

初中生过程性英语写作教学

——以失物招领启事和寻物启事为例

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[摘要]写作的目的是表达思想、抒发情感。写作应该是写和自身经历或者感情相关的内容,写作的过程是作者梳理思路、归纳总结、提炼升华的过程。写作的结构体现了作者思维的过程和结果,写作作品则是写作内容和作者思维过程的结晶。

[关键词]过程性写作; 教学案例; 初中英语

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“从本质上来说,英语写作是利用英语句子、段落和篇章,有效选择、组织和发展意义(或)思想的复杂认知过程,是用书面语表达意义的过程。”真正意义上的写作是一种个人思想的表达。英语写作亦是如此。初中生写作训练的目的是一定要尽可能地让学生表达其自身的思想。只有将写作目标设置为结合学生自身经历的思想表达,学生才有表达思想情感的强烈愿望。写作过程中需要学生一步一步理顺思路。如果学生没有思路,教师就要起到引导作用,适时启发、帮助学生开拓思路。

过程性写作认为写作是一项复杂的认知过程,是思维和认知的重新构建。过程性写作强调准备,重视过程,倡导真情,鼓励合作,注重多元化的评价。过程性写作能够激发学生表达愿望,从而调动学生学习英语知识的积极性。

相比结果性写作教学,过程性写作体现了以学生为本的教学理念,注重了对学生学科核心素养的训练,是英语写作教学的考察趋势。当然,无论从英语写作内容的发散性上,还是从写作能力上,过程性写作教学都对教师提出了更高的要求。幸运的是互联网的普及和发展已经为英语教师进行过程性写作教学的备课提供了颇为便利的途径,过程性写作必然会受到越来越多英语教师的重视。

本篇文章就以失物招领启事和寻物启事为话题,从设置写作教学目标、优化写作内容、启发学生写作思路、学生习作自评和互评,以及过程性写作结果的呈现方面,探讨过程性写作训练的具体实施方案。

教学目标:

1. 掌握失物招领启事和寻物启事的写作结构

2. 将个人生活经验经历与话题结合进行有意义写作,写作愿望强烈。有读者意识。

教学重点:失物招领和寻物启事文章的结构

教学难点:读者意识的培养

教学工具:多媒体 PPT

教学方法:任务型写作,小组合作,同桌互评,过程性写作

教学过程:

一、教师展示自己的创作,激发学生好奇心,导入写作话题

展示 Lost

I lost my USB flash disk in the classroom. It is blue.

Maybe you see it in the computer at the front or you could find it under your desk. If so, please give it back to me. I need it very much. You can

call me at 156...0967.

Thanks a lot!

二、教师提问问题,以启发思考、引导思维向深度发展

Have you ever lost anything? What is it? What does it like? What colour is it? Have you found it then? How did you find it?

Have you ever found something that was lost by someone else? What is it? What does it like? What colour is it? How did you find the owner?

师生对话举例:

Teacher: Have you ever lost anything?

Students: I lost a ballpen/ a notebook/a pet ...

Teacher: Have you ever lost anything?

Guo Yuxuan: I lost a note book.

Teacher: A note book? What colour is it?

Guo: It's blue. My name isn't on the 封面 (cover).

Teacher: That's a pity. What subject did you write in it?

Guo: Geography. I lost it about last Thursday when I take Maths exercise in Class Nine. I need it a lot.

Teacher: Maybe someone picked it up after the exam by mistake. If somebody in our grade find it, how can he or she give it to you?

Guo: He/She can give it to Mr Zhang in Grade Seven Office. Or She /He can find me in Class Five.

Teacher: That's great. Maybe you can write a notice and put it up on the notice board of the Grade Seven.

Guo: A notice?

Teacher: Yes, A lost notice.

Guo: ...

Teacher: What should you write in the lost notice?

Cuo: What things I lost, the colour of it, my class number ...

Teacher: What else?

Guo: My name?

Teacher: You may write it in the notice.

