


基于“优诊学”诊断性测评， 提升学生写作语篇衔接能力的教学实践

——中国基础教育外语测评研究基金二期协同课题

2020.4.23

西南大学附属中学 彭静

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- 一、实施背景
 - 二、课例分享
 - 三、实施影响

一、实施背景——学情分析



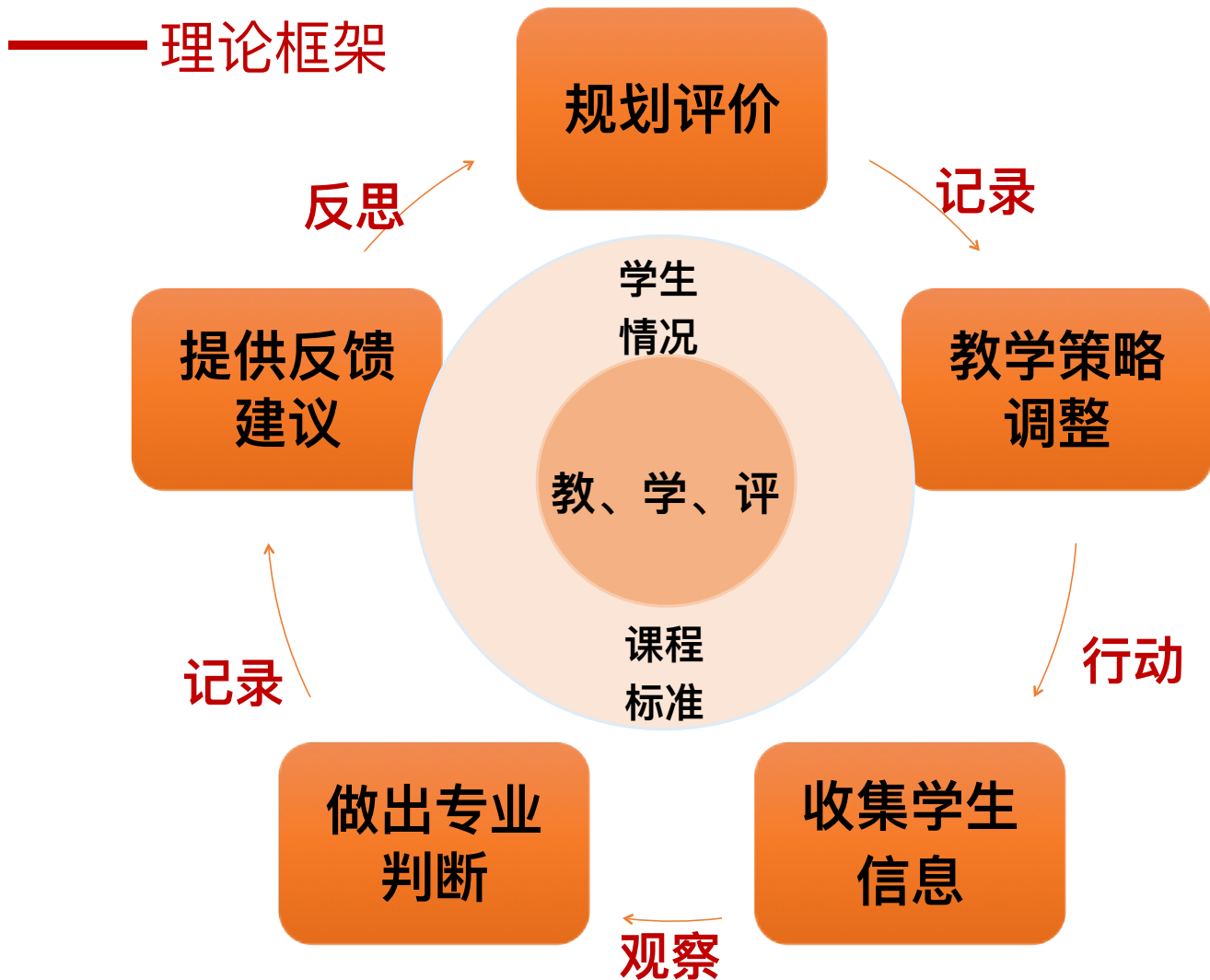
市直属重点中学

生源范围扩大，学习习惯差异大

分班选科，班内差异拉大

一、实施背景

外语课堂评价框架 (Davison & Leung, 2009)



