

第六届

英语教学与测评学术研讨会

The Sixth Conference on English as a Foreign Language Teaching and Assessment

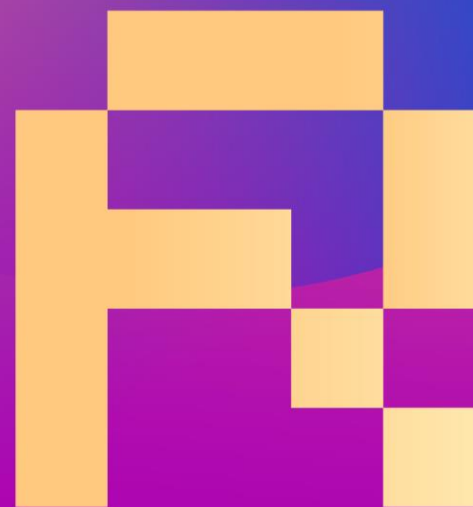
教—学—评：面向学习 面向未来

中国·北京
2023年4月

基于诊断测评提升初中生 英语写作内容表达的教学课例

姓名：刘永岩

单位：北京市赵登禹学校



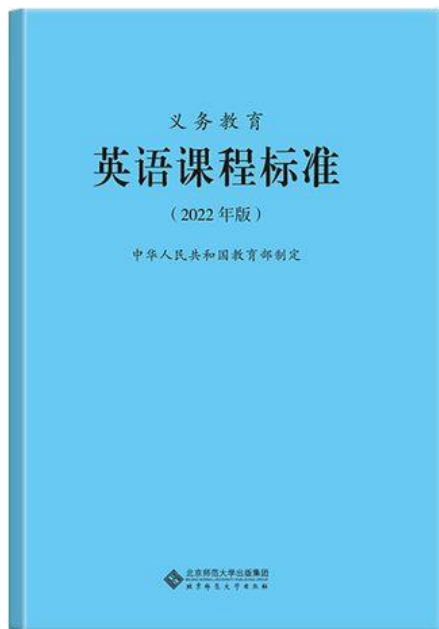
目录

CONTENT

- 01 指导思想与理论依据
- 02 诊断结果分析
- 03 教学设计
- 04 教学反思
- 05 学生作品及评价

01

指导思想与理论依据



《义务教育英语课程标准》（2022年版）在课程实施教学建议中提出“推动‘教—学—评’一体化设计与实施”。

教师要注重各教学要素相互关系的分析，设计并实施目标、活动、评价相统一的教学。明确教什么、为什么教、怎么教、怎么评等方面的内涵和要求，建立相互之间的关联，体现以学定教、以教定评，使评价镶嵌于教学中，成为教学的有机组成部分。

英语写作教学中的评价



《英语写作教学——
课堂互动性交流视角》

教师的反馈评语应表现出以下特点：

1. 强调**内容反馈**
 2. **具体的评语信息**
 3. **个人化的交流形式**
 4. **正负评价的平衡关系**
- **细化评价标准**，注重**评价主体多元化**，**评价角度多维化**，**评价形式多样化**，推动发挥评价的促学作用。
 - 通过**转移评价侧重点**让学生关注写作中要注意的问题，同时关注学生的**情感态度**，使学生树立自信，有持久的英文写作动机。

在作业布置、批改和反馈中 创新形式，提高学习效益

在布置作业的过程中，教师应注意开展**过程性指导**，确保学生明确作业的内容、形式、时长等基本要素，同时注重**为学生提供必要的学习支架**。例如：推荐思维导图或者信息结构图等**思维可视化的工具**，引导学是梳理知识的内在联系，建构结构化新知，形成概念性理解。

在对作业进行批改、反馈和讲评的过程中，教师可以建立**过程性评价机制**。教师可以通过引导学生参与**自评和互评**的方式促进评价主题多元化，评价目标多维化和评价方式多样化的发展。



2021年12月北京教科院发布了
《中小学语言类作业指导手册》

02

诊断结果分析

02 诊断结果分析

	语言知识运用	写作
班级平均分	38分	72分
合格线	60分	80分
微技能表现	<p>掌握</p> <p>词汇运用 衔接连贯 行文规范</p>	<p>未掌握</p> <p>内容表达 词数 语法运用</p>
	<p>未掌握</p> <p>词汇： 常用功能词 常用词块 常用形容词 常用动词 常用名词</p> <p>语法： 主谓一致 简单句和并列句 常用时态</p>	

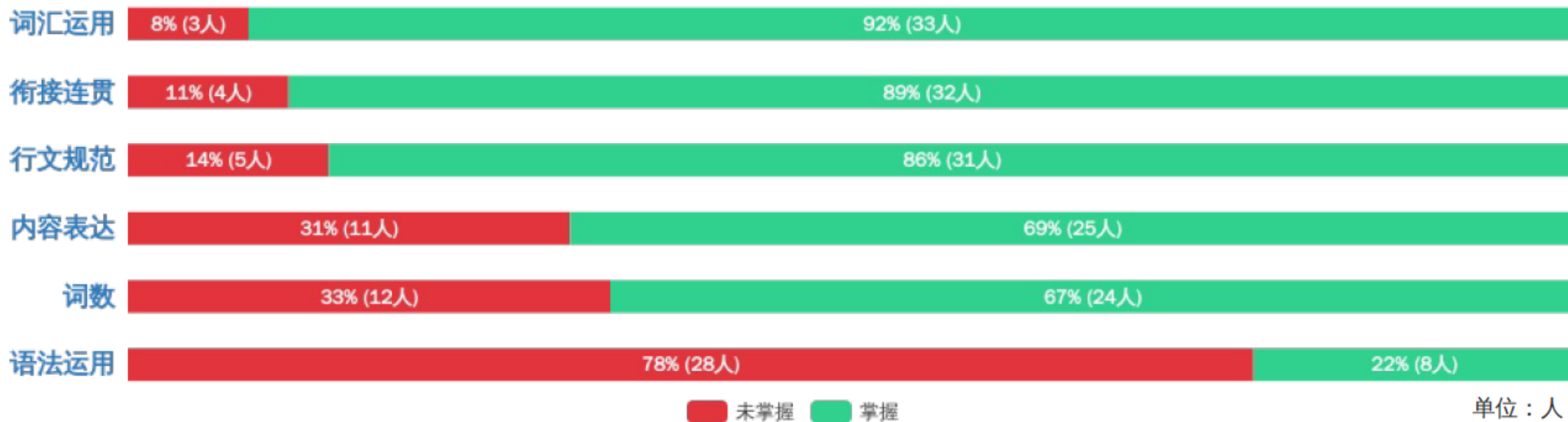
• 班级平均分：综合能力及各技能满分均为100分，红色代表未达到初一年级能力要求，需要重点关注。

2021年9月，我校初一新生参加了以语言知识运用和写作为测试内容的“优诊学”测评。

从图表中可以看出，刚升入初一年级的学生在语言知识运用和写作两方面都很薄弱。七年级2班写作平均分为72分。未达到合格线80分。不能运用简单的英语描述熟悉的人或物；不能运用简单的英语叙述日常活动，也不能用简单的英语词句表达喜好和态度。

写作微技能方面的突出问题有：

1. 语法运用不准确；
2. 词数不达标；
3. 内容表达不充实。



存在问题

1. 语法应用：难以用句子表达，缺乏句型积累。受中式思维影响，如语序、句子成分缺失或多余；
2. 词数：回答提示问题有困难，回答完提示问题不知还能再写什么；
3. 内容表达：内容表达单一、不充实。

解决策略

1. 深入分析范文，模仿其篇章结构及句式；基于评价表自评、互评修改；
2. 引导学生审题，积累相关词汇、句式，落实基本表达；
3. 带领学生将写作内容多角度分类，多方面扩充内容，同时让文章有层次。



03

教学设计

Module 2 What can you do?
Module task: Making a poster for a club

Unit 1 I can play the piano.

