;
  - it may not be clear how the lecture and the reading passage are related; and/or
  - grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand.
- **ADVICE FOR IMPROVEMENT**
- Practice finding main points.
  - Ask a friend to record news and informational programs in English from the television or radio, or download talks or lectures from the Internet.
  - Listen and take notes. Stop the recording about every 30 seconds to write out a short summary of what you heard.
  - Replay the recording to check your summary. Mark places where you are not sure if you have understood what was said or if you are not sure you have expressed yourself well.

解读与启示

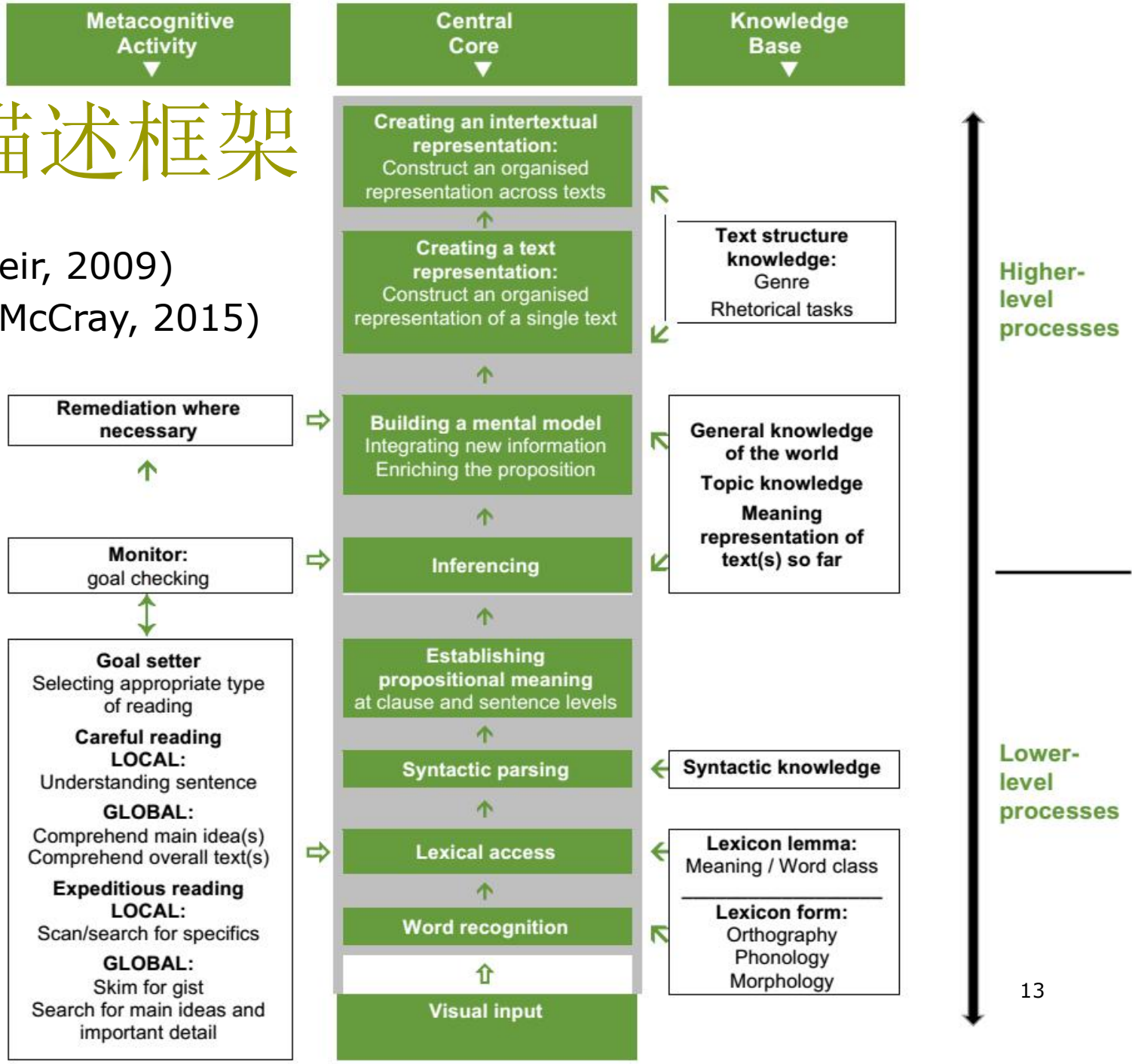
- 考点需要规划
- 任务需要设计
- 反馈需要具备可操作性

测试表现解读

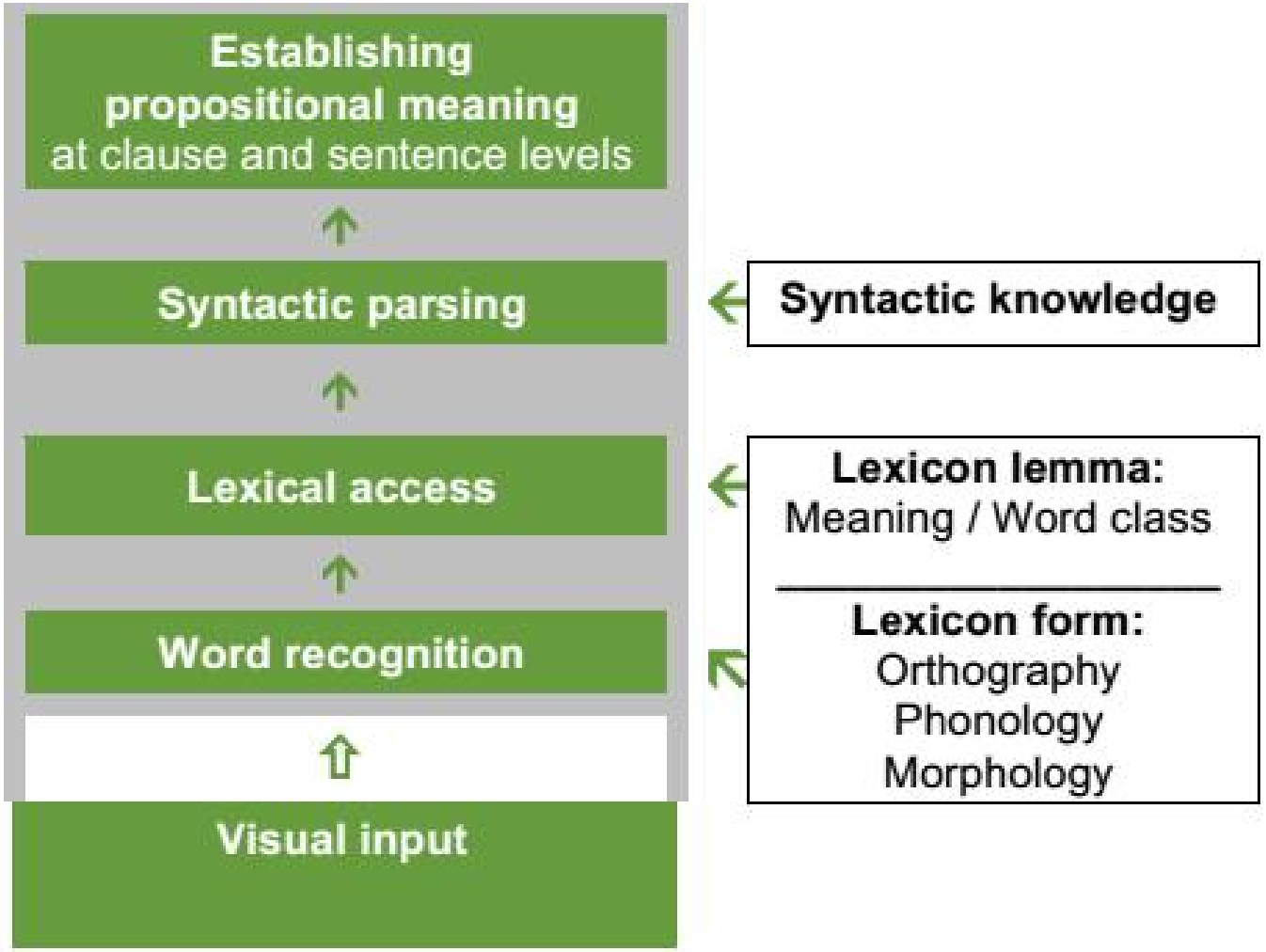
- **YOUR PERFORMANCE**
- Test takers who receive a score at the INTERMEDIATE level typically:
  - have a good command of common academic vocabulary, but still have some difficulty with high-level vocabulary;
  - have a very good understanding of grammatical structure;
  - can understand and connect information, make appropriate inferences, and synthesize information in a range of texts, but have more difficulty when the vocabulary is high level and the text is conceptually dense;
  - can recognize the expository organization of a text and the role that specific information serves within a larger text, but have some difficulty when these are not explicit or easy to infer from the text; and
  - can abstract major ideas from a text, but have more difficulty doing so when the text is conceptually dense.