一、实施背景

“优诊学”诊断性测评结果分析

—— 测评报告

2018年西南大学附属中学高一11班、15班上学期优诊学结果对比分析

10月14日，项目组对西南大学附属中学高2021级11班、15班级进行了优诊学的写作测评进行了前测。教师经过对优诊学班级整体报告和个别典型学生个例的分析，在日常教学中做了相应的写作教学策略调整。

写作微技能分析

前测：11班总共64名学生，共计64同学都参加了测试，有效成绩64份。

我的班级写作微技能的表现

姓名	识别语篇衔接连贯	识别语篇语言特征	内容的传达	词汇的运用	语法的运用	衔接连贯的运用	写作常规的掌握	写作字数的把握	篇章结构的把握
班级平均	16	15	23	17	15	19	18	26	24

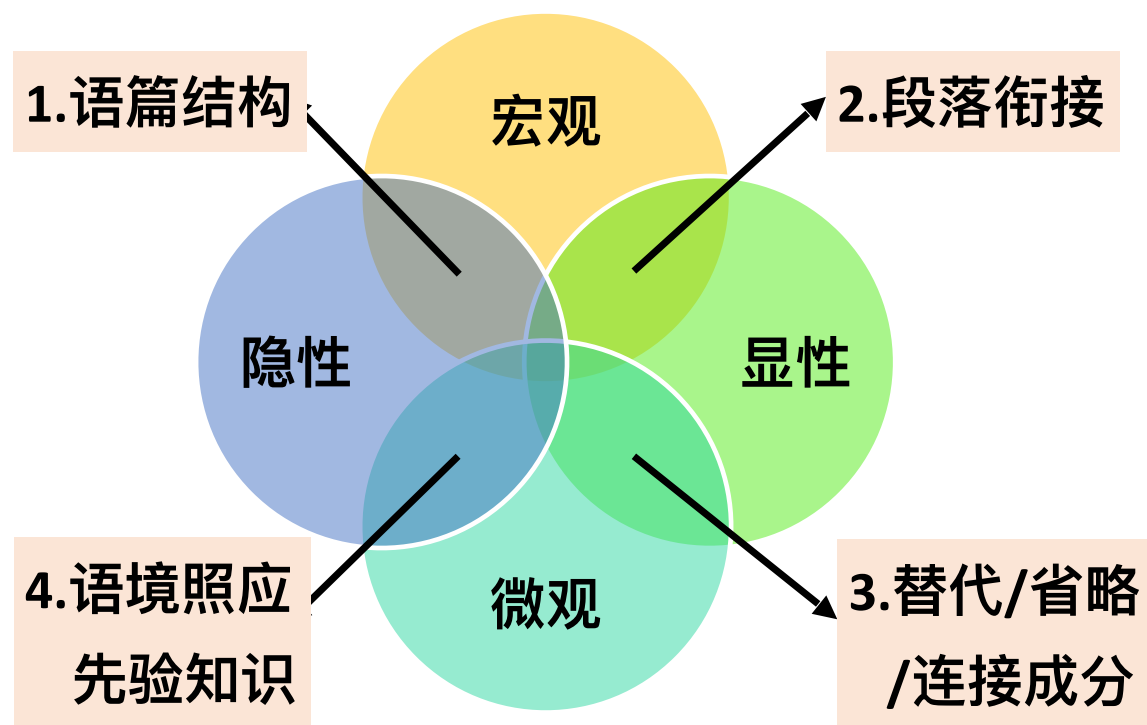
前测：15班总共52名学生，共计50名学生参加了测试，有效成绩49份。

我的班级写作微技能的表现

姓名	识别语篇衔接连贯	识别语篇语言特征	内容的传达	词汇的运用	语法的运用	衔接连贯的运用	写作常规的掌握	写作字数的把握	篇章结构的把握
班级平均	16	12	23	16	15	20	17	23	22