Listening and vocabulary

1 Match the words and expressions from the box with the pictures.

cook dance play table tennis play the piano
ride a bike sing speak Chinese

2 Listen and check (✓) the things in Activity 1 which Tony's dad can do. 🎧

3 Listen and read. 🎧

Daming: Look! The new clubs for this term are on the board. I'd like to join the Music Club because I can play the piano. What about you, Betty?

Betty: I like cooking, so I can join the Food and Drink Club. Can you cook, Daming?

Daming: No, I can't. Well, I can cook eggs, but that's all. What about Lingling? Which club can she join?

Betty: I think she'd like to join the Dance Club because she can dance really well. Tony, how about you?

Tony: I'd like to join the Chinese Club. I can't speak Chinese very well.

Daming: Don't worry about Chinese. We can teach you Chinese! So choose your favourite club.

Tony: OK then. I play table tennis, so I choose the Table Tennis Club. That's my favourite!

Everyday English

- Look!
- What about you?
- Don't worry about...

Module 2 What can you do?

Unit 2 I can run really fast.

Reading and vocabulary

1 Work in pairs. Ask and answer the questions.

1 Which monitor would you like to be for your class?

- class monitor
- PE monitor
- cleaning monitor

2 What do these monitors do?

2 Read the passage and check (✓) the true sentences. 🎧

It's the start of the new term and we're choosing our new monitors.

I'd like to be the class monitor. I get on well with everyone, classmates and teachers. I work very hard, and I do well at school. I'm kind and I'm always ready to help others. I can even help teachers too. Choose me as your class monitor and I promise to help YOU!

I want to be the PE monitor. I enjoy sport, and I can run really fast. I'm really fit and healthy. Just watch me in the playground between lessons! I play most ball games well. But I'm really good at football, and I play basketball in the school team. I usually get the best score in every match. Choose me for the PE monitor and you can get the best score too!

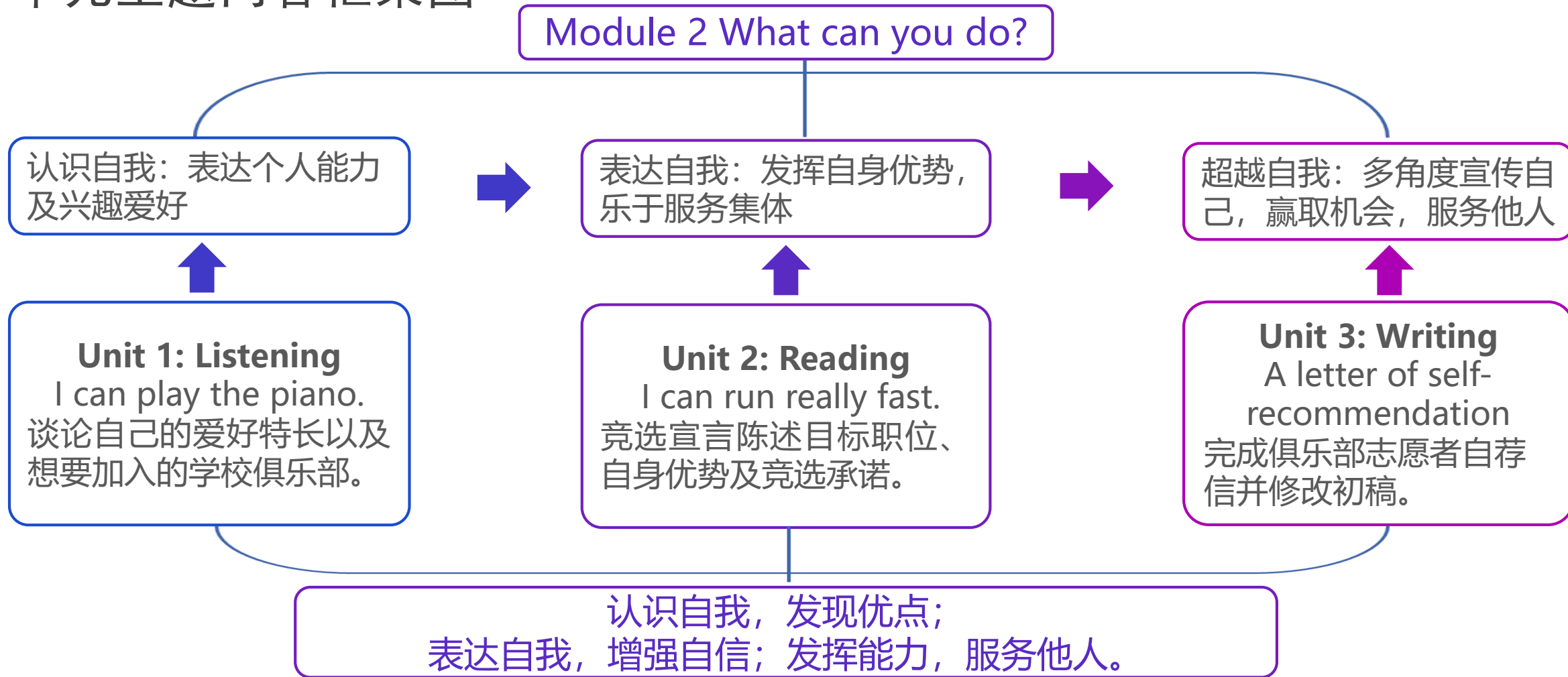
I'd like to be the cleaning monitor. I often help my mother do cleaning at home and I like a clean and tidy house. I'm sure everybody would like a clean classroom, just like home. Choose me and we can make our classroom beautiful.

教材：外研版《英语》七年级下册

Module 2 What can you do?

以此模块的写作任务为引领，带领学生重点突破写作语法运用不准确、内容表达不充实的问题。

单元主题内容框架图



体现诊断测评结果的语篇研读

(1) 文本分析

本课例文本来自外研版英语七下教材Module 2 What can you do?中的Unit 2 I can run really fast.