技能描述框架

(Khalifa & Weir, 2009)
(Brunfaut & McCray, 2015)



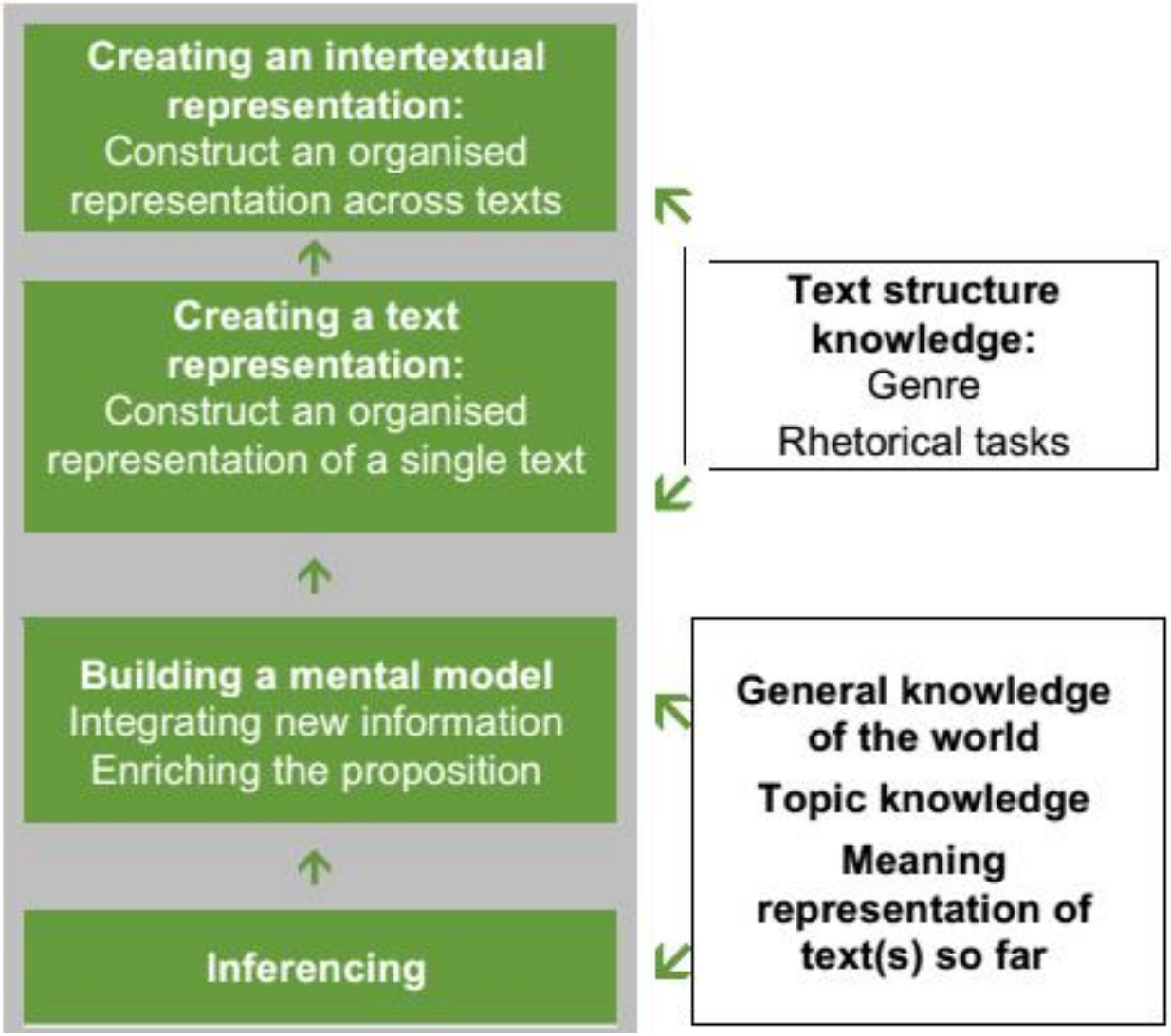
低层次认知活动


Establishing propositional meaning at clause and sentence levels
Syntactic parsing
Lexical access
Word recognition
Visual input
Syntactic knowledge
Lexicon lemma:
Meaning / Word class
Lexicon form:
Orthography
Phonology
Morphology

例題

- The word “excavating” on line 25 is closest in meaning to…
- Which of the sentences below best expresses the essential information in the following sentence?
  - *Earth is a target in a cosmic shooting gallery, subject to random violent events that were unsuspected a few decades ago.*

高层次认知过程


Creating an intertextual representation:
Construct an organised representation across texts
Creating a text representation:
