

读书分享

汇报人：翟林一

语篇视角下的 高中英语 阅读教学

Reading Teaching in High School
from a Discourse Perspective

文亚光 郑春红 著

西南交通大学出版社

外研社基础外语教学与研究丛书

核心素养下英语
教师专业发展系列

主编 程晓堂

英语教学中的
语篇分析

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英语阅读品格

王蔷：《中国中小学生英语分级阅读标准（实验稿）》：



阅读习惯

阅读行为，阅读频率，阅读量



阅读体验

阅读态度，阅读兴趣，自我评估





英语阅读能力

《中国中小学生英语分级阅读体系标准（实验稿）》：




解码能力

语言知识

阅读技巧
和策略

阅读的
流畅度



英语阅读方法

01

自下而上式
(bottom-up):

文字符号识别
—语篇意义的
建构

02

自上而下式
(top-down):

文章中心—段落
—句子—单词

03

交互模式
(interactive
reading):


两个过程夹杂在一起的
双向互动过程。



文本解读

王蔷：《核心素养背景下英语阅读教学：问题、原则、目标与路径》

教师应该引导学生在文本意义、作者态度、语篇结构、语言特点与修辞方面进行探究，对语言特点进行揣摩，经仔细阅读后真正了解作者所持的态度，所想传达给读者的思想和教育意义，从而实现阅读的真正目的。





教师在深入研读语篇的过程中，需要关注以下方面：

1 关注语篇的选材出处和发表时间。

What?

2 分析作者或说话人的立场、观点和写作或表述风格，以及特定时期的语言特点和时代印记等。

How? Why?

3 多层次、多角度分析语篇所传递的意义，帮助学生深刻理解语篇，把语言学习与意义探究融为一体，实现深度学习。

Why?



Anne's Diary

(1)

Anne said that they went quickly upstairs and into the hiding place when they arrived at Prinsengracht.

Friday, 10 July, 1942

When we arrived at Prinsengracht, we went quickly upstairs and into the hiding place. We closed the door behind us and we were alone. Margot had come faster on her bicycle and was already waiting for us. All the rooms were full of boxes. They lay on the floor and the beds. The little room was filled with bedclothes. We had to start clearing up at once, if we wished to sleep in comfortable beds that night. Mummy and Margot were not able to help. They were tired and lay down on their beds. But Daddy and I, the two “helpers” of the family, started at once.

The whole day we unpacked the boxes, filled the cupboards and tidied, until we were extremely tired. We did sleep in clean beds that night. We hadn't had any warm food to eat all day, but we didn't care. Mummy and Margot were too tired and worried to eat, and Daddy and I were too busy.

(2)

Thursday, 15th June, 1944

Dear Kitty,

I wonder if it's because I haven't been able to be outdoors for so long that I've grown so crazy about everything to do with nature. I can well

remember that there was a time when a deep blue sky, the song of the birds, moonlight and flowers could never have kept me spellbound. That's changed since I came here.

... For example, one evening when it was so warm, I stayed awake on purpose until half past eleven in order to have a good look at the moon by myself. But as the moon gave far too much light, I didn't dare open a window. Another time five months ago, I happened to be upstairs at dusk when the window was open. I didn't go downstairs until the window had to be shut. The dark, rainy evening, the wind, the thundering clouds held me entirely in their power; it was the first time in a year and a half that I'd seen the night face to face.

...Sadly... I am only able to look at nature through dirty curtains hanging before very dusty windows. It's no pleasure looking through these any longer because nature is one thing that really must be experienced.

1. 文本分析

《安妮日记》是现行人教版必修一第一单元的第一篇和第二篇阅读课文，属于人与社会主题语境。此文节选自二战时期一位犹太女孩安妮的日记。该文讲述了 Anne 把日记当成自己最好的朋友，向日记倾诉她的心情、感受及渴望。第一篇日记讲述了 1942 年安妮刚到荷兰时，对于逃亡生活尚存希望；第二篇日记则记录了 1944 年时，安妮对自由的极度渴望和对现状的完全失望。两篇日记按照时间的先后顺序展开，重点词汇主要涉及自然、情绪、感受等，如：thunderstorm、upset、concerned、calm 等。本文属于典型的“人”与“社会”类文本，其价值取向在于让学生通过两篇日记的学习，体会到友谊的真谛，并体会到战争对于个人及社会的影响。

“桃园三结义” “忠犬八公”
→ Anna's best friend: **diary**

surroundings/actions/
life goals/life attitudes

1. 从**情感寓意**的角度去鉴赏文本
2. 从文本的**现实意义**去解读文本

1. 拓展阅读:

Schindler's friendship

2. 总结友谊类型及其内涵

1. Why did she choose a rainy evening to feel nature? **safer**

2. Why did Anne choose diary as her friend? **(physical→mental) freedom**

→ **主题：二战的影响+友谊的真谛**



常见问题

1

What

新授课学生默读时间偏短。

2

Why

没有合理安排梳理主题内容和探究语篇主题意义的时间比例。

3

How

忽视对语篇语言特征和组织特征的分析。





总结



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graph LR; A((总结)) --- B((1. 对文本主题要有正确的把握。)); A --- C((2. 对文本要有正确深入的解读并在此基础上进行创造性的教学设计。)); A --- D((3. 课堂实施以培养与发展学生的逻辑、批判和创新思维为基线。));
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1. 对文本主题要有正确的把握。



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3. 课堂实施以培养与发展学生的逻辑、批判和创新思维为基线。





感谢您的聆听与观看