What

文章话题为“竞选班委”，三位同学介绍自己要参选的职务和自己的优势，号召大家选自己。

How

三段竞选宣言开门见山，先说出竞选职位，再多角度表达自身优势，最后说出许诺。语言风格自信直接，句式丰富。

Why

帮助学生认识并肯定自己的能力，增强自信心，培养竞争意识和为集体服务的意识。

说明：本课例是在Module 2 Unit 2阅读课学习完成后进行的第三课时——写作课。

体现诊断测评结果的语篇研读

(2) 本课例文本与诊断测评结果弱项之间的关联

本文语言简洁精练，难度适宜，学生容易理解，文本结构、句式都易于学生模仿。文本中三个同学的竞选发言内容不同又各具特色，不同个性的学生均可借鉴。本文中的三个同学能够勇敢自荐，充满自信，乐于为大家服务的态度也能感染到学生，让学生能够发现自身优点，提升自信心。

学情分析

（一）自然情况：

本课授课对象为我校七年级2班学生。本课授课时距优诊学诊断测试已经过去半年。经过一学期的学习，大多数学生对英语学习兴趣浓厚，态度端正、认真努力，基础相对较好，有一定的词汇语法基础，能够使用一定量的词汇和句型进行成段的语言表达。

（二）已有基础：

1. 本模块共有三课时，本课时为第三课。学生在前两课中学习了关于介绍自己兴趣、喜好、特长、能力的篇章。
2. 学生在前两课时的作业为能完成模块写作任务进行了词汇和写作思路的铺垫。

学情分析

（三）存在问题：

1. 学生语言内容表达单一、不充实；
2. 词数不足，仅能回答提示问题，布局谋篇的篇章意识和能力需引导；
3. 用英语进行书面表达时语言错误较多，缺乏句型积累。

（四）解决措施：

1. 教师带领学生将自身优势分为能力、性格等方面分类。表达单一的同学能多角度扩充内容，缺乏逻辑性的同学可以让文章有层次；
2. 运用过程性写作法，让学生在课文与自己的写作之间跳进跳出，模仿其篇章结构及句式；
3. 带领学生以某同学的习作为例，探讨如何使其文章语言更准确，更符合英文表达习惯。

设计思路——第三课时

写前准备：铺垫词汇、分析范文、迁移运用

1. 布置模块写作任务，审题。

2. 回顾U2, 探讨范文的优点，从何体现出简洁、自信、值得信赖。发现并总结生动的表达方式和句型，将其应用到自己的写作中。

写中：梳理思路并分享、组句成段、完成初稿

1. 以写作思路草图为引领，梳理写作思路。（见下图示例 Drafting: example）
1格介绍自己想加入的俱乐部；
2格介绍自己适合加入俱乐部的特长、喜好等。
3格介绍自己的性格、品质等。
4格写出自己的自荐许诺。

2. 根据关键词梳理，写出文章初稿。

写后互评：了解细则、修改初稿、形成二稿

1. 了解《过程性写作评价表》表1细则。

2. 依据《过程性写作评价表》表1进行自评。

3. 基于自评完善初稿，形成二稿。（课后作业）

教学目标——第三课时

通过本课学习，希望学生能够：

1. 基于写作目的、文体和要求，分析范文结构，列出描述成为俱乐部志愿者的自身优势并从能力、性格等方面分类。（学习理解、应用实践）
2. 回顾Unit 2，分析语篇用于介绍自身优点及竞选承诺的生动表达方式和句型，将其应用到自己的写作中。（应用实践、迁移创新）
3. 写出文章初稿，基于写作评价量表互评、自评，改进初稿的结构、内容和语言。（迁移创新）

Module Task

At the beginning of the new term, in order to make the club activities run smoothly, each club needs new volunteers to help the work. Students are required to write **a letter of self-recommendation**, explaining which club you want to volunteer for, why you think you are qualified and what your promise is.

Reminder Questions:

- 1) Which club would you like to volunteer for?
- 2) Why do you think you can do it?
- 3) What is your promise?

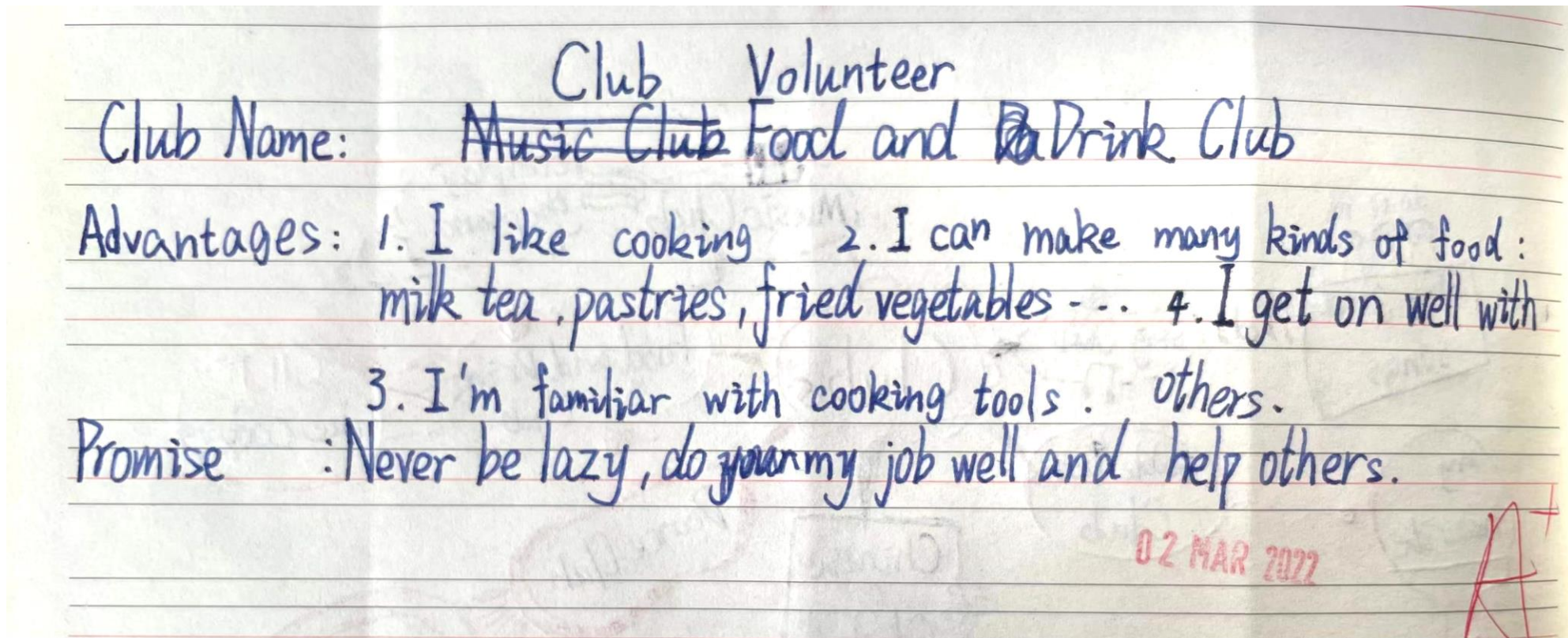
设计意图：呈现模块写作任务。模块写作任务的设计综合了Unit 1, Unit 2的内容要点。既能体现出学生自身的喜好，也能展示学生的个性与才能。

Share your homework. Ask and answer in pairs.

- 1) Which club would you like to volunteer for?
- 2) Why do you think you can do it?
- 3) What is your promise?

Club volunteer	
Club name	English club
Advantages	be good at English, enjoy talking with others in English, get on well with everyone, be ready to help others
Promise	Choose me and we can make more students love English!

设计意图：Unit 2 阅读课后作业为简要列举自己想要加入的俱乐部，以及自己成为这里志愿者的优势、许诺。既能巩固课文词汇又能为写作打好基础。



Li Yiping's homework

设计意图：学生上台展示自己上一课的作业，分享写作思路。

club volunteer	
club name	Dance club.
Advantages	good at dance. get on well with everyone Practice dancing every day. I have learned
promise	dance very hard. dance for 9 years. Take dance classes seriously. Dance with everyone.
	be good at dance. I can help classmate fall in love with dance.

设计意图：学生上台展示自己上一课的作业，分享写作思路。

Zhou Yannan's homework

It's the start of the new term and we're choosing our new monitors.



I'd like to be the class monitor. I get on well with everyone, classmates and teachers. I work very hard, and I do well at school. I'm kind and I'm always ready to help others. I can even help teachers too. Choose me as your class monitor and I promise to help YOU!