Construct an organised representation of a single text
Building a mental model
Integrating new information
Enriching the proposition
Inferencing
Text structure knowledge:
Genre
Rhetorical tasks
General knowledge of the world
Topic knowledge
Meaning representation of text(s) so far

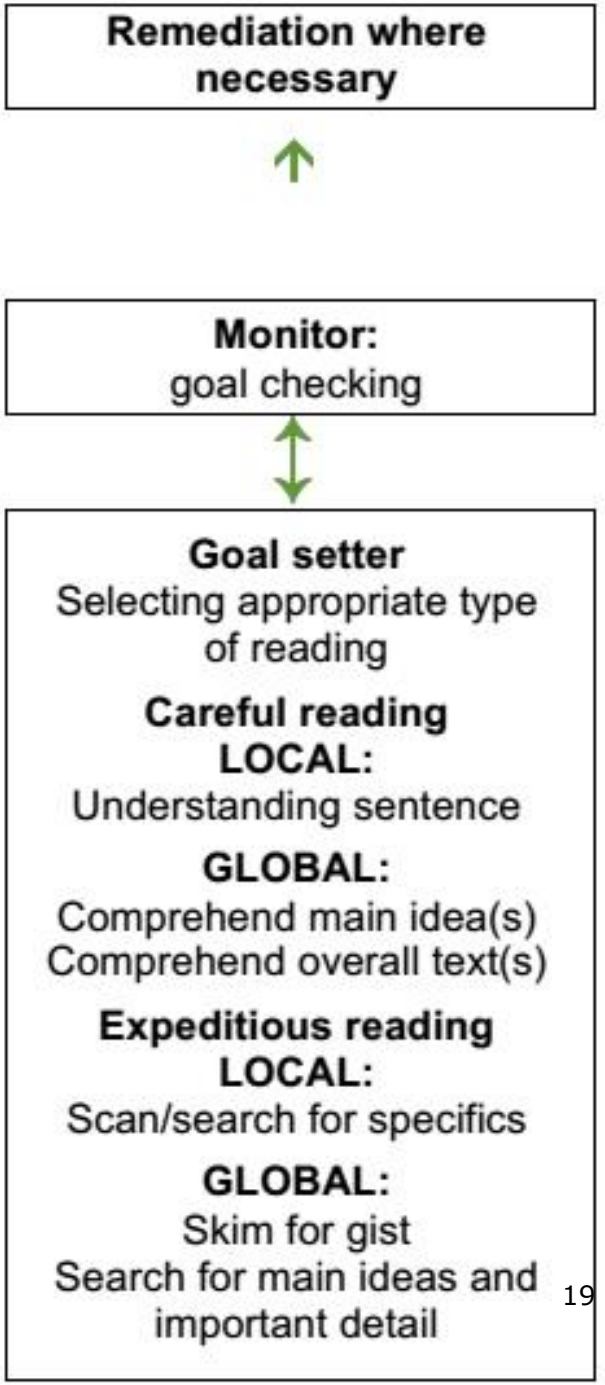
例題

- Which of the following can be inferred from paragraph 3 about the location of the meteorite impact in Mexico?
- Where would the following sentence best fit in paragraph 6?
- Complete the summary by selecting the THREE (3) answer choices that express the most important ideas in the passage.
- Summarize the points made in the lecture, being sure to explain how they oppose specific points made in the reading passage.

