

指向“学—练—评”一体化的高中英语应用文写作探究

——以人教版(2019)高中英语教材 B1 U1 Reading for Writing 为例

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摘要:本文借鉴高中英语“三段七步”读思写整合教学模式,结合具体教学课例,探究高中英语应用文写作课堂“学—练—评”一体化的有效路径。课例以建议信写作为目标,通过“读”“思”“写”三个阶段的活动对建议信的文体特征进行学、练、评,从而达成知识的学习理解、应用实践和迁移创新。基于本课教学实践,本文提出以下应用文写作教学建议:精“学”范文,聚焦文本特征,确定读写目标,促进学的高效输入;“练”“评”结合,应用文体特征,落实课堂目标,实现以评促学、以评促练,从而提升学生的应用文写作能力。

关键词:应用文写作;“学—练—评”一体化;“三段七步”读思写整合教学模式

一、引言

《普通高中英语课程标准(2017年版2020年修订)》(以下简称《课标》)对英语写作教学提出了更高的要求,要求教师在进行写作教学时能够深入研读语篇、分析文体特征和语言特点,落实英语学科核心素养目标、创设合理学习活动(教育部,2020)。然而,课堂观察发现,当前高中英语写作教学现状并不乐观,不少教师在执教应用文写作时缺乏一致性,在输入环节较多关注高级语法和高级词汇,而又期待学生在输出环节能够写出与各类应用文文体特征相吻合的写作成果,导致学生的“学”与“练”不对应,“练”与“评”不匹配,最终导致学生的写作能力无法得到提升。

众所周知,阅读和写作是相互独立又相互联系的技能,阅读为写作提供相应的输入,而写作又是检测阅读的有效输出。然而,一堂课40分钟既要关注读的有效性,还要落实写和评,时间少、难度高。因此,如何利用好新教材开展高效读写教学以达到“学—练—评”一体化成为教师关注的焦点。鉴于此,本课例使用高中英语“三段七步”读思写整合教学模式,以一节建议信写作课为例,探讨新教材背景下高中

英语应用文写作教学如何实现“学—练—评”一体化。

二、高中英语“三段七步”读思写整合教学模式

高中英语“三段七步”读思写整合教学模式是在高中英语“三段七步”读写整合教学模式的基础上发展而来(罗晓杰,2006)。其原理与过程写作教学相似,既关注写作的最终结果,又关注写作的过程,重点突出教师的指导贯穿于整个写作过程。具体教学模式流程图见图2.1。