I want to be the PE monitor. I enjoy sport, and I can run really fast. I'm really fit and healthy. Just watch me in the playground between lessons! I play most ball games well. But I'm really good at football, and I play basketball in the school team. I usually get the best score in every match. Choose me for the PE monitor and you can get the best score too!



I'd like to be the cleaning monitor. I often help my mother do cleaning at home and I like a clean and tidy house. I'm sure everybody would like a clean classroom, just like home. Choose me and we can make our classroom beautiful.

What do you think of Lingling, Daming, Tony and their speeches?

Simple, direct, confident, reliable, responsible...

设计意图：为了让写作思路更清晰，内容更优化，回顾Unit 2课文，评价三个同学的演讲，逐步分析他们演讲的优点并运用于自己的写作中。

Sentence Structures

It's the start of the new term and we're choosing our new monitors.



I'd like to be the class monitor. I get on well with everyone, classmates and teachers. I work very hard, and I do well at school. I'm kind and I'm always ready to help others. I can even help teachers too. Choose me as your class monitor and I promise to help YOU!

I want to be the PE monitor. I enjoy sport, and I can run really fast. I'm really fit and healthy. Just watch me in the playground between lessons! I play most ball games well. But I'm really good at football, and I play basketball in the school team. I usually get the best score in every match. Choose me for the PE monitor and you can get the best score too!



I'd like to be the cleaning monitor. I often help my mother do cleaning at home and I like a clean and tidy house. I'm sure everybody would like a clean classroom, just like home. Choose me and we can make our classroom beautiful.

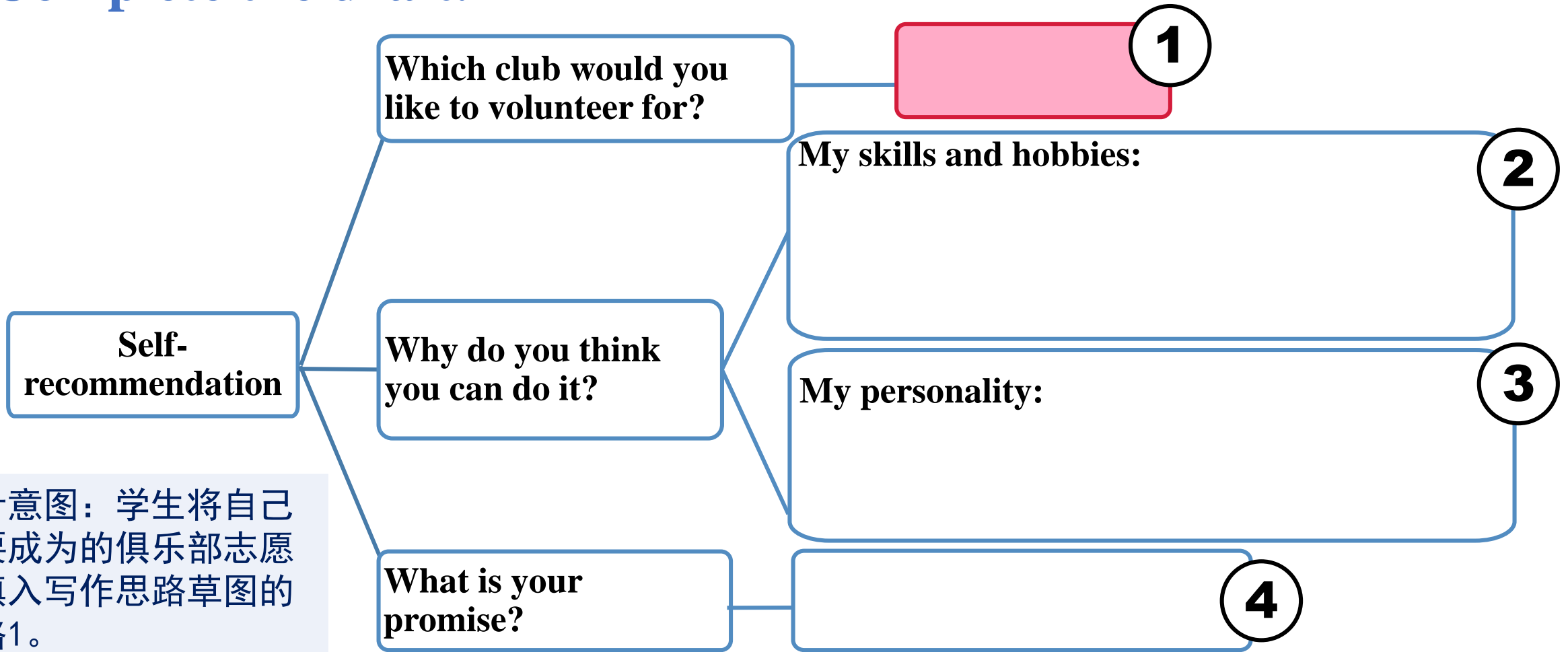
Why do you think their speeches are **simple and direct**?

*They say **what monitors** they want to be at the beginning of the speeches.*

- I'd like to be ...
- I want to be ...

设计意图：学生再次读文本，观察为什么三段演讲都给人简单直接的感觉。是因为三段演讲都开门见山的表达自己的目标职位。

Complete the draft.



设计意图：学生将自己想要成为的俱乐部志愿者填入写作思路草图的空间1。

Sentence Structures

It's the start of the new term and we're choosing our new monitors.



I'd like to be the class monitor. I get on well with everyone, classmates and teachers. I work very hard, and I do well at school. I'm kind and I'm always ready to help others. I can even help teachers too. Choose me as your class monitor and I promise to help YOU!

I want to be the PE monitor. I enjoy sport, and I can run really fast. I'm really fit and healthy. Just watch me in the playground between lessons! I play most ball games well. But I'm really good at football, and I play basketball in the school team. I usually get the best score in every match. Choose me for the PE monitor and you can get the best score too!



I'd like to be the cleaning monitor. I often help my mother do cleaning at home and I like a clean and tidy house. I'm sure everybody would like a clean classroom, just like home. Choose me and we can make our classroom beautiful.

Why do you think they are **confident**?

*They talk about their **advantages**.*

- **I can do...**
- **I enjoy/like doing...**
- **I am good at...**
- **I do...well**
- **I often help sb. do sth.**

设计意图：学生再次读文本，观察文本中有关自身优势的生动表达，发现其中可借鉴的好词好句，解决写作语法运用的问题。

Divide your advantages into different types.

Advantages

I do well at school.

I enjoy sports and I can run really fast.

I play most ball games well.

I am really good at football.

I often help my mother do cleaning.