二、课例分享——语篇衔接连贯教学策略调整

如果把语篇比作一串珍珠项链，**连贯**就是串起珍珠**隐性**的线，不连贯的文章不能构成语篇；**衔接**就是用合适的方法把一颗颗**显性**的珍珠给串起来（张国奇 2016）

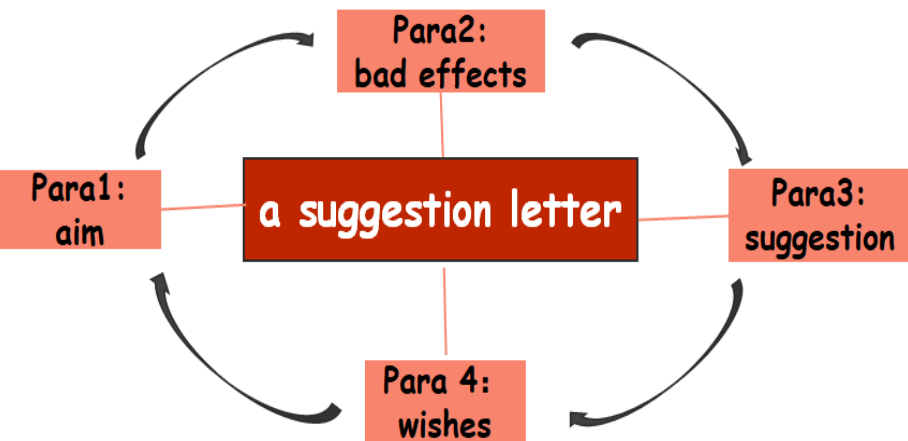


改编自Halliday, M.A.K. & R.Hasan. 1976.

1. 语篇结构梳理——问题链设计

“问题链，就是根据教学目标和教学内容，结合学生已有的知识或经验，将教材知识转变成具有一定系统性、层次性、相对独立又相互关联的系列问题”（裴松，2011）

Activity 1: Read and check.



教师由家长会上家长对学生坏习惯的抱怨作为话题引入，在进行词汇和话题准备后，老师设计了以下问题链：

What did the parents complain about?

Which bad habit do you think troubles them most?

What did this father write in his suggestion letter?

What's the aim of writing this letter?

What's the bad influence of smartphone addiction? Why did the father show the bad influence at first?

With what methods did the father show the bad influence?

What suggestions did the father give to his son?

After giving so many suggestions, what expectation did the father hold?

在教学设计的过程中，老师用由浅入深并环环相扣的“问题”和“悬念”推动问题探索型与问题解决型课堂的创建。教师通过让学生猜测父亲给儿子建议信



彭静老师授课

2. 段落衔接——留白式阅读

Why I teach

Certainly, I don't teach because teaching is easy for me. For me, teaching is a **red-eye, sweaty-palm** profession. Red-eye, because I never feel ready to teach no matter how late I stay up preparing. Sweaty-palm, because I'm always nervous before I enter the classroom, sure that I will be found out for the fool that I **am**.

Nor do I teach because I think I know answers, or because I have knowledge and I **feel compelled to share**. Sometimes I **am amazed that** my students actually take notes on what I say in class! //不重要的原因 (他人)

Then, why do I teach?

I teach because I like the **pace of the academic calendar**. February, July, and August offer an opportunity to be myself by reading, painting, research and **reflection**.

I teach because teaching is a profession built on **challenges and changes**, which could bring me **a touch of** freshness. When the material is the same, I change —— and more important, my students change.

