基于诊断测评实现初中英语阅读猜测词义微技能提升的教学研究

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中国基础教育外语测评研究基金
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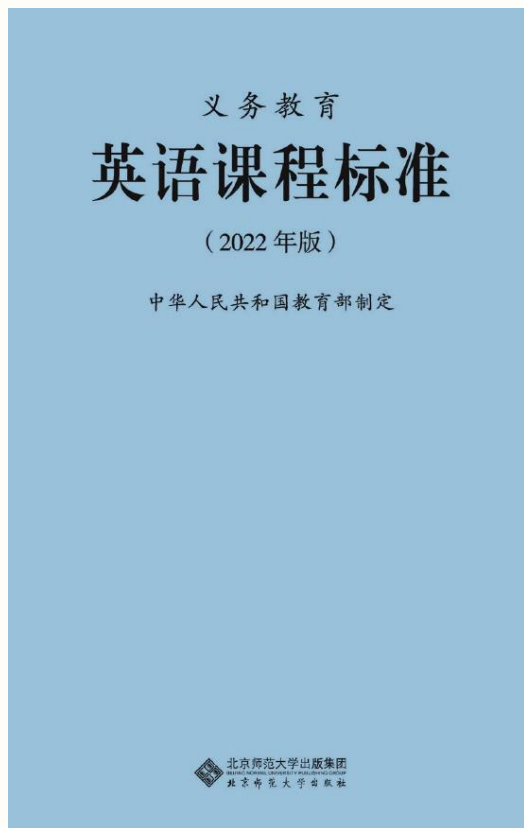**01** 指导思想

指导思想

义务教育
英语课程标准
（2022年版）
中华人民共和国教育部制定

北京师范大学出版集团
北京师范大学出版社

《义务教育英语课程标准（2022年版）》明确指出，"词汇中的任何词语都是通过一定的句法关系和语义关系与其他词语建立起联系的，并在语境中传递信息。词汇学习不只是记忆单词的音、形、义，还包括了解一定的构词法知识，更重要的是在语篇中通过听、说、读、看、写等活动，理解和表达与各种主题相关的信息和观点。"

指导思想

高效的词汇学习既不能脱离主题内容范围及围绕相关主题生成的特定语境，又不能缺少为理解和运用语言设置的驱动问题、活动场景和交际环境。（徐浩等，2018）

在词汇学习前阶段，教师可基于语篇创设问题化情境，激活学生对该主题已有的认知经验和词汇知识，明确要解决的主题关键问题，引领学生发现认知差距，带着期待进入语篇学习中（教育部，2022)。

在词汇学习中阶段，教师要深入语篇创设实践化情境，以解决关键问题为目的设计梳理与概括等学习理解类活动，引导学生在具体的语境中感知主题词汇的发音及形式特点，建立词汇之间以及词汇与句子、段落之间的逻辑关系，推断词汇的词性、功能及其表达的深层意义，构建词汇语义网并根据英语学科实践特色设计描述、分析等有意义的对话活动，引导学生应用和内化词汇知识。

在词汇学习后阶段，教师要超越语篇创设生活化情境，结合生活实际拓展主题关键问题，帮助学生在真实的交际情境中思考解决新问题的方法，在意义表达中迁移所学词汇知识，理性、得体地表达态度或观点。（国红延等，2022）