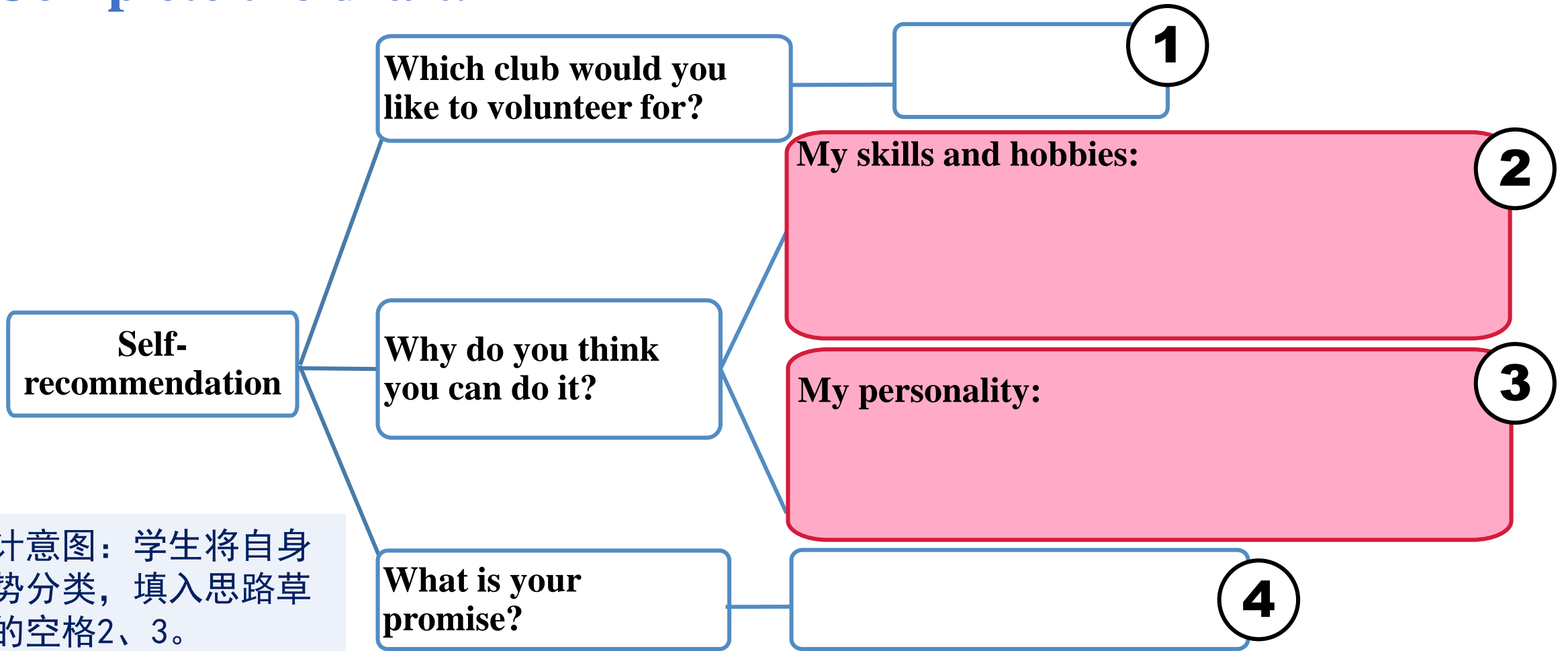
I am always ready to help others

My skills and hobbies

My personalities

设计意图：基于Unit 2文本给不同的优点分类，学生会发现有的优势是自身的爱好或技能，有的则是善于沟通，乐于助人的品质。这样的分类有助于学生有层次的表达自己的优点，**内容表达**会更加充实，**词数**不足的问题也迎刃而解。

Complete the draft.



设计意图：学生将自身优势分类，填入思路草图的空格2、3。

Sentence Structures

It's the start of the new term and we're choosing our new monitors.



I'd like to be the class monitor. I get on well with everyone, classmates and teachers. I work very hard, and I do well at school. I'm kind and I'm always ready to help others. I can even help teachers too. Choose me as your class monitor and I promise to help YOU!

I want to be the PE monitor. I enjoy sport, and I can run really fast. I'm really fit and healthy. Just watch me in the playground between lessons! I play most ball games well. But I'm really good at football, and I play basketball in the school team. I usually get the best score in every match. Choose me for the PE monitor and you can get the best score too!



I'd like to be the cleaning monitor. I often help my mother do cleaning at home and I like a clean and tidy house. I'm sure everybody would like a clean classroom, just like home. Choose me and we can make our classroom beautiful.

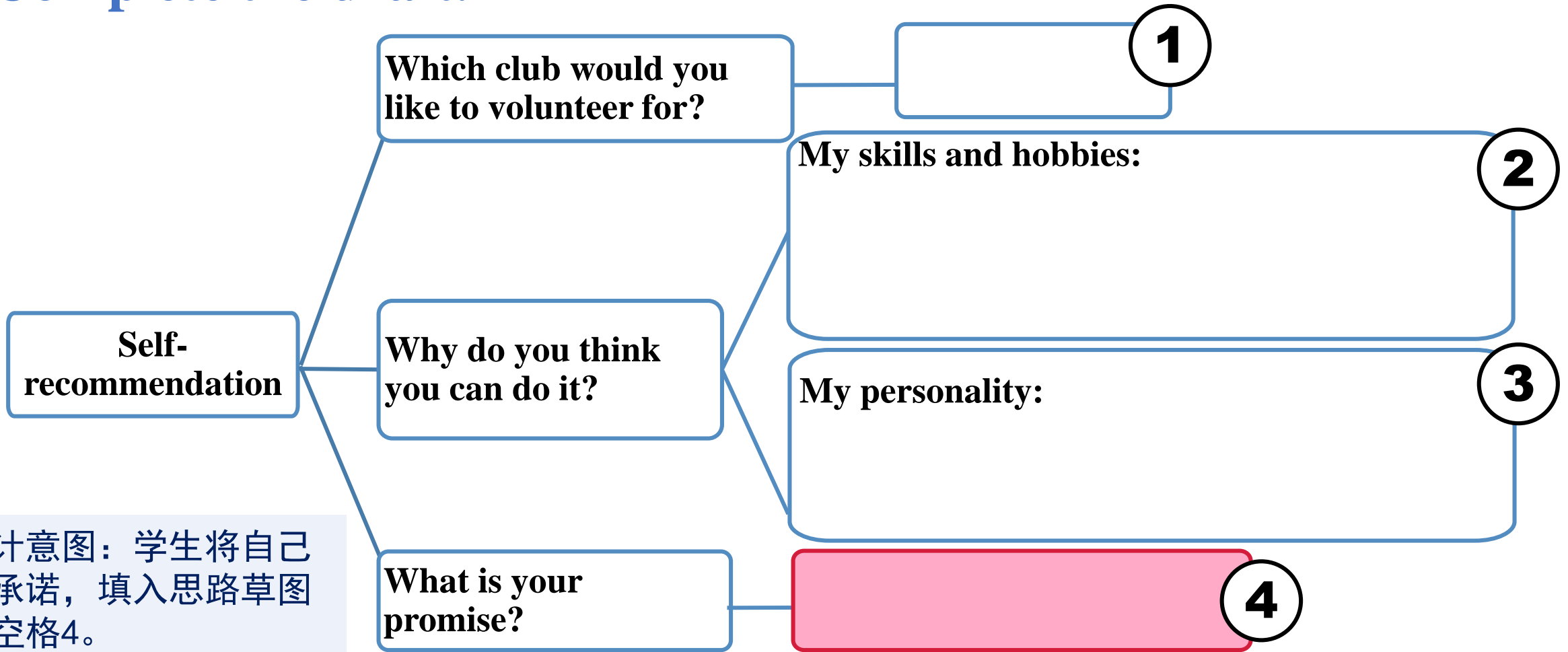
Why do you think they are **reliable**?