I teach because I like **the freedom to make my own mistakes, to learn my own lessons**, to **stimulate** myself and my students. As a teacher, I'm my own boss. If I want my freshmen to learn to write by creating their own learning materials. Such courses may be huge failures, but we can all learn from **failures**.

I teach because I like to ask questions that students must **struggle to** answer. The world is full of right answers to bad questions. While teaching, I sometimes find good questions.

Of course, I teach because teaching would give me **money and power**. I get paid to do what I enjoy: reading, talking with people, and asking question like, "What is the point of being rich?" And I have power. I have the power to **fan sparks**, to suggest music and films. What other power matters?

So teaching gives me **pace, and variety, and challenge, and the opportunity to keep on learning**. //重要的原因 (个人)

I have left out, however, the most important reason why I teach
.....

Structure: The reasons why I want to be

反面讲: 最不重要原因——他人看法

正面讲: 重要原因——个人所得

(最重要原因——他人/社会角度)

1. 段意概括
2. 段落逻辑预测后文
3. 段落间逻辑关系判断
4. 尝试填充段落衔接
5. 原文比对阅读
6. 积累段落衔接语言

3. 替代/省略微观衔接——作文提升训练

Dear Chris,

I feel so fortunate that you will study in my class as an exchange student. I'm sure you will have fun if you study here.

Please let me introduce our class. First, the environment. Our classroom is so clean that you will feel comfortable here. You can also see the mountain and river. Second, the teachers. Every teacher here is interesting and considered every student as their own kids. What's more, they're willing to answer your question. At last, the classmates. They love studying and they're so hard-working that you can make progress if you follow them. The most important is that they're so friendly and you won't be lonely.

Last but not least, I advise you learning some Chinese literature and Chinese so that you may get close to classmates quickly and adapt to this class easier. I'm looking forward to your coming!

Yours,

Li Hua

1. 从表意出发，还原句间内在逻辑
2. 使用替代、省略词、从句、非谓语、with复合结构等词汇语法手段

3. 替代/省略微观衔接——作文提升训练

Dear Chris,

I am very glad that you will study in my class as an exchange student. And I will give you some information about my class and school.

My school stands by a river. So you can have a good view of it. And the classroom is so comfortable that it can make you feel at home. There are many trees and flowers planted in the school. What's more, teachers and classmates are very friendly. We can help each other so that you can study well.

In addition, I also give you some advice. The timetable in China is nothing like that in America. You will have more time to study. So you should get used to it. What's more, you should show respect for teachers. It is considered very important.

Generally speaking, I hope that you will have a good time in China.

Yours,
Li Hua

2. 从语言正确性、结构、语言上优化自己的作文，并写于下方。

Dear Chris,

I am very fortunate that you will study in my class as an exchange student. And I will give you some information about my class.

My school stands by a river. So you can have a good view of it. And the classroom is so comfortable that it can make you feel at home. What's more, the teachers and classmates are very friendly and enthusiastic. We can help each other, so it's obvious that you will make progress with us and make many friends.

In addition, I will help you adapt to my class quickly. In China, you are in possession of more time to study. So you'd better plan your time well. What's more, you should respect teachers, which is extremely important.

Generally speaking, I sincerely hope that you will have fun in China.

Yours,
Li Hua

4. 语境照应——隐性衔接赏析

新闻类：China Daily,
BBC Learning English,
the Economists, CNN,
the Atlantic, Breaking
News English

文学类：sparknotes

人文类：Lonely
Planet, Ted, letters live

例如教师在讲授外研版《英语》必修一 Module 3 “My First Ride on a Train” 时，补充了一篇经过改编的外网游记，带领学生针对其中起到隐性衔接作用的表达进行了赏析。

游记片断摘选：

“Majestic, spectacular and mysterious as they were, this breath-taking beauty was beyond description, just attracting millions of tourists to discover the secrets behind them. It was true of us. Following others, we took a cruise ship downstream the Lake Ontario and landed on the port of Toronto.”