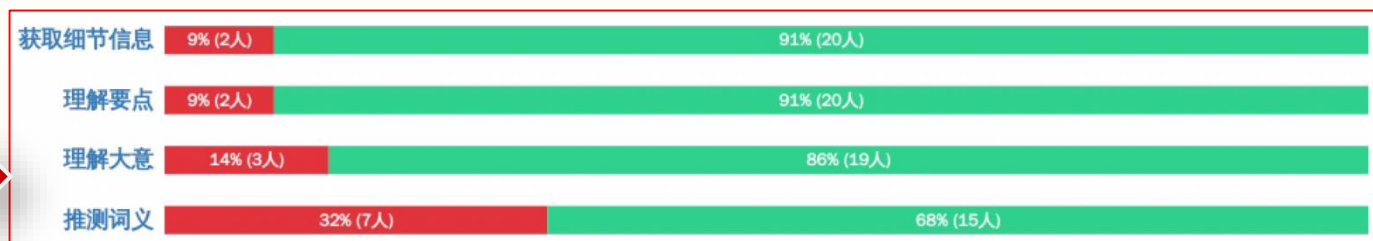**02** 学情分析
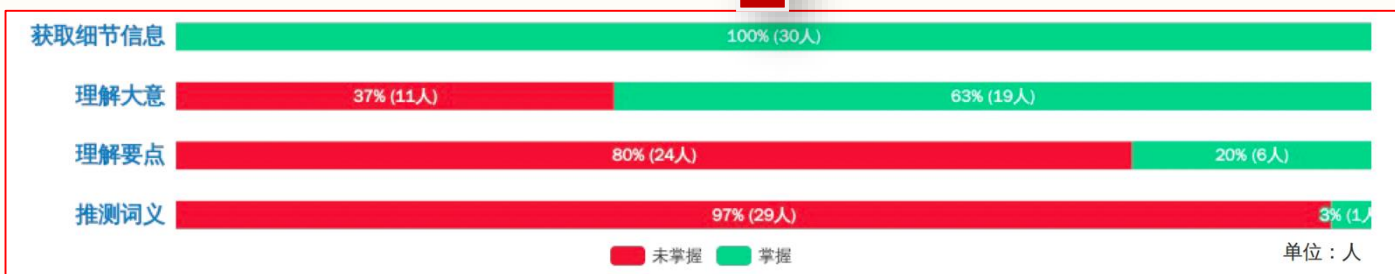
自然情况：

　　本次授课班级是八年级一班，共29人。学生学习英语热情高，29位学生中有7位基础较薄弱（包括3位随班就读），大部分学生思维活跃，爱思考，有创造力，喜欢丰富有趣的开放性教学活动。
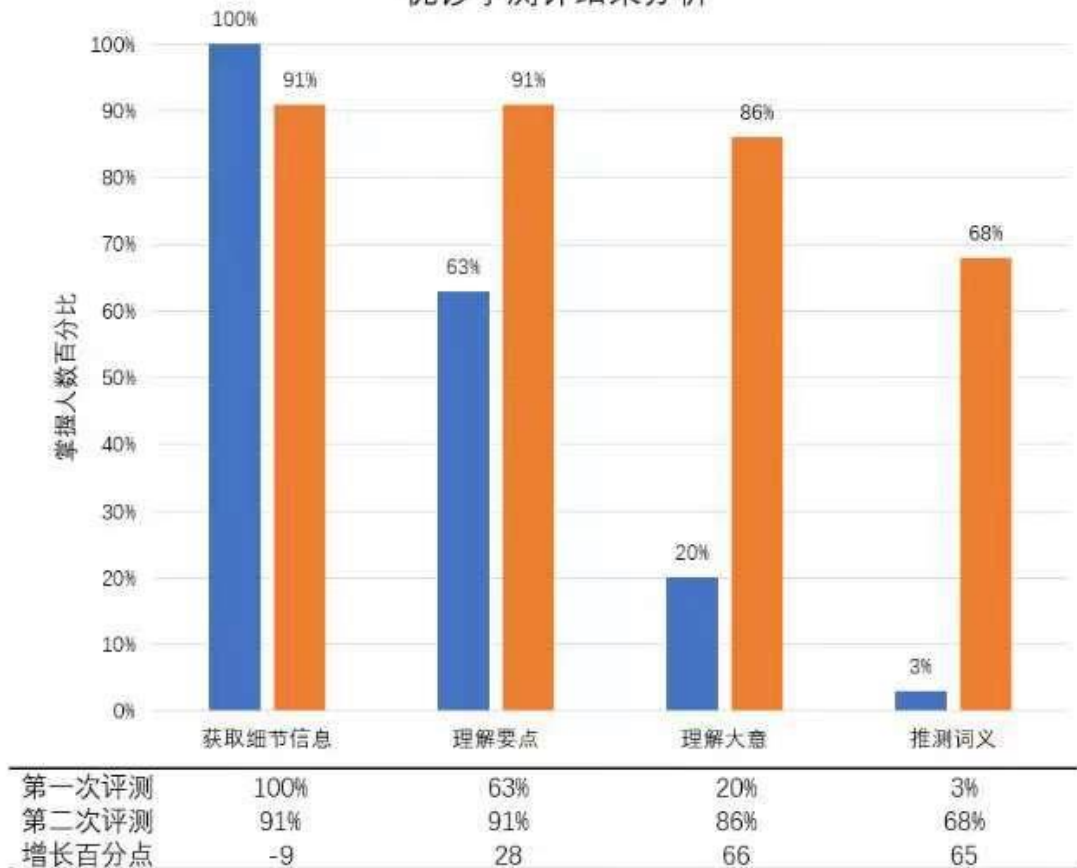