*They make **promises**.*

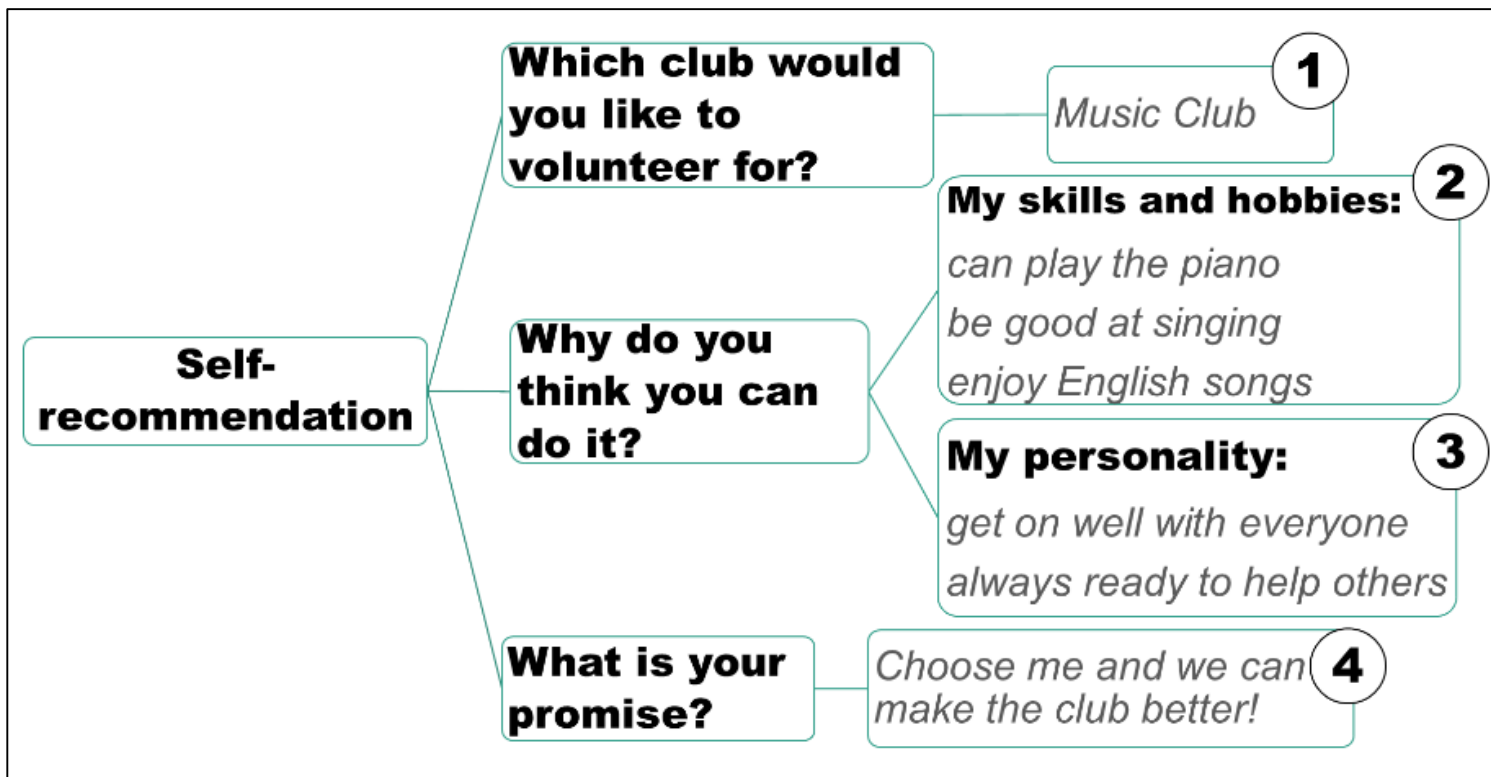
- **I promise to do sth.**

设计意图：引导学生发现想要竞选宣言值得信赖，深入人心，还需要有竞选承诺。

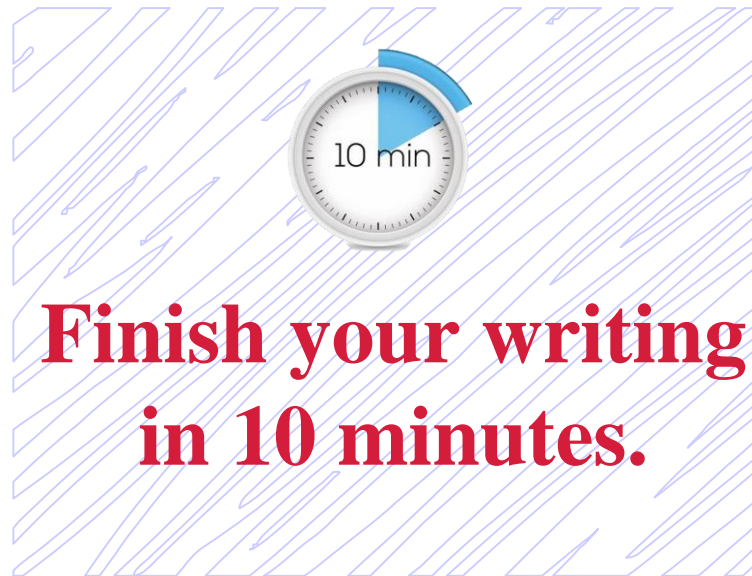
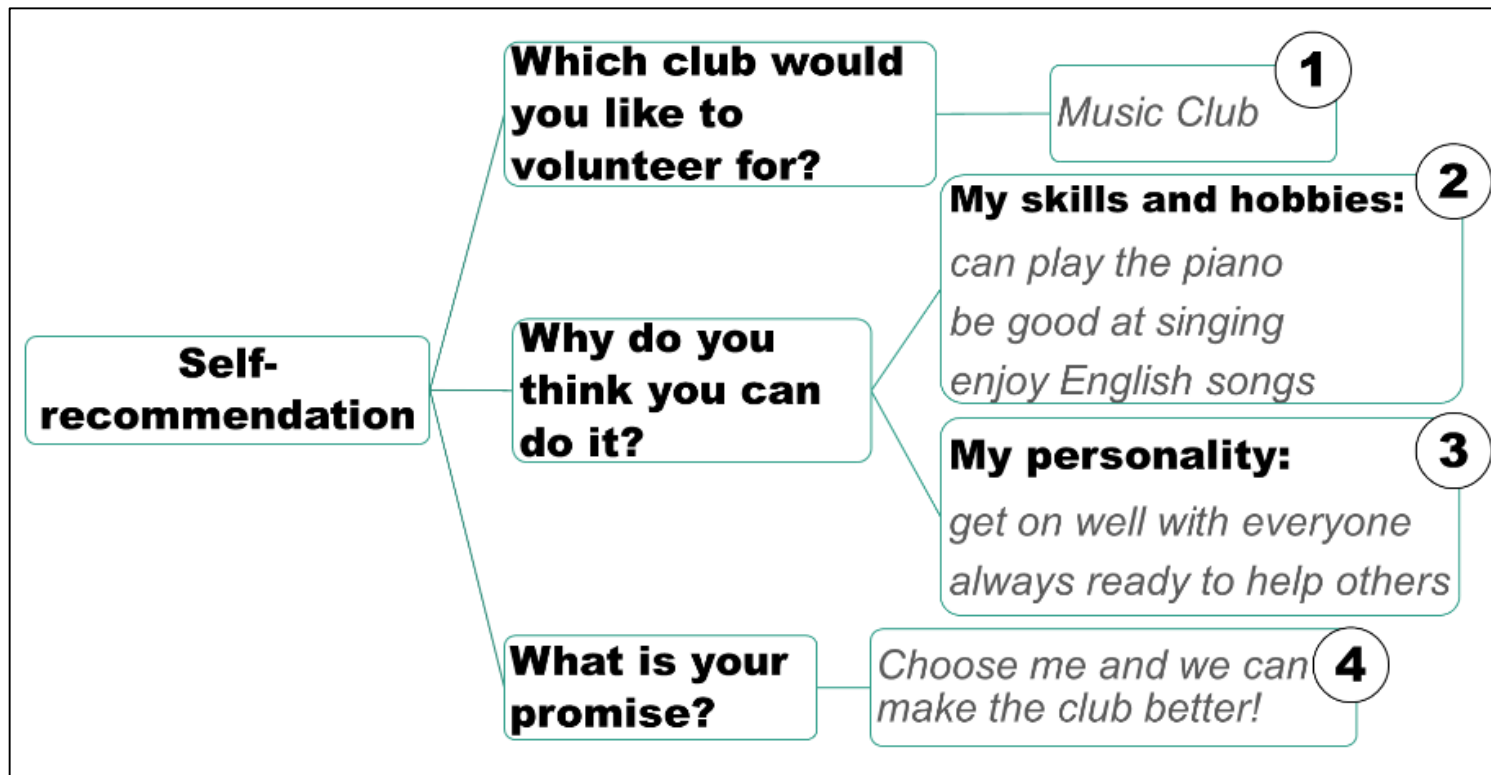
Complete the draft.