综合写作评分标准

- **5** A response at this level successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant information presented in the reading. The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections.
- **4** A response at this level is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.
- …

元认知活动


Remediation where necessary
Monitor:
goal checking
Goal setter
Selecting appropriate type of reading
Careful reading
LOCAL:
Understanding sentence
GLOBAL:
Comprehend main idea(s)
Comprehend overall text(s)
Expeditious reading
LOCAL:
Scan/search for specifics
GLOBAL:
Skim for gist
Search for main ideas and important detail

例题？

- 一般通过问卷调查了解元认知策略。

启示一：考点规划

- 基于语言能力的理论框架
  - Communicative competence
  - Communicative language ability
- 基于交际任务的描述框架
  - CEFR
  - CSE
- 基于教学大纲
  - 求教：CECL对交际英语能力是怎样描述的？
- 基本的原则
  - 全面覆盖
  - 考点平衡

预期表现解读

- **Level: INTERMEDIATE (15–21)**
  - Test takers who receive a score at the **INTERMEDIATE** level typically understand academic texts in English that require a wide range of reading abilities, although their understanding of certain parts of the texts is limited.

反馈信息的逻辑

测试表现

Test takers who receive a score at the INTERMEDIATE level typically:

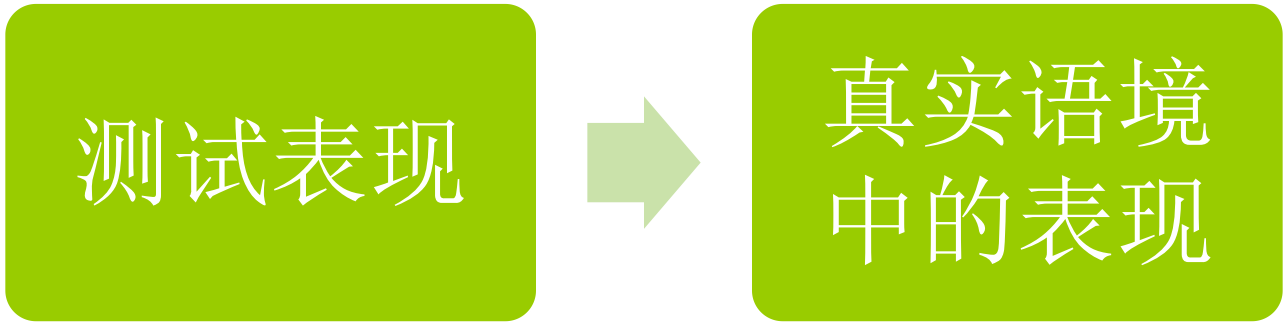
have a good command of common academic vocabulary, but still have some difficulty with high-level vocabulary;

have a very good understanding of

真实语境中的表现

Test takers who receive a score at the INTERMEDIATE level, typically understand academic texts in English that require a wide range of reading abilities, although their understanding of certain parts of the texts is limited.

测试任务设计的基本逻辑



- 从测试表现推测真实语境下的表现
- 真实语境下的影响因素是多元的
- 测试任务要尽可能接近真实语境下的语言使用任务
- (Bachman & Palmer, 1996)

真实交际任务举隅

- 人际交流
  - Read a personal email message sent by a friend apologizing for forgetting about a lunch date.
- 执行指令
  - Read and follow instructions on how to remove temporary Internet files from a computer.
- 完成事情
  - Use a bus or train schedule to plan the arrival and departure times for an upcoming trip.
- 理解信息
  - Read a short news article (print or online) to get the details.
- (Canadian Language Benchmarks, Reading, Benchmark 4)

实例分析

- 理解信息
  - Which of the following can be inferred from paragraph 3 about the location of the meteorite impact in Mexico?
  - Where would the following sentence best fit in paragraph 6?
  - Complete the summary by selecting the THREE (3) answer choices that express the most important ideas in the passage.
- 完成事情
  - Summarize the points made in the lecture, being sure to explain how they oppose specific points made in the reading passage.