教师引导学生关注加粗部分在意义上的内在关联以及在文章中所起到的作用，从而让学生初步感知隐性衔接的表现手段及效果。

再例如在作者游览完大都市多伦多后，发出感叹：**Our hearts beat faster with the speed of this quickly-developing modern city.** 又在前往古镇前提及：**Strangely, as our cruise ship drove into the peaceful village, our hearts also calmed down gradually.** 教师引导学生感知在游记明线——游踪之外的暗线——游感的前后变化，并体会在用词上前后照应、内在统一的写作手法。

三、实施影响——“优诊学”诊断性测评结果分析

西南大学附属中学高一11班、15班上学期优诊学结果对比分析

10月14日，项目组对西南大学附属中学高2021级11班、15班进行了优诊学的写作测评进行了前测。教师经过对优诊学班级整体报告和个别典型学生个例的分析，在日常教学中做了相应的写作教学策略调整。

1月5日，项目组对西南大学附属中学高2021级11班、15班进行了优诊学的写作测评的中期测试。

现对两次测试结果对比分析如下。



写作微技能分析

前测：11班总共64名学生，共计64同学都参加了测试，有效成绩64份。

我的班级写作微技能的表现

姓名	识别语篇衔接连贯	识别语篇语言特征	内容的传达	词汇的运用	语法的运用	衔接连贯的运用	写作常规的掌握	写作字数的把握	篇章结构的把握
班级平均	16	15	23	17	15	19	18	26	24

中测：11班总共64名学生，共计56同学都参加了测试，有效成绩55份。

我的班级写作微技能的表现

姓名	识别语篇衔接连贯	识别语篇语言特征	内容的传达	词汇的运用	语法的运用	衔接连贯的运用	写作常规的掌握	写作字数的把握	篇章结构的把握
班级总体	19	21	23	16	15	19	16	30	29

我的班级在英语各技能的成长表现

前测：15班总共52名学生，共计50名学生参加了测试，有效成绩49份。

我的班级写作微技能的表现

姓名	识别语篇衔接连贯	识别语篇语言特征	内容的传达	词汇的运用	语法的运用	衔接连贯的运用	写作常规的掌握	写作字数的把握	篇章结构的把握
班级平均	16	12	23	16	15	20	17	23	22

中测：15班总共52名学生，共计42名学生参加了测试，有效成绩42份。

我的班级写作微技能的表现

姓名	识别语篇衔接连贯	识别语篇语言特征	内容的传达	词汇的运用	语法的运用	衔接连贯的运用	写作常规的掌握	写作字数的把握	篇章结构的把握
班级总体	18	23	22	16	15	19	16	26	28

我的班级在英语各技能的成长表现

三、实施影响——学生习作成长档案

第二节：书面表达 (满分 25 分)
Dear fellow students,

First of all, it's my honor to list some of bad hobbies around our teenagers, here are my words.

Firstly, as we all know, with the development of mobile technology, more and more students abandoned themselves to the smart phone. Some of them even prefer to play them all around a day than do anything about study. Some of them stay up all the night to play online games. Besides, part of teenagers don't skip breakfast in order to get up later.

Without ~~out~~ doubt, all this behaviours not only do harm to their study, but also ~~break down~~ their daily life. As a result, school should ban students from taking phone in the class and turn out the light ~~at~~ in time, ~~with~~ they also should let students understand the importance of breakfast and then ~~push~~ them eat everyday.

请在各题目的答题区域内作答，超出黑色矩形边框限定区域的答案无效

100. She has written two novels, both of them have been made into television series.
had

第二节：书面表达 (满分 25 分)
Dear Chris,

First off all, all of my students and teachers looking forward to your coming, we are interested in learning about your country's history and culture.

Therefore, I'm sure that you will enjoy your stay here, our school is located in a beautiful place where next to the river, the trees and flowers is our school. my classmates are all enthusiastic and kind, will try their best to help you when you have problem especially our teachers, they are not only knowledgeable also open-minded, they can lead you to the new world which belong to the knowledge.