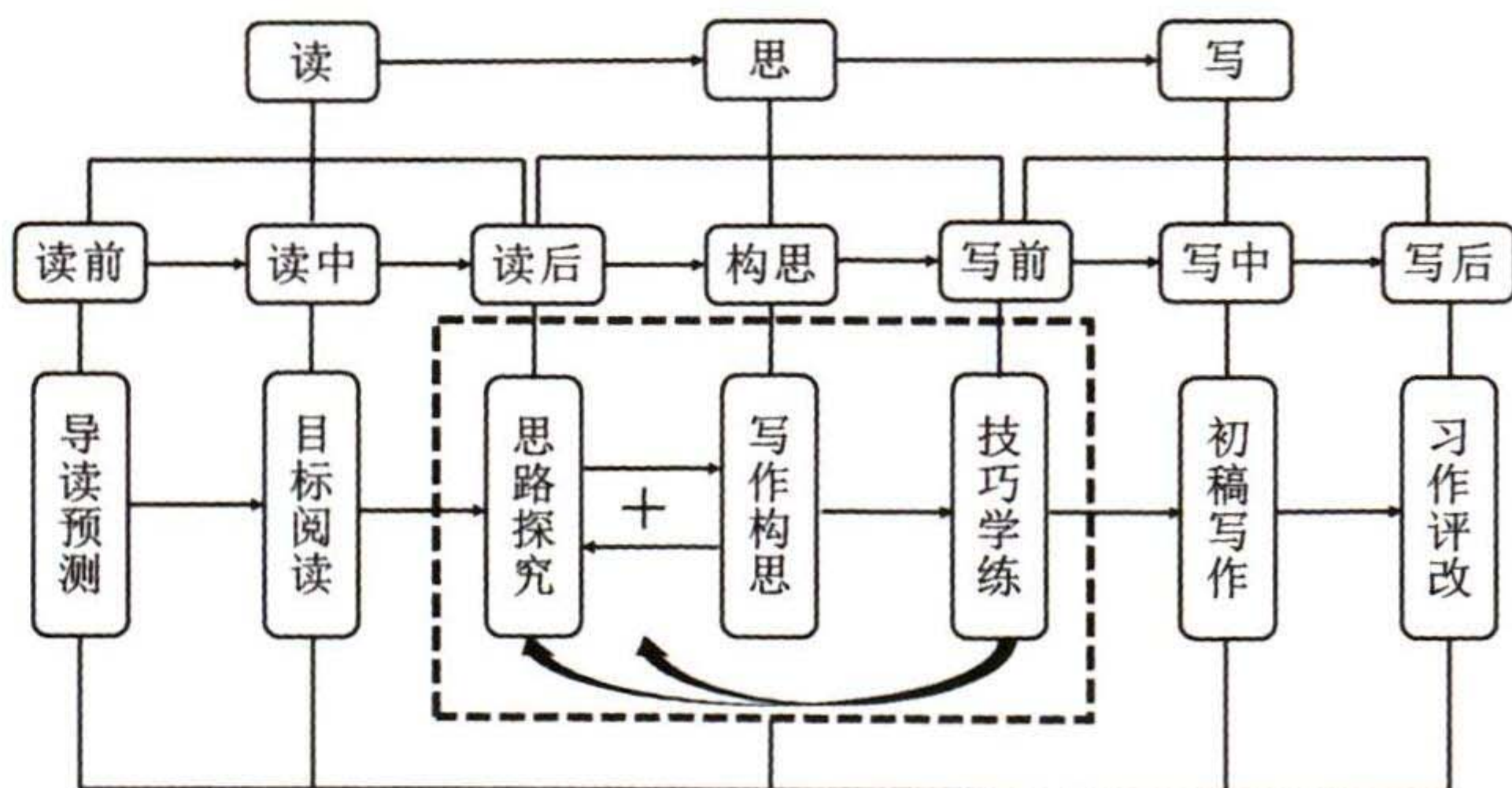


图 2.1 高中英语“三段七步”读思写整合教学模式

高中英语“三段七步”读思写整合教学模式共分为“读”“思”“写”三个阶段(罗晓杰,2021),通过“读”获取应用文的文体特征,输入内容和语言支架,这是学生“学”的过程;通过“思”思辨写作本文的内容和语言特征,搭建写作框架;通过“写”应用文体特征,并评价是否得以落实,这是学生“练”和“评”过程。在课堂实施中,“读”“思”“写”的教学目标均聚焦于建议信的文体特征,有效保证了“学—练—评”一体化。

三、应用文写作课堂“学—练—评”一体化的教学实践

(一)教学分析

1. 教学内容分析

本课例文本选自普通高中教科书英语必修第一册第一单元 Reading for writing 部分,单元话题是“Teenager Life”,主题为“人与自我”,探讨了青少年在学习、课外活动、人际交往等方面的状况及面临的问题。本课阅读文本是一封青少年咨询师 Susan Luo 写给一位因朋友沉迷电脑游戏和网络而担忧的青少年的建议信。该范文在语篇结构、语言特点和内容表达上具有以下特点:在结构上,该语篇要素齐全,包括日期、称呼、正文、结尾和署名;在语言上,语篇中提供了提建议所需的功能性语言,如“I recommend that ... / I think you should ...”;在内容上,该语篇呈现了问题、建议的内容、提该则建议的原因、期待等,且所提建议的内容体现了真实性的三大特征:具体(specific)、可行(convincing)和相关(relevant)。通过阅读,学生可以学习建议信的书信结构和特有的文体特征,搭建写作框架。该范文聚焦青少年常见的问题,话题贴近学生日常生活,有助于激活学生的已有知识,帮助学生构建和完善对建议信文体特征的知识结构,深化对该知识的理解和认识,还能促进自身语言知识学习、语言技能发展。

2. 学情分析

本节课的授课对象为Z省W市某普通高中高一新生。从学习能力角度来看,学生通过第一课时的学习已经知晓了单元主题,掌握了主题语境下的相关语言和部分表达建议的功能性语言,但是学生表达建议的功能句式较为单一,对建议信所需的文体元素和文体特征仍然知之甚少,对建

议信应该涉及的内容和语言特征也缺乏全面了解,因此需要教师搭建支架;从学生的背景知识来看,他们对青少年生活的话题比较感兴趣,并且掌握了一定的解决青少年困惑和问题的方法,因此,他们愿意探索文本,积极参与课堂中的各类高阶思维活动;从学生的学习风格来看,学生性格活泼,喜欢表达自己的看法,喜欢独立思考,并且喜欢批判性地推理与分析,这将有助于教师在搭建支架的过程中与学生共同探索、分析、归纳、概括,从而达成学习目标。

