

探究提高初中英语阅读教学的人文策略

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摘要：教育本质的阅读，不仅是文本阅读，也是思维阅读和文化阅读，还是共同体中心环境下的阅读、交际性阅读以及信息技术支持下的阅读。因此，初中英语阅读教学应该在文本本身的分析注重培养学生的思维品质，提高思维能力，以及让学生习得文化知识，了解文化差异并获得文化体验。同时，我们也需要深刻总结以往阅读教学中的不足之处，并从不同层次学生的实际学习情况出发，探索切实可行的英语阅读教学策略，以此来培养学生的阅读兴趣，促进学生阅读能力的提高。

关键词：人文教育；布鲁姆学说，阅读教学的个性化

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一、阅读的意义

余秋雨先生说过：“只有书籍，能把辽阔的时间流灌给你，能把一切高贵生命早已飘散的信号传递给你，能把无数的智慧和美好对比者愚昧和丑陋一起呈现给你。区区五尺之躯，短短几十年光阴，居然能驰骋古今，经天纬地，这种奇迹的产生，至少有一半要归功于阅读。”因为阅读，文字有了永恒的价值，它比精修的图像更深邃，比单纯的记忆更清晰，比空灵的冥想更有趣味。阅读让我们站在巨人的肩膀之上，穿越到了他人的精神世界；它可以改变我们人生的宽度和厚度，让我们视通四海，思接千古。最重要的是阅读可以使我们与智者交谈、与伟人对话、与世界沟通、与自我交汇，最后我们可以通过阅读改变自己的人生方向。

二、初中阅读教学的问题

由于应试教育观念的影响和部分英语教师存在初中阅读教学方式比较陈旧的问题，导致学生失去了阅读的兴趣，教学效果低下。首要的原因在于我们对文本的解读“只见树木，不见森林”，缺少语篇和文本分析的意识，因而未有效地帮助学生对文章思想内容和整体结构进行理解和学习，更缺乏助其在内容图式和形式图式的迁移和提取。其次，我们缺乏对阅读教学目标的正确定位。阅读课经常演变为教授语言知识点，却并未重视阅读技能策略和良好阅读习惯的培养；其三，缺乏人文性的教学策略，未意识到学生的情感需求，也未意识到培养学生自主学习能力的必要性；其四，教学内容未与学生的实际生活紧密联系，从而忽视了英语这门工具性学科所需的本土知识和跨学科知识；其五，未培养学生提取和处理信息的能力，也未培养学生分析和解决问题的能力。这种只是一味采取满堂灌的单一教学方法形成了学生被动的学习方式，难以培养学生综合语言运用能力，更难以发展其认知能力和思维能力。

三、阅读教学的个性化和人文教学

阅读教学出现的种种问题，很大程度上就是缺乏个

性化的问题。不会有完全相同的个体学生，也不会有完全相同的两个班级；不会有完全相同的文本特点，也不会有完全相同的阅读教法。因此，从人文教育的本质角度来看，我们必须针对不同文本、不同授课群体作个性化处理。

与此同时，王蔷教授也说过：教育要回归原点，关注人的发展。教学要走向服务学生学科核心素养的发展，从意义出发，推动深度学习；研读文本、重视情景、梳理主线、建构结构化知识、关注内化提升、迁移创新，是实现培养学生学科核心素养的重要条件（2016，王蔷）。这说明教育本质的阅读不仅是文本阅读，也是思维阅读和文化阅读，还是共同体中心环境下的阅读、语言教学大纲下的交际性阅读以及信息技术支持下的阅读。因此，我们的阅读教学除了帮助学生进行文本本身的分析之外，还应该注重培养学生的思维品质，提高思维能力。所谓思维品质，即指观察、比较、质疑、分析、推断、归纳、概括、评判、建构、欣赏、创新等。但是，在实际阅读教学过程中，我们对学生思维品质培养效果并不明显。这主要是因为大部分的问题设计还停留在最基本的“记忆”和“理解”两个基础层面上，而很少达到“应用”和“分析”的中间层面上，也就更难达到“评价”和“创新”的两个高端层面上。此外，英语不仅是一门语言学科，也是一种文化的传递。我们应该让学生在阅读课上习得文化知识，了解文化差异和获得文化体验。作为一名新时代的教师，我们还应该在阅读教学设计时注意利用好信息技术，了解阅读教学背后的机制和最新的趋势，如国家英语新课程标准——强调创新与创造力、信息素养、国际视野、沟通与交流、团队合作、社会参与责任及社会贡献、自我规划与管理等素养。

由此可见，语言不仅是工具，更是一种文化。学习一门语言的同时，也是在体验和感悟一国的文化。外语教学也不仅仅是语言教学，同时也应该成为包括文化教

学在内的人文教学。尽管英语教材中多数课本阅读素材都具有一定的人文内涵，但如果我们教师能有意识地加强文化导入，拓展人文素材，不仅让学生更好地理解文意，深化阅读，还能最大限度地利用阅读的契机增加学生的人文知识。