However, you must know that the study in China is difficult and stressful, so just try your best to face it. I believe you can make it in the end.

请在各题目的答题区域内作答，超出黑色矩形边框限定区域的答案无效

第二节：书面表达 (满分 25 分)
Dear Darius,

please allow me to show our sincere invitation to you to take part in our Binfen Festival. I'm sure that you will be never be regret as long as you come to our blue playground in Dec 15th.

The Binfen Binfen Festival is the meaning of wonderful youth and the fantastic life. It covers many different kinds of parts such as singing, dancing and acting. It can leave a deep impression on everyone who visits it.

Every coin has two sides, because of its open place, the cold wind and lasting rain could be easy to make people catch a cold, so please wear more clothes in order to keep warm.

Last but not least, we are all look forward to seeing you in time!

Yours,
Li Hua

请在各题目的答题区域内作答，超出黑色矩形边框限定区域的答案无效

三、实施影响——学生习作档案

会议 > 彭静 行动研究 样例 > 学生习作扫描

名称
B2M4 Chinese painting
B2M6 影评海报
B3M2 补充材料 外交政策差异讨论
半期作文改进练习 (巧用语法整合句义)
高一下期末考试作文 (原11班15班)
建议信(问题链)
三位一体写作评价
学生电影赏析

Part 1: Typical mistakes

1. 结构失衡 (祝福或者寓意写得太简略)
2. 偏题 (关于国画本身的介绍过多)
3. 句法结构混乱 (缺少谓语动词、一句话出现两个谓语动词)
4. 衔接不畅 (简单句过多, 句式单一)
5. 内容干瘪 (只剩要点框架, 没有具体内容)
6. 拼写错误

Part 2: Shining sentences

开头: Open the scroll and you can see the chrysanthemum on the rice paper. (黄柯鑫)

Noting can make me much happier than knowing and celebrating the best friend's birthday. (李聪)

With the approach of your birthday, it's a chance for me to give you a special gift as a token of our sincere friendship. (袁晓燕)

Here stands a pine tree on the painting, tall and upright. (孟彤瑶)

I put my heart into this painting, covering my sincere blessing to you. (孟彤瑶)

There remain some orchids which is a symbol of virtues admired by Chinese on the rice paper. (朱锦芸)

Taking account of your love for pine trees, I added them to the picture. Surviving the difficult conditions, they remain tall and green all year round so that they are considered as good examples of resilience and perseverance. (吴雨洁)

寓意: Surviving the cold environment, it shows its beauty while all kinds while various flowers begin to fade. (唐锦康)

aim: with the aim of / aim to do... / hoping that...
in order to
influence is bad for / does harm to / causes / is responsible for

Step 3: Discuss and write

1. Choose one bad habit your parents have to write a suggestion letter. Leads to / results in
2. Girls write the bad effects, boys write the suggestions.
3. Discuss before you write. suggestions: ~~imperative~~ imperative sentences
4. Use the language we've learned. hope: It is ~~expected~~ expected that / people expect that / ~~hoping~~ hoping hopefully
5. Use the writing skills we've learned.

Dear father:

(aim) I've noticed that you have phone addiction, which causes many bad problems. In order that you can have a healthier life, I'm writing this letter with the aim of helping you solving it.