3. 学习目标

(1)通过观察、解读建议信中表达建议的内容和语言,获取建议信的文体元素(学);

(2)通过解构和辨析阅读语篇的文体特征,领会建议信的内容应具备真实性,并理解建议信内容的真实性应该满足具体、可行和相关这三个特征(学);

(3)通过对青少年普遍存在的网瘾、人际交往和学习困难等问题的探讨,提出具体可实施的解决措施,并通过技法学练,学习建议信的文体特征(练);

(4)通过小组活动、独立思考,在真实交际中迁移运用建议信的文体特征,撰写一封建议信,并通过评价同伴习作的优点与不足,内化建议信的文体特征(评)。

4. 教学思路

本节课以解决青少年生活中的困惑为话题,以建议信写作为依托,运用高中英语“三段七步”读思写整合教学模式设计相关教学活动,探究应用文写作课堂中如何达到“学—练—评”一体化。整个教学活动共分为“读”“思”“写”三个阶段:第一阶段为“读”的环节,也是学生“学”的输入:读前以青少年不良习惯相关视频为导入,激活话题背景;读前有针对性地获取建议信的文体元素;读后对文体元素所用语言进行思辨,探究建议信内容真实性的文体特征。第二阶段为“思”的环节,仍然是学生学习整理的过程,主要是归纳、总结建议信的文体要素和文体特征,通过解读新的语篇构建建议信文体特征的框架。第三阶段为“写”的环节,旨在落实“学”“练”“评”的一体化:写前增加技能学练,进一步加强学生对建议信文体特征的掌握;写中要求学生针对新语篇进行初稿撰写,将建议信文体特征应用于真实情境中;写后引导学生利用评价表进行自评和师生共评,巩固内化所

学,从而检测教学目标的达成。整个教学过程的“学”“练”“评”的目标一致,始终围绕者建议信的文体特征展开,有助于促进课堂的有效性。具体教学流程如图 3.1.4.1。