2022年3月第二次测评结果

2021年9月第一次测评结果

学生阅读技能：

优诊学测评结果分析

	获取细节信息	理解要点	理解大意	推测词义
第一次评测	100%	63%	20%	3%
第二次评测	91%	91%	86%	68%
增长百分点	-9	28	66	65

发现1: 学生在理解要点、理解大意、推测词义这三项微技能方面均有不同程度提升。

聚焦最新（第二轮行动研究）数据发现2：学生**目前推测词义微技能最为薄弱**，掌握程度仅为68%，远低于其他三项技能。

本课将聚焦提升推测词义微技能

**话题...
本中...**

视频形式帮助学生认识...角色，补充背景知识

- 指导八年... 入手。先在一个语篇中示范学生如何利用构词法（如词根、前缀、后缀...
- 帮助学生... 比所学。
- 深入解读... 引导学生关注词语的搭配和固定的表达方式，并在围绕主题意义建构结...

**思维...
通角色的逻辑思维**

...师生共建思维导图，帮助学生梳理介绍逻辑，补充语言支撑。

CV of My favorite Cartoon Hero_____

1. Personal information

Appearance_____

Personality _____

Most impressive acts_____

2.Creation

The creator_____ The creating time_____

Purpose of creation_____

3.Influence_____

4.Why do you like it?_____

03 语篇研读

语篇研读-What 文本内容

主题：人与社会 子主题：卡通赏析

Unit 1

听力对话
本单元对话发生在Tony和Daming之间，他们在做完作业后就观看哪部卡通片展开了争辩。两人各自说出喜欢的卡通片的角色特点和原由。最终达成一致，观看两人都喜欢的卡通片 *Tom and Jerry*。

卡通之辩

Unit 2

阅读语篇
本单元题目为"Cartoon Heroes"，是一篇介绍说明类的文章。**从卡通片名称、卡通片主角（名字、性格、外貌、行为）、创作背景及影响四个方面介绍**了Nemo和Shrek,Monkey King,Tintin,Snoopy五个备受欢迎的中外卡通角色。

卡通之鉴

卡通之撰

MONKEY KING

语篇研读-How 文本结构和语言修辞

梳理整合语篇内容，构建教学逻辑

Unit 1

听力对话

对话可以分为两部分。首先两个分别说出各自喜欢的卡通片的角色特点和原由，产生分歧并展开激烈的争辩。接着，Daming抛出一起观看两人都喜欢的卡通片 Tom and Jerry的提议，两人经过对该卡通片的正面评价，最终达成一致。运用句型：I think…is better. / It's more.../ He can .../ He is brave./ He keeps doing...描述卡通角色特点和个人观点。

Unit 2

阅读语篇

说明文，共四个自然段，内容独立，结构相似，中心突出，都围绕他们深受欢迎这个主题展开话题；同时每段各有侧重。第一段谈到Nemo和Shrek的外貌，第二段描写美猴王的性格及行为，第三段谈Tintin的创作时间及影响，最后一段写Snoopy的创作目的。综合运用一般现在时、一般过去时、现在完成时对5个卡通角色的不同方面进行了介绍。

语篇研读-Why 写作意图

梳理整合语篇内容，构建教学逻辑

Unit 1

听力对话

引出卡通话题，介绍如何表达喜欢的卡通片的角色特点和原由，在与他人产生分歧时，尊重他人，求同存异。

Unit 2

阅读语篇

从卡通片主角、创作背景及影响三个方面各有侧重地介绍了五个备受欢迎的卡通角色，引导读者关注在介绍卡通片时可以包含的要素信息。并引发读者探索这些卡通角色深受喜爱的原因，创作目的，以及背后的精神和文化信息。