可测性问题（measurability）

任务类型	例子	可测性
人际交流	Read a personal email message sent by a friend apologizing for forgetting about a lunch date.	阅读任务完成质量与事后反应的合理性无法区分，无法单独测量。
执行指令	Read and follow instructions on how to remove temporary Internet files from a computer.	阅读任务完成质量取决于事后行动是否成功，无法单独测量。
完成事情	Use a bus or train schedule to plan the arrival and departure times for an upcoming trip.	阅读任务完成质量取决于目标任务的完成质量，无法单独测量。
理解信息	Read a short news article (print or online) to get the details.	阅读任务完成质量可以单独测量。

一般做法

- 如果仅测量对信息的理解，则改变了任务属性。
  - 人际交流→理解信息
  - 执行指令→理解信息
  - 完成事情→理解信息
- 保留独立的阅读任务有针对地测量具体的技能。
- 采用综合任务更完整地测量任务完成质量
  - 读后续写
  - 笔记整理
  - 概要撰写
  - 综合写作

交际任务描述框架

- **话题：**
- **背景：**Where, When, Who
- **信息呈现方式：**信道（语音/文本）、形式（语言/图表）、长度、速度
- **语言特征：**语音、词汇、语法、语篇、语用、语境
- **应答方式：**信道、形式、长度、速度
- **语言特征：**语音、词汇、语法、语篇、语用、语境
- **呈现与应答关系：**反应类型（单向式、适应式、交互式）、针对性（细致/笼统）、直接性（直接/间接）
- (Bachman & Palmer, 1996)

例子

- **话题：**电话订房
- **背景：**电话（Where）、随时（When）、宾客与服务员（Who）
- **信息呈现方式：**信道（语音）；形式（语言）、长度（简短）、速度（适中）
- **语言特征：**语音（可能有口音）、词汇（部分专用词汇）、语法（简单句子结构）、语篇（要素有限，结构简单，衔接手段有限）、语用（信息提供与获取、操作指令）、语境（方言、非正式语、自然、文化背景有限、修辞手法有限）
- **应答方式：**信道（语音）；形式（语言）、长度（简短，重复顾客信息除外）、速度（适中）
- **语言特征：**语音（可能有口音）、词汇（部分专用词汇）、语法（简单句子结构）、语篇（要素有限，结构简单，使用简单的话语标记引起注意、打断话语、提起话题等）、语用（信息提供与获取、操作指令，如接受、否定、解释、要求澄清、打断话语、重复信息，等）、语境（标准语言、相对正式、自然、文化背景有限）
- **呈现与应答关系：**反应类型（交互式）、针对性（细致，对顾客要求逐一应答）、直接性（除直接回答问题外，可能间接提及其他相关信息）

听力任务文本举隅

- Good morning. I'd like to make a reservation for Ms. Stephanie W. Kosciuszko (pronounce /koh-shee-OOS-ko/), that is s-t-e-p-h-a-n-i-e, Stephanie, k-o-s-c-i-u-s-z-k-o, Kosciuszko. She's planning to arrive at your hotel this evening and will stay until the following Wednesday. She is the Vice-president of Rexxen Manufacturing, that's spelled r-e-double x-e-n, Rexxen Manufacturing, and she will be traveling alone. Ms. Kosciuszko is very tall and absolutely requires a king-size bed. She also absolutely requires a non-smoking room, preferably on a non-smoking floor. Please charge the room to our corporate account. I believe you have that on record. But in case you do not find it, it's 7239-double 4-75-1313-double 2-80. It's good 'til January next year.

相关题目

Name _____
last name first name initial

Company _____

Date of arrival _____

Date of departure _____

Room type _____

Special requirements _____

Method of payment _____

Credit card _____ _____
number date of expiration

真实程度分析

- **话题：**电话订房
- **背景：**Where, When, Who
- **信息呈现方式：**信道（语音/文本）、形式（语言/图表）、长度、速度
- **语言特征：**语音、词汇、语法、语篇、语用、语境
- **应答方式：**信道、形式、长度、速度
- **语言特征：**语音、词汇、语法、语篇、语用、语境
- **呈现与应答关系：**反应类型（单向式、适应式、交互式）、针对性（细致/笼统）、直接性（直接/间接）

- 语用特征上的差异
  - 酒店人员“要求澄清、打断话语、重复信息”等功能在单纯的听力任务中不能完整体现
- 呈现与应答关系上的差异
  - 交互式vs单向式

听说综合任务例子

- **Instructions**
- For this test, you are going to pretend you're working as the reservations clerk at a hotel. I'm going to pretend to be a customer. You will need to fill out this form here with all the information the "customer" gives you. I expect you to stop me whenever you need to: have me spell things, repeat things—anything you need to make sure that you get all of the information right. Now, I am going to pretend to be the customer.