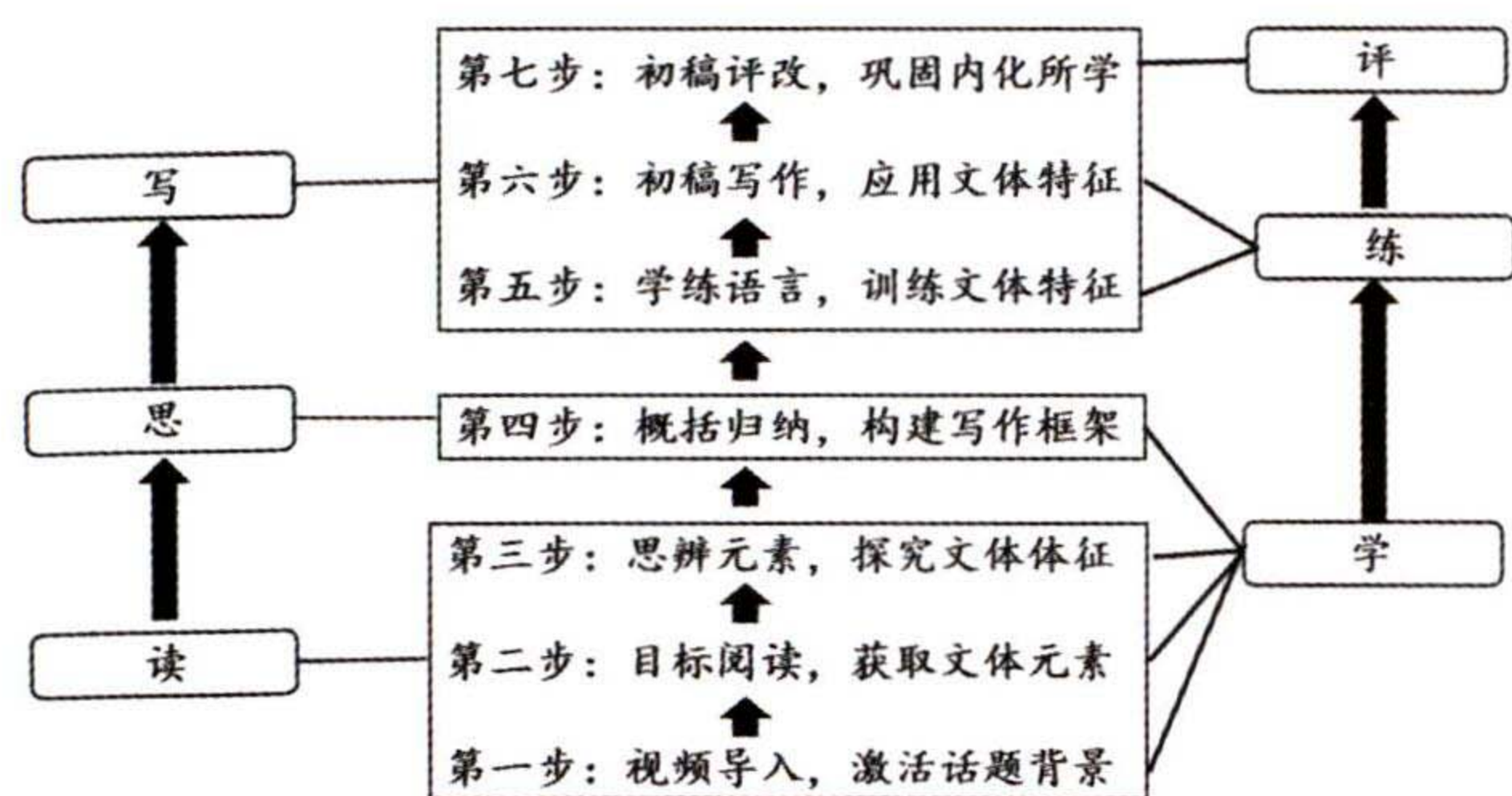


图 3.1.4.1 教学流程图

(二)教学过程

步骤一: 视频导入,激活话题背景

学生观看一位母亲因为儿子网络成瘾而与其争吵的视频,针对视频中的问题展开讨论并且提出解决青少年网瘾问题的建议。

【教学问题】

Q1: Who is in the video?

Q2: What are they doing?

Q3: Why are they doing that?

Q4: What is your suggestion for the boy?

【课堂实录】

T: During the break, you watched a video. Do you still remember who is in the video?

Ss: A mother and her son.

T: What are they doing?

Ss: They are arguing.

T: Why are they arguing?

S1: The son has been addicted to computer games. The mother tried to ask her son to stop playing computer games but that doesn't work. So they are arguing.

T: Yes, problems like this are quite common among all the students. So, if you were a friend of the boy, do you have any suggestions for him?

S2 / S3 / S4: He should develop other hobbies. / He should know the harmful effects of playing computer games too

much. / I suggest he play more with his friends.

T: You all have offered good suggestions.

【设计说明】

在该步骤中,学生在观看青少年网瘾问题的视频后能够指出视频中的问题所在,并且给出了相应的建议。观看贴近学生日常生活的视频不仅能激活学生的背景知识,导入本课教学话题(青少年困惑),还能激活学生表达建议的功能句式,扩宽单元主题内容,为阅读和写作做好铺垫。

步骤二: 目标阅读,获取文体元素

学生观察建议信并指出结构要素,通过观察结构能够得出写信者和收信者。随后,学生阅读全文,并且回答与建议信内容相关的问题以获得文体要素,包括求助者提出的问题、写信者提供的建议等(见图 3.2.1)。

【教学问题】

Q1: What elements are covered in a letter of advice?

Q2: Who wrote the letter?

Q3: Who would receive the letter?

Q4: What problem does Worried Friend have?

Q5: What advice does Susan Luo provide?

【课堂实录】

T: If you were to write a letter of advice, what elements are needed?

Ss: Dear ... / Name.

T: Good. You mean greeting and signature, or the writer and the receiver. What else?

Ss: Body / Close / Date.

T: Wow. You're good observer. What should be included in the body part?

S1: Showing understanding towards the receiver.

S2: Putting forward the problem.

S3: Offering suggestions with convincing reasons.

T: Excellent! You've known a lot about it. Please go through the letter and tell who is the writer and who is the receiver?

S4: The writer is Susan Luo, and the receiver is Worried Friend.

T: Good. Now read and answer the following questions.