语篇研读-确定主题语境下的目标词汇

主题类别	课标词	非课标词
人物外貌	handsome，orange-and-white，ugly	
人物性格及特点	cool，humorous，clever，smart	
人物行为	lead，mess	
创作背景	artist，invent，create，satisfy	Havoc，Emperor
影响	can't help doing，laugh，win the heart of sb，expect	

04 教学目标

教学目标

始于教学目标（导向），终于教学目标（评价）

1.获取并梳理卡通角色的个人信息，创作背景及其影响的具体信息以及语言表达方式。

学习理解

2.根据上下文推测词义并体会卡通人物影响及创作背景相关的主题词汇用法，并能够运用正确时态介绍自己所喜欢的书中卡通角色。

应用实践

3.运用正确时态从卡通角色的个人信息，创作背景及其影响三方面使用目标语言推介最喜爱的中国卡通角色，传播中华经典卡通文化。

迁移创新

05

教学过程

教学过程

Q1: How to introduce your favorite Chinese cartoon?

Q2: Which cartoon do you like ? Why?

Activity 1

Learn the final task:To hold a Chinese cartoon promotional meeting to celebrate the 100-year anniversary of Chinese cartoon.

Activity 2

 Watch a video about the five cartoons in the book and discuss.

We are going to hold a Chinese cartoon promotional meeting (推介会)!

1960 1962 1984 Black Cat Detective

Little Tadpoles Look for Their Mom Havoc in Heaven 1995 Pleasant Goat and Big Wo... Boonie Bears

100 YEARS ANNIVERSARY Big Head Son and Small Head Dad 2005 2012
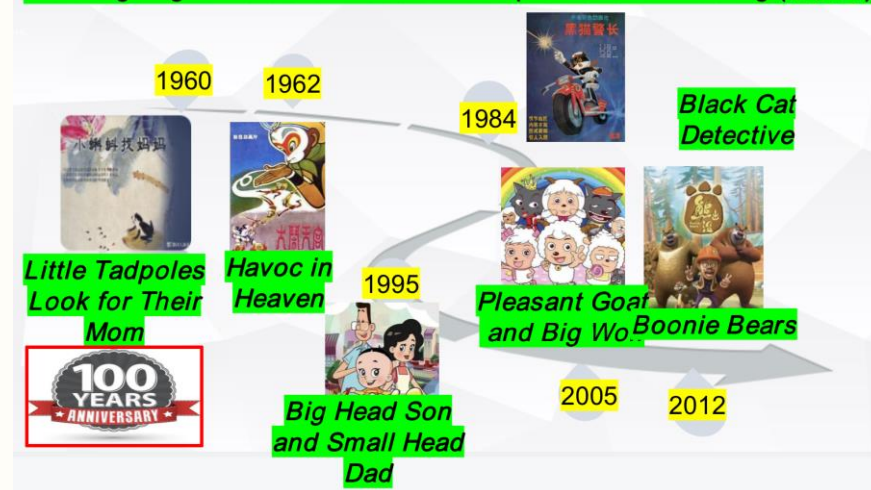
融入真实情境，复习描述角色性格特点的形容词，围绕主题进行新旧知识融合和关联

教学过程

Q1: Why do we learn these five cartoon heroes today?

Activity 3

Ss read the passage and choose a sentence that best summarizes it.

Q1:What do Nemo and Shrek look like?
Q2:What is Monkey King like? What does he do?
Q3:When was Tintin created?
Q4:Why did Charles Schulz create Snoopy?

Activity 4

Ss read the passage, think about the questions and underline.

教学目标1

教学过程

When was Tintin created? Para.3

invented
created
made
drew

Tintin is another car toon hero. He has been popular for over eighty years, ever since the artist Hergé invented him in 1929. Tintin has red hair and a small white dog.He works for a newspaper and has lots of exciting experiences. Fans have bought about 200 million copies of Tintin's stories in more than fifty languages. Tintin appeared in China in the 1980s. Many Chinese still collect these black - and - white Tintin books.