- **Script**
- Good morning. I'd like to make a reservation for Ms. Stephanie W. Kosciuszko (pronounce /koh-shee-OOS-ko/). She's planning to arrive at your hotel this evening and will stay until the following Wednesday. She is the Vice-president of Rexxen Manufacturing and will be traveling alone. Ms. Kosciuszko is very tall and absolutely requires a king-size bed. She also absolutely requires a non-smoking room, preferably on a non-smoking floor. Please charge the room to our corporate account. I believe you have that on record. [It's 7239-double 4-75-1313-double 2-80. It's good 'til January next year.]

启示二：任务特征

- 考虑交际任务的多维性
  - 纯语言任务：理解信息、人际交流
  - “语言+”任务：人际交流、执行指令、完成事情
  - 信息呈现方式：+背景、+主题、+多媒体，等等
  - 应答方式：+行为、+表情、+手势，等等
- 根据考试目的确定“语言+”的维度
  - 学业测试
  - 水平测试
  - 诊断测试
  - 外企招聘测试
  - …

启示二：任务特征

- “语言＋”任务依赖的能力
  - 任务型教学的重点在于提高学生运用语言的能力，而非简单的语言知识传授。决定语言交际质量是互相关联的四个因素：即交际内容、认知技能、思维方式、表达相关功能和意念的语言形式。认知技能与思维方式决定交际内容的组织结构，而后者则进一步决定对语言形式的选择。认知技能与思维方式在意义表达与交流中起决定性作用，必须作为主要的教学目标。（CECL前言）

学习建议解读

测试表现

Test takers who receive a score at the INTERMEDIATE level typically:

have a good command of common academic vocabulary, but still have some difficulty with high-level vocabulary;

have a very good understanding of

学习建议

Read as much and as often as possible. Study the organization of academic texts and overall structure of reading passages. Read an entire passage from beginning to end.

Pay attention to the relationship between the main ideas and the

具体分析

- **ADVICE FOR IMPROVEMENT**
- Read as much and as often as possible. Study the organization of academic texts and overall structure of reading passages. Read an entire passage from beginning to end.
  - Pay attention to the relationship between the **main ideas** and the **supporting details**.
  - Outline the text to test your understanding of the structure of the reading passage.
  - Write a summary of the entire passage.
  - If the text is a comparison, be sure that your summary reflects that. If the text argues two points of view, be sure both points of view are reflected in your summary. Continually expand your vocabulary by developing a system for recording unfamiliar words.
  - Group words according to topic or meaning and study the words as a list of related words.
  - Study **roots, prefixes**, and **suffixes**; study word families.
  - Use available vocabulary resources, such as a good thesaurus or a dictionary of collocations (words commonly used together)

启示三：有效反馈

- 连大规模考试都提供了学习建议，一线教师更没有理由不提供分数之外的反馈。
- 大规模考试的学习建议基于一般性的研究结果，对具体学生的针对性不强，尤其是语言技能发展不平衡的学生。
- 一线教师最了解学生，最有可能提供有针对性的反馈。

从大规模考试到课堂评估

	大规模考试	课堂评估
导向	结果（终结性评估）	过程（形成性评估）
参照标准	常模	教学目标
题型	客观题型为主 独立任务为主	主观评估为主 综合任务为主
反馈的针对性	共性	个性
视角	静态	动态

启示四：形成性评估

- 评估理论的变迁
  - 学习评估（Assessment *of* learning）→促学评估（Assessment *for* learning） → 评估即教学（Assessment *as* learning）
- 形成性评估的常用手段
  - 提问、反馈、测试、自我评估、学生互评、档案法，等等
- 结合交际任务进行评估
  - CECL的“任务系列”概念→形成性评估的“任务系列”