下面用一个我的教学课例来谈谈如何进行阅读教学。

教学内容：人教版9年级6单元Section A- Reading- An accidental invention

教学思路：文章为说明文，文章长度适中，句式简单，结构明晰，学生易于理解，也有助于训练学生的阅

读的技巧，是一篇典型的关于文化学习的教学材料。一开始，以世界上最受欢迎的饮品茶引入了中国茶叶的背景知识，一步步由浅入深地使学生在感受中国的茶文化之美的同时了解源远流长的中国的茶文的传播。

设计思路：首先，引导学生通过书中标题图片预测本文主题，激活背景知识；再通过标题中accidental入手，点题并引入茶叶的发现过程。接着，我让学生用速读、略读、跳读等阅读策略由浅入深地理解课文的段落大意并完成课本的任务。3a：通过找出中心词关键字确定每段的大意并连线；3b：再次阅读短文内容，利用找出的中心句中心词快速找出课本3b中所提出的问题的对

Pre-reading
What kind of drink can you see?
Do you know more about it?



3a Read the passage quickly and match each paragraph with its main idea.

- Paragraph 1 Lu Yu and his book *Cha Jing*
- Paragraph 2 How tea spread to other countries
- Paragraph 3 How tea was invented by accident

1 Did you know that tea, the most popular drink in the world (after water), was invented by accident? Many people believe that tea was first drunk nearly 5,000 years ago. It is said that a Chinese ruler called Shen Nong first discovered tea as a drink. One day Shen Nong was boiling drinking water over an open fire. Some leaves from a tea plant fell into the water and remained there for some time. It produced a nice smell so he tasted the brown water anyway. It was quite delicious. In this way, one of the world's favorite drinks was invented.

2 A few thousand years later, Lu Yu, "the saint of tea", mentioned Shen Nong in his book *Cha Jing*. The book describes how tea plants were grown and used to make tea. It also discusses where the finest tea leaves were produced and what kinds of water were used.

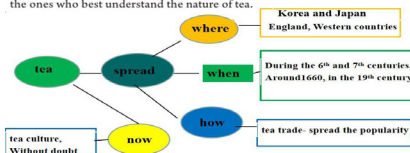
3 It is believed that tea was brought to Korea and Japan during the 6th and 7th centuries. In England, tea didn't appear until around 1660, but less than 100 years later, it had become the national drink. The tea trade from China to Western countries took place in the 19th century. This helped to spread the popularity of tea and the tea plant to more places around the world. Even though many people now know about tea culture, the Chinese are without doubt the ones who best understand the nature of tea.

The main idea is often the first sentence of each paragraph.

An Accidental Invention
Did you know that tea, the most popular drink in the world (after water), was invented by accident? Many people believed that tea was first drunk about 5,000 years ago. It's said that a Chinese ruler called Shen Nong was the first to discover tea as a drink. One day, Shen Nong was boiling drinking water over an open fire. Some leaves from a tea plant fell into the water and remained there for some time. It produced a nice smell so he tasted the brown water. It was quite delicious, and so, one of the world's favorite drinks was invented.



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Lu Yu 陆羽 (733—804)，字鸿渐，复州竟陵（今湖北天门）人，是唐代著名的茶学家，被誉为“茶仙”，尊为“茶圣”，祀为“茶神”。专著《茶经》而闻名于世。

Cha Jing 唐朝上元初年（公元760年），陆羽隐居苕溪（今浙江湖州），撰《茶经》三卷，成为世界上第一部茶叶专著。本书享有“茶叶百科全书”之美誉。

Task 1. Fast reading (Scanning)
The information about the title is often in Paragraph 1.

An accidental invention
something happening by accident, not planned

Did you know that tea, the most popular drink in the world (after water), was invented by accident? Many people believe that tea was first drunk nearly 5,000 years ago. It is said that a Chinese ruler called Shen Nong first discovered tea as a drink. One day Shen Nong was boiling drinking water over an open fire. Some leaves from a tea plant fell into the water and remained there for some time. It produced a nice smell so he tasted the brown water anyway. It was quite delicious. In this way, one of the world's favorite drinks was invented.

Task 3. Careful reading.
3b Read the passage again and answer the questions.

1. When was tea first drunk? Para. 1
2. How was tea invented? Para. 1
3. Who is called "the saint of tea"? Para. 2
4. What is *Cha Jing* about? Para. 2
5. When was tea brought to other countries? Para. 3

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Task 4. Fill in the blanks after reading Para. 1

Who: Shen Nong
What: tea
Where (country): China
How: Shen Nong was boiling drinking water when some leaves fell into the water and remained there for some time. It produced a pleasant smell. Shen Nong tasted the brown water and it tasted delicious.
Result: One of the world's favorite drinks was invented.

Task 5. Post-reading
Passive voice: be done (by sb)

3c Complete the sentences with the correct forms of the verbs in the box.

invent, drink, bring, produce, trade

1. One of the world's favorite drinks was _____ by accident.
2. Tea was first _____ by Shen Nong 5,000 years ago.
3. A nice smell was _____ when the tea leaves dropped into the hot water.
4. Tea was _____ to Korea and Japan during the 6th and 7th centuries.
5. Tea is now _____ between many different countries.