Why did Charles Schulz create Snoopy? Para.4

Finally , Snoopy , a cute dog , celebrated his sixtieth birthday in 2010. Snoopy lives in his own private world and finds real life hard to understand. Charles Schulz created Snoopy and his friends, and drew the cartoons to satisfy older people as well as children.

to satisfy
to please

通过问题链引导学生初步感知根据上下文推测invented，satisfy的词义。

教学过程

Q1:How do cartoons influence people?
Q2:Shrek is ugly.The Monkey king makes a terrible mess in heaven.Do people still like them?Why?

Checklist
Introduction of our favorite cartoon.

☐ We can focus on the topic of cartoon.

☐ We can introduce the hero's name, appearance,personality,and acts with present tense.

☐ We can introduce the creating time and creator of the hero with past tense.

☐ We can talk about the influence of the cartoon with present perfect tense.

☐ We can introduce the cartoon from the aspects of the name, the hero,the creation and the influence.

Activity 6

Activity 5

Ss read the passage again, and discuss the questions.

Ss summarize the logic and language of how to introduce a cartoon hero, and talk about their favorite cartoon hero from the passage.

How to introduce a cartoon character?

- name of the cartoon
- appearance
- personality
- acts
- creator creating time
- influence

教学目标2

中国基础教育外语测评研究基金
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教学过程

How do they influence people?

The pictures of these popular cartoon heroes are everywhere on office desks schoolbags and computer screens.

Parents and children laugh together as the Monkey King makes a terrible mess in heaven.They always expect to see more Monkey King cartoons.

Fans have bought about 200 million copies of Tintin's stories in more than fifty languages. Tintin appeared in China in the 1980s. Many Chinese still collect these black - and - white Tintin books.

Nemo / Shrek / Monkey King / Tintin / Snoopy

expect to see
want to see

Shrek is ugly.The Monkey king makes a terrible mess in heaven.Do people still like them?Why?

Yes. Shrek has won the hearts of young people all over the world,and people always expect to see more Monkey King cartoons.

Because of their nice personalities:humorous,clever brave,powerful,daring...

通过问题链引导学生根据上下文推测expect to see的含义，初步感知该词块的搭配特点。在描述Monkey King的受欢迎程度时，再一次自然地使用People always expect to see more Monkey King cartoons。

中国基础教育外语测评研究基金
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教学过程

Q1:How to introduce your favorite Chinese cartoon?

Activity 7

🖊

Group work
Prepare for our cartoon promotional meeting.

CV of My favorite Cartoon Hero_____

1. Personal information

Appearance_____

Personality _____

Most impressive acts_____

2.Creation

The creator_____ The creating time_____

Purpose of creation_____

3.Influence_____

4.Why do you like it?_____

教学目标3

中国基础教育外语测评研究基金
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评价量表-Checklist

Presentation

☐ I can speak out the words and sentences in the right way.

☐ I can speak loudly and clearly to make everyone hear me clearly.

☐ I can show different feelings with proper intonation.

☐ I can show body language and eye contact when necessary.

Checklist
Introduction of our favorite cartoon.

☐ We can focus on the topic of cartoon.

☐ We can introduce the hero's name, appearance,personality,and acts with present tense.

☐ We can introduce the creating time and creator of the hero with past tense.

☐ We can talk about the influence of the cartoon with present perfect tense.

☐ We can introduce the cartoon from the aspects of the name, the hero,the creation and the influence.

06 教学反思

教学反思

① 充分分析并利用两次优诊学的诊断测评结果及教学建议，聚焦推测词义微技能提升：读前基于语篇创设问题化情境，激活已有主题词汇；读中深入语篇创设实践化情境，学习与内化主题词汇；读后超越语篇创设生活化情境，迁移运用主题词汇，完成了词汇的深度学习。

以学生为中心

② 创设中国卡通100周年庆推介活动的真实情境，以主题意义为引领，逆向设计，任务导向，问题链贯穿始终，为学生搭足逻辑与语言台阶。

③ 作业设计融入课堂学习，课前阅读作业与课上阅读相辅相成达成最终任务。

④ 给学生的反馈时间不够，流于形式，需要更关注学生的实际获得而不是完成设计的教学活动。

谢谢！