形成性评估的任务系列举隅

自我评估

- 学生阅读文章，自我评估对内容和语言的理解程度。

学生互评

- 学生分组讨论文章内容，根据事先设计的标准互相评估理解程度和语言表达水平。

教师反馈

- 学生基于阅读文章写一篇内容相关的文章，教师反馈其理解程度和语言表达水平。

(Norris, 2016)

写作自我评估标准举略

- The ESL Composition Profile (Jacob et al., 1981)
  - Content
  - Organization
  - Vocabulary
  - Language use
  - Mechanics

写作的个性化反馈举隅

- Your description of Las Vegas lacked descriptive details to keep your audience interested. Try to write more complex sentences that include more colorful adjectives and phrases that help the audience to envision what you are describing.
- Compare your sentence, “It’s a city full of popular attractions with something for everyone.” to this example from Jaqueline’s work: “With its designer shops, renowned restaurants, high-flying roller coaster and sprawling nature preserve, this glitzy Nevada city suits every type of traveler.” Note how she highlights the city’s differentiators with specific details.
- (Adapted from Adair-Hauck et al., 2006 and Piloto, 2015)

听力自我评估工具举隅

(Field, 2008, p. 93)

- **Overall recognition**
  1. *Roughly how many of the words in the whole passage did you recognise*
     a. the first time you listened to it? . . . . . %
     b. after listening to it several times? . . . . . %
     c. when listening with the help of the tapescript? . . . . . %

- **Problems in recognising words**
  2. *Using the tapescript, write down some of the words that you*
     a. did not recognise at the beginning but recognised after listening several times.
     b. did not recognise until you had the help of the tapescript.
     c. found difficult to recognise even when you had the tapescript.
  3. *Now look at each of the words and try to say why you had difficulty in recognising it.*
     I did not recognise the sounds. I got the syllables wrong.
     The word was not said in a standard way.
     The word was not easy to hear.
     I confused it with another word. Other reason
  4. *Using the typescript, write some new words that you heard. What did you do when you heard each one?*
     I ignored it.
     I guessed its meaning by comparing it to words in my own language.
     I guessed its meaning by comparing it to other words I know in English.
     I guessed its meaning from the words before and after.
     I misheard it as a similar word in English. Other response

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(Field, 2008, p. 94)

- **Problems in recognising grammar**
  5. *Using the tapescript, write down any groups of words that you did not recognise.*
  6. *Now try to say why you did not recognise the structure.*
     I misunderstood or did not hear important words.
     I did not notice inflections (*-ed*, *-s*, etc.).
     I was misled by the word order.
     I heard all the words but did not connect them to the grammar.
     I was misled by the grammar of my own language.
     I did not know the grammar. Other reason

- **Problems with meaning**
  7. *Using the tapescript, write down groups of words where you recognised most of the words but did not understand the meaning.*
  8. *Now try to say why you misunderstood.*
     There were problems with pronouns (*it*, *her*, *him*, *this*, etc.).
     I had made a wrong guess earlier in the recording.
     I was expecting the speaker to say something different.
     I did not understand what topic the speaker was talking about.
     I could not connect it to what I had heard before.
     I did not understand the comprehension question.
     I looked for the wrong key words from the question.
     Other reason
  9. *In what ways do you think your listening has improved as a result of this practice?*
     Recognising sounds Recognising words
     Guessing word meaning
     Recognising grammar patterns
     Working out what the speaker means

听力的个性化反馈举隅

- 学生听力课表现
  - The girl stood still, and the child immediately let go [let go of] her hand and sitted herself [seated herself] on the ground.
  - Here they met with greetings more sides [from all sides].
- 访谈记录
  - 熟悉 “let go”，没有接触过 “let go of”
  - 将“seated”读为“sitted”
  - 认为/i:/和/i/的发音差别就是一个长音，一个短音
  - 没有辨别出“from”和“all”的连读
- 讨论
  - 找出错误根源能提高补救练习的针对性。

结语

We can do better
than ourselves
by learning from others.

We can do better
than others
by transcending ourselves.

谢谢聆听！

THANK YOU VERY MUCH!