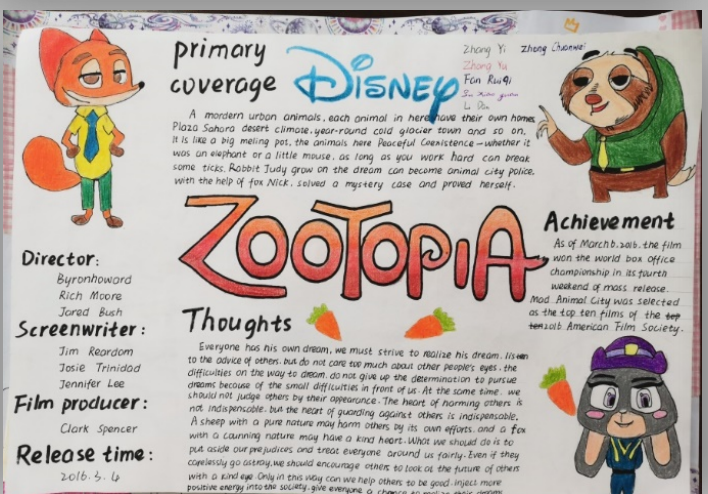
(influence) It's not only bad for your family relationship and healthy. It does harm to your eyesight and backbone. For example you always says you always have sore eyes and backache. I'm sure that it's responsible for your worse relationship. Because you spend so much time on phone so that you have little time communicate with mother. And it also leads to your bad sleep and fall asleep very late.

(suggestions) It's nice of you to exercise instead of paying all attention to phone. ~~And~~ In addition, why not help mother do some housework? In this way, the family relationship will improve, too. Last but not least, you're supposed to make a plan and choose a correct time to play phone. Don't abandoned yourself to phone and sleep earlier.

(hope) It's expected that you will follow all my advice. I believe you're going to try your best to get out of phone addiction.

Really advisable ✓

Yours,
✓ Son/Daughter



教师反思日志

2018年9月：

在学生进入高中的第一天，我就做了一个关于学生英语学习的问卷调查，其中有一项考察了学生目前所认为的英语学习中的难点，不出所料，有大部分同学交上来的反馈中，**写作都是他们心中的拦路虎**，心里有些期待带他们加入写作测评素养的项目，但更多的是慌。我后面找了部分没有勾选写作一项的孩

2018年10月：

目前写作教学实践的问题有：

1) 很多时候感觉课堂上评讲作文的实践太少，学生欣赏时时间短且没有重点，学生很多时候会被同学作品的书写吸引住大部分注意力，所以效率并不高。看到其他有经验的老师，一般是将本次写作中写的好的同学写作作品印成范文，或者是摘录部分同学的好词好句，让学生去积累。

2) 很多时候，我**只注重了给出学生尽量细致尽量个性化的评价，但是未关注“如何改进提升”**，也就是**只给学生诊断了，但未给学生开处方**。一是受限于教学任务紧张和学生问

2019年4月：

今天布置了一项口语展示作业，让学生课后准备，扮演一名警察、医生和一名毒瘾少年的对话，结果让我万万没想到的是，当天晚上这群娃居然把对话写了下来，课代表准备收上来抱给我！**我笑课代表，这不是口语活动吗，为什么你们会齐刷刷地都写下来啊。哭笑不得之余，我开始意识到，经过高一上对学生写作技能的培养，他们至少更愿意写东西了**，但是另一方面的问题是我忽视了培养学生及时复习、复述所学的习惯，学生没有口语直接表达观点的意识，现在抓有点吃力了。所以直接的后果就是现在口语产出活动所花的课堂时间

2019年9月：

自己尝试过一些写作教学，也上过几次公开课，还记得当时上完建议信的写作课后，王老师告诉我，**对于写作课不要陷入一种模式中去，要遵循学生从零碎到整体的一个构建过程规律，不能流于结构语言的套用**。一节课上出来的写作课很难保证学生能够真实地还原一个写作构建的过程，写作能力的提升必须耗费一个周期性的输入输出循环。

最近的课堂有些低效能，阅读上已经在逐步注重对学生内容加工和思维的训练，但是下一步呢？学生可以拿这些语言素材做什么？我在犹犹豫豫中错过了很多趁热打铁的机会。在观摩了王老师一个单元完整的写作课后有了一些思考和反思。王老师所教学的班级是年级综合素质最全面的两个班级，但在前期的阅读课上依然注重学生对课文内容和语言的反复过手夯实，而这些扎实的输入也是为学生储备语言素材、打开思维做准备。在第二个课时一开始，



Thanks for listening!