设计意图：学生将自己的承诺，填入思路草图
的空格4。



设计意图：学生在小组内分享写作思路草图，互相帮助，取长补短。

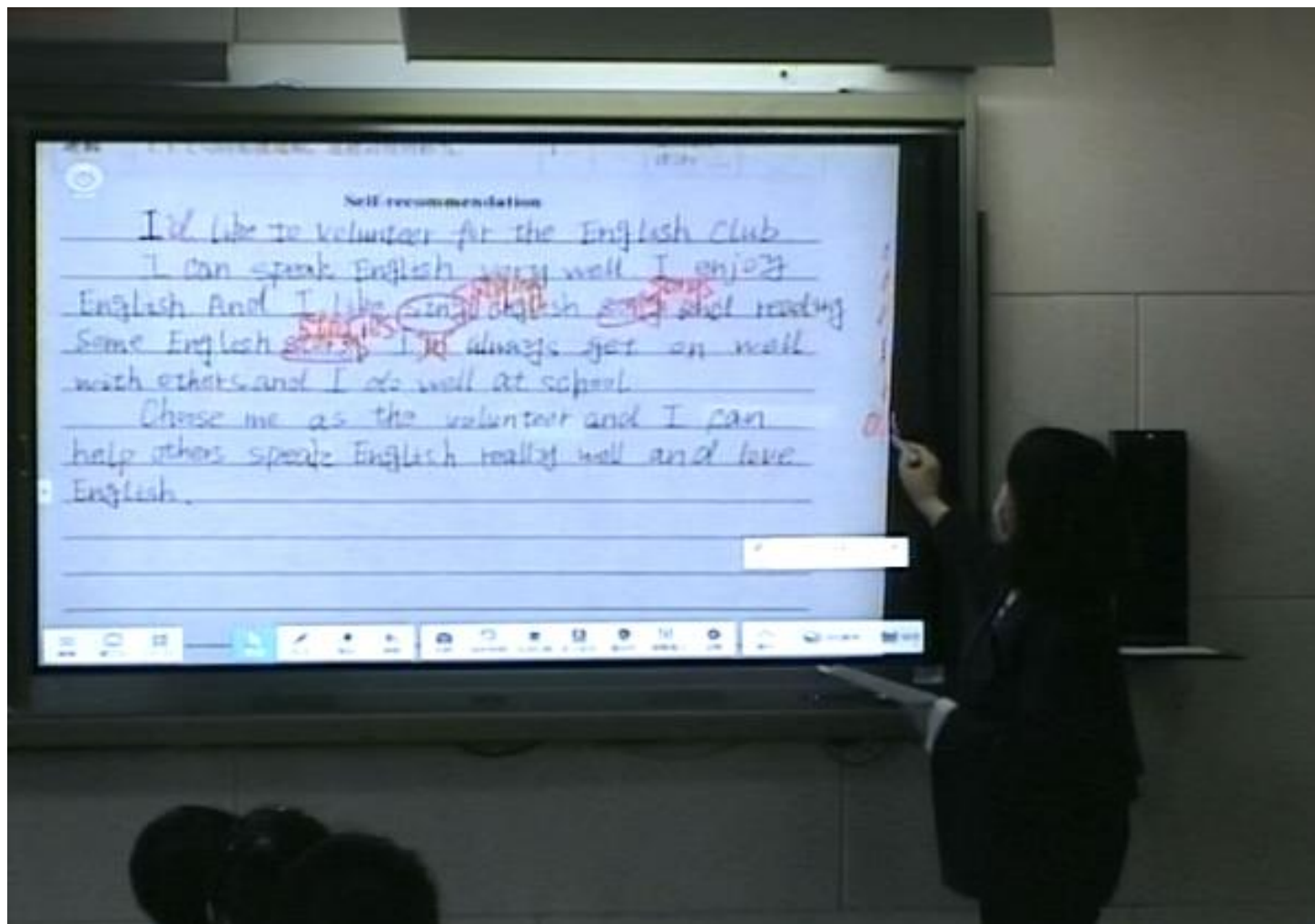


设计意图：学生在自己的写作思路框架基础上扩充，在10分钟内完成文章初稿。

自荐信写作评价量表

项目	评价细则	分值	得分	评价结果	批改符号举例
内容	明确说出自己要加入的俱乐部	1		总分4分 评分：_____	分段 少词 ^ 多词 X 修改词 o 错句 _____ 好句 ~~~~~
	介绍自己的特长、爱好	1			
	介绍自己的性格特点、优秀品质	1			
	有明确的自荐承诺	1			
结构	分段呈现各个要点	1		总分1分 评分：_____	
语言	语法正确（时态、句法、单复数等）	1		总分4分 评分：_____	
	单词拼写和词组搭配正确，用词恰当。	1			
	语言、句式丰富	1			
	字母大小写、标点符号得当	1			
逻辑	上下文句间衔接通顺，连接词使用恰当。	1		总分1分 评分：_____	