应段落和答案；接着用表格填空，思维导图，回答问题等方式引导学生判断、分析和归纳语篇结构；3c：通过观察句子结构，猜测所缺词的词性，再用方框中所给的单词的正确形式完成句子。与此同时，对于第二段中国茶文化的记载，我也列出了几幅图片补充了中国几大茶类让学生来看一看说一说，传播中国茶叶的基本知识。

() 这些都为接下来的第二节课上的师生的互动交流打下了坚实的基础。

布鲁姆学说认为：“只要有适合学生特点的学习条件，世界上任何一人能学会的，几乎所有人都能学会”。我们教师只需给学生足够的学习时间，并找到帮助每位学生找到合适的学习方法，就是现在提倡的个性化指导方法来满足学生的个性化需求，至少在理论上，学生们都能掌握所授内容。在第二节课阅读课上，我先用图片和思维导图复习词汇，让基础较弱的学生能够加深记忆；再分小组，结合阅读文章内容要求学生回答问题，最后先让成绩中上等的学生复述段落和课文，为每位学生创造语言输出的机会。这样由浅入深的铺垫，课堂氛围瞬时就能活跃了起来，所有学生都可以开口。在生生和师生交流之中，学生既复习了词汇，锻炼了口语，又了解了本文的知识点。那些中国茶文化就这样点点滴滴地渗入了学生的心田，丝丝缕缕地实践着对学生的人文熏陶。此外，为了帮助学生深层理解文意，同时也为了增加学生的人文知识，我们教师需要在阅读文本的基础上拓展相关的人文素材，以语言为文化的载体，加深学生们对文化的认知。从媒体、网络资源上我们能找到不少与教材内容对接的拓展信息。再围绕课文主题开展主题拓展性阅读 (theme - based extensive reading)，可以为学生提供在不同语境中接触课文相关信息的机会。我在这节课的第二个步骤就是引用了网上新世纪高二英语课文The Global Drink。

这是一篇高中的课文，词汇量大，所以在我让学生解读文章时，没有要求他们逐字理解，而是立足于文本理解。“global”是文章的核心，我通过围绕global一词展开提问，由此找出文章的金字塔写作结构。

①What is the global drink? Tea.

②Why is it called the global drink?

地域广，全球范围消费量大，仅次于水的第二大饮品；饮者众多、世界上人口最多国家——中国的国饮。

③Why can it become a global drink?

茶自古以来便被认为是有助于人长寿的健康饮品。它具有丰富的营养价值并预防致命疾病而且饭后有助于消化……古代文献及现代科学研究均可证明。

④How do people serve it? 由此找出中、英、

日三国各自的饮茶习俗。

这节课的结尾我播放了一段中国的茶艺的表演视频，强化文化的导入，让人文教育在时间和空间上均可以得到充分伸展并变得生动。在本课中，学生们对四个问题的解答便构成了这篇文章的整个阅读过程。阅读中，我用图标结构将文字信息转化为简易的图表信息，帮助学生进行信息处理；通过本文还可以进一步引导学生从历史渊源认识茶的文化沉淀，并了解中、英、日三国各自的饮茶习俗，认识茶在世界饮品所占的重要地位。

若说语言输入能增加学生感知词汇的机会，那么语言输出便可增加学生运用词汇的机会，从而巩固目标词汇。美国应用语言学家 Krashen 认为，要促成语言习得，须为学习者提供所需要的足够的可理解输入。所以，课后巩固也尤为重要，应该以课文主题为契机，拓宽语言的输入和输出渠道。陆游说过“汝果欲学诗，工夫在诗外”。对于有限的课堂教学而言，其实还有很多课外途径可以巩固课堂所学，通过拓宽语言的输入和输出渠道让学生再次阅读或再次使用这些词汇，增加词汇和句法的复现率。英语教学要重视不同途径、不同环境下的语言的输入，拓展一些课外的教学活动。对初中英语教学来说，视听活动就是可以增加语言输入、增加词汇复现率的有效途径。比如：课后精听相关的视听内容——听录音、看录像等，让学生在视听过程中复习目标词汇，以便加深学生对词汇的感知和识记。我根据学生的情况，布置了两项作业让学生选择一种完成。作业一：听读人教版中的阅读材料后，绘制一张思维导图并拍摄背诵课文的视频。作业二：结合两篇文章做一个有关于茶的海报并拍摄一段视频介绍茶给外国友人。

一言以蔽之，人文教育下的中学英语阅读课上文化意识的提升最终也会服务于跨文化交际。它不仅可以提高学生的阅读能力和兴趣，同时也能增加学生的人文知识。我们教师每次在阅读课时，可以在相关素材拓展方面寻找具有大容量、多信息、趣味性和高效性的拓展资料，甚至还可以让学生自行查找课外资源作为读前导入或者读后活动。总之，英语阅读是承载文化的媒介并传递着丰富的人文内涵。

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