...

三、学生结合自身经历进行尝试性写作

部分学生作品呈现如下:

焦润蓓: Lost

Last week, I lost a pen. It's black and there write "juice". I need to use it. I hope to find it. If you find is, please call me at 667832 or go to Class Five Grade Seven to give me. Thank you very much.

胡子悦: Lost

If you find a school uniform on the playground or elsewhere, please call me at 18954002100 or take it to the grad group. My name is Hu Ziyu. Thank you very much!

梁雨桐: Found

Today, I found an English book in my desk. It's not mine. It's yours? I don't know. It's not have name. Are you lost an English book? If this English book is yours, please come Class 5, Grade 7. Oh, my name is Liang Yutong. You can come to my class or call me at 200512.

四、同桌互评

学生依据以下量规表先进行自评, 后进行同桌互评互评

作文自评量表表	评价者:
是否写清物品名称及物品特征	
是否描述了丢失或者拾到的地点或时间	
是否注明了联系方式或者联系地点	
文章结构是否清晰、条理, 有读者意识	

五、小组交流

四人一组, 利用评价量表进行更大范围的互评。教师可根据不同话题, 设计内容不同的量规表。

作文他评量表表		他评者:	
是否有自己的思想、独立的观点		是否有单词拼写错误、标点使用错误	
内容和形式是否有创新		句子是否完整、时态和人称是否正确	
是否有读者意识或有实际交流意义		段落是否有中心句	
是否能体会到意义表达的快乐与成就感		文章结构是否符合逻辑	

六、教师面批面改。

面批面改的方式有助于教师了解学生想要表达的意义, 教师能帮助学生理顺思路, 通畅个人表达。师生共同修改作文的过程, 对学生来说也是很难得的观摩过程。

焦润蓓: Lost (修改后)

Last week, I lost a pen. It's black and there is a white word "juice" on it. I need to use it. I hope to find it. If you find is, please call me at 667832 or go to Class Five, Grade Seven and give it to me. Thank you very much.

胡子悦: Lost (修改后)

If you find a school uniform of Size M on the playground or elsewhere, please call me at 18954002100 or send it to the Office of Grade Seven. My name is Hu Ziyu. Thank you very much!

梁雨桐: Found (修改后)

Today, I found an English book on my desk. It's not mine. Is it yours? I don't know. There is no name on its cover. Did you lose an English book? If this English book is yours, please come to Class 5, Grade 7. Oh, my name is Liang Yutong. You can come to my class to find me or call me at 200512.

也有部分同学没有写失物招领启事或者寻物启事, 而是写了物品失而复得的过程:

叶子琪:

I think I will never lost thing. But, this morning, just this morning, my ruler is lost! I look for table, bag, wallet... I don't found it! My ruler! Where is it? Where is it? Oh, I'm very sad! In afternoon, I am doing Maths work. I look for my pen. Oh! What is it? My ruler! Oh, I found it!

叶子琪: (修改后)

I think I will never lost things. But, in this morning, just this morning, my ruler is lost! I look for it on the table, in my bag, in my wallet... I can't find it! My ruler! Where is it? Where is it? Oh, I'm very sad! In the afternoon, I look for my pen when I am doing Maths work. Oh! What is it? My ruler! Oh, I found it!

七、课下张贴在年级组展示板上或者教室外展示板上, 以增强学生读者意识, 利于帮助学生树立写作自信心

总结: 在过程性写作教学过程中, 教师能够开发学生个人话题, 激发学生写作兴趣, 也能够通过问题设置, 引导学生指向深度思维, 更能通过自评、他评以及师生面批面改等多种形式培养学生的写作能力和读者意识, 有助于学生英语学科核心素养的形成, 也有利于学生形成综合运用英语语言的能力。本文以失物招领启事及寻物启事为例, 比较详细地记录了本课题组成员在过程性写作教学方面所做的努力, 希望对老师们的日常写作教学提供帮助。

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