设计意图：本次写作任务设计的评价量表专门细化了“内容”和“语言”两个方面的评价标准，希望从评价角度解决学生表达单一、语言错误较多等问题。



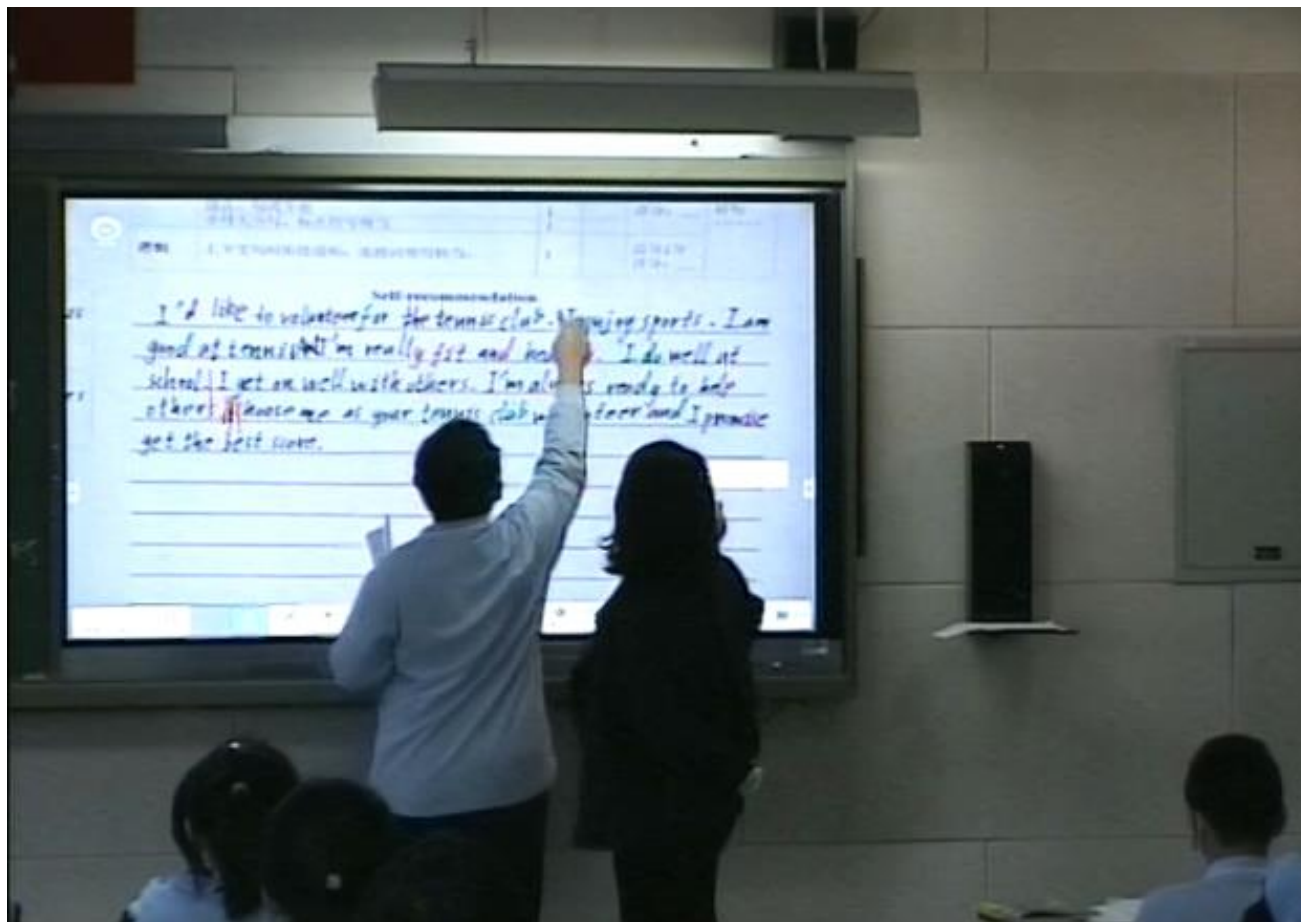
设计意图：学生完成初稿后，以某同学的一稿为例投影展示，教师示范评价过程。重点关注**内容表达**和**语法运用**的问题，让学生能够清楚的判断自己作文哪里需要改进。

Peer evaluation with the help of evaluation scale.

自荐信写作评价量表					
项目	评价细则	分值	得分	评价结果	批改符号举例
内容	明确说出自己要加入的俱乐部	1		总分4分 评分：_____	分段 少词 ^ 多词 X 修改词 o 错句 _____ 好句 ~~~~~
	介绍自己的特长、爱好	1			
	介绍自己的性格特点、优秀品质	1			
	有明确的自荐承诺	1			
结构	分段呈现各个要点	1		总分1分 评分：_____	
语言	语法正确（时态、句法、单复数等）	1		总分4分 评分：_____	
	单词拼写和词组搭配正确，用词恰当。	1			
	语言、句式丰富	1			
	字母大小写、标点符号得当	1			
逻辑	上下文句间衔接通顺，连接词使用恰当。	1		总分1分 评分：_____	

设计意图：借助评价量表进行同伴互评，然后学生展示。

Peer evaluation with the help of evaluation scale.



设计意图：借助评价量表进行同伴互评，然后学生展示。

Homework

依据《自荐信写作评价量表》进行自评。
基于自评完善初稿，形成二稿。



04

教学反思

1. **优化每课时作业设计**。为解决“优诊学”中体现出的如词数不够、内容表达欠缺和语法薄弱等问题，基于**单元整体教学设计**的思路，第一、第二课时的作业均为**词汇积累**，而第二课时的作业也是第三课时写作的**简要思路提纲**。通过课堂教师引导、学生之间互相学习、重读文本积累词汇等活动让学生有充分的词汇储备，不再“无话可说”。
2. **运用过程性写作法**，让学生在范文与自己的写作之间跳进跳出，读写结合。带领学生回顾课文时，以主题为引领进行提问，让学生一直在情景中思考，感悟课文中的三段演讲为何给人简洁、自信、可信赖的感觉。学生也会希望自己的文章充实且有感染力，自然会去模仿范文的好词好句。
3. **发挥评价对教学的反拨作用**。《写作评价量表》的运用，标准更加细化，学生也有了更多的考量方面，在自评，互评的过程中，在自觉，自省的过程中，培养了学生学习能力。



05

学生作品及评价

优诊学测评体现出的
写作微能表现

未掌握

内容表达

词数

语法运用

Club Volunteer

Club Name: ~~Music Club~~ Food and Drink Club

Advantages: 1. I like cooking 2. I can make many kinds of food: milk tea, pastries, fried vegetables ... 4. I get on well with others.

3. I'm familiar with cooking tools.

Promise: Never be lazy, do my job well and help others.

02 MAR 2022

Self-recommendation

I'd like to be the volunteer in the Food and Drink Club, and that's are why I want to join ~~that~~ ^{this} club.

First I like cooking, so I'm familiar with cooking tools. Then, I can make many kinds of food: milk tea, pastries, fried vegetables. and I sure they are ~~delicious~~ ^{delicious} ~~one~~ ^{ones}.

Last, I get on well with others and I work very hard. I think I'm friendly, too.

~~I~~ Please choose me and I promise to ~~never~~ ^{I am} be lazy, do my job well and always ready to help others in the Club.

设计意图：与Unit 2的作业相比，学生的初稿能够清晰的表达自荐职位、自身优势以及承诺。内容表达丰富，词数达标且语法运用基本正确。能从不同角度进行有逻辑，有层次的表达。

Self-recommendation

I want to be the volunteer of the English Club. ^{it}
 I like English very much ^{and} and I am good at English. I
 often read English books in my free time. I enjoy the
 English songs too. I'm kind, so I get on well with
 everybody. I would like to help others ⁱⁿ every time.
 I promise to remind my classmates to learn English
 and make them ^{to} learn better. ~~And~~ I can work hard
 to improve my study scores and never give up!

设计意图：教师会另附一张纸给学生评语反馈，用个人化的交流形式，正负评价平衡。有表扬、有建议、也有期待。

教师评语：

1. 总得来说写的不错！
2. 能够凸显自己对英语的喜爱，英文书和英文歌的细节很好！乐于助人的性格优势也也很好！
3. 注意代词it可以用来避免重复，注意介词用法、名词单复数、make省略to的不定式的问题。
4. 可以尝试在英语学习方法上进一步扩充自己的优势。
5. 你已经有了很好的开端，期待你的下一稿！

谢谢！