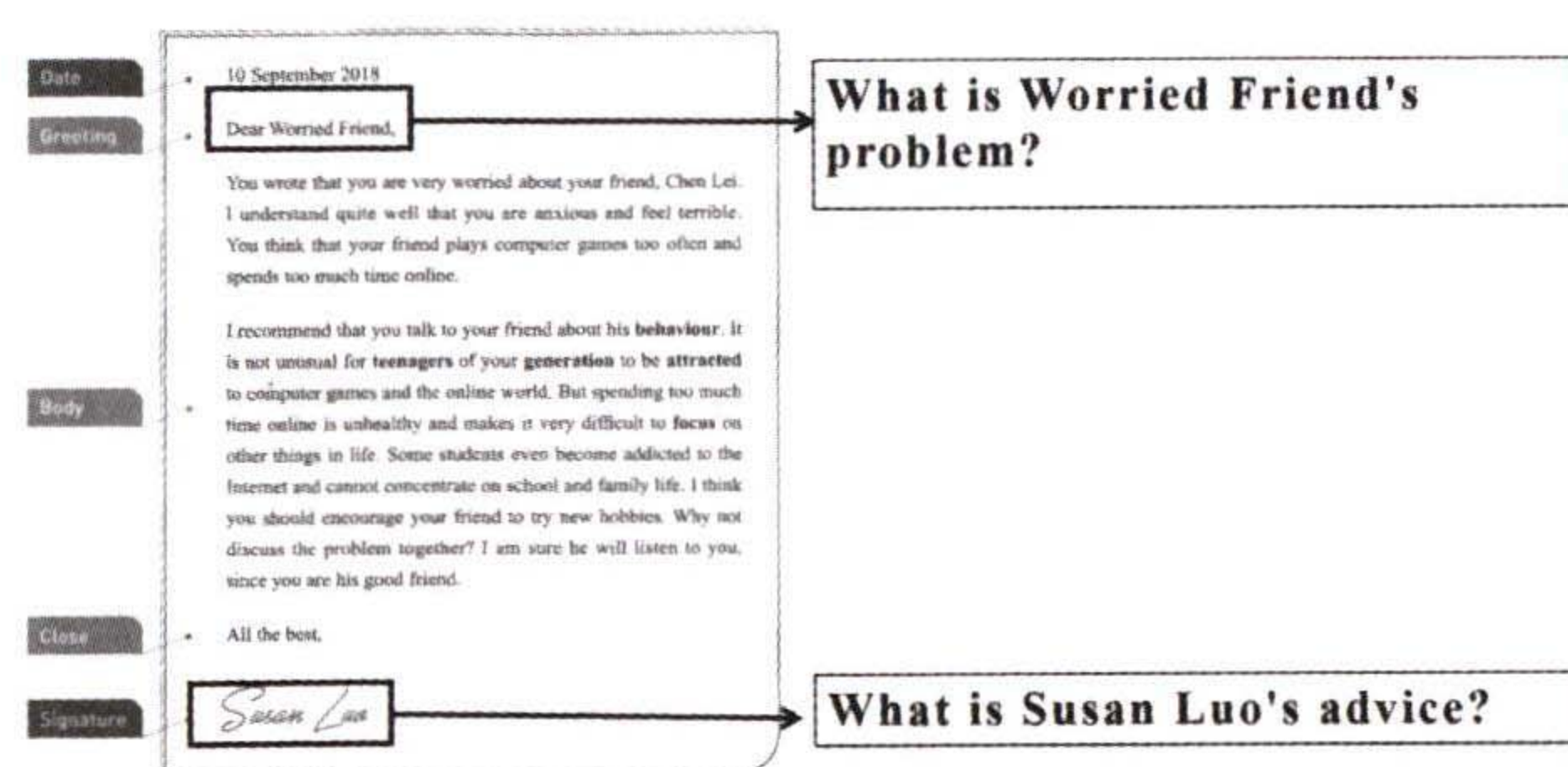


图 3.2.1 获取文体元素

Ss: (Read and think.)

T: Can you tell me what problem Worried Friend has?

S5: His / Her friend plays computer games too often and spends too much time online. And he / she is worried about it.

T: Yes. What is Susan Luo's suggestion?

S7: She recommends that Worried Friend talk to his friend about his behavior.

T: What else?

S7: He should encourage his friend to try new hobbies.

T: Nice job.

【设计说明】

在该步骤中,学生阅读了书信范文,获取了建议信必不可少的文体元素,包括基本格式、写信人及其提出的建议、收信人及其提出的问题。学生带着目标阅读,获取相应的信息,通过观察、解读建议信中表达建议的内容和语言,获取建议信的文体元素,达成了教学目标一,为后续的文体特征探究做好铺垫。

步骤三: 思辨元素,探究文体特征

学生观察前一个环节中找到的建议,分析建议的表述和建议之间的逻辑关系以获取所提建议内容的特征(见图3.2.2)。观察幻灯片上呈现的关于建议信的其余句子表达,分析并理解每个句子的功能(见图3.2.3)。

【教学问题】

Q1: What is the relationship between the advices?

Q2: Why does the writer give two pieces of suggestions?

Q3: What else is written?

Q4: Why should they be included in a letter of advice?

【课堂实录】

T: Everyone, as you can see, the writer gives two pieces

of advice. What is their relationship?

I recommend that you talk to your friend about his behaviour. *It is not unusual for teenagers of your generation to be attracted to computer games and the online world. But spending too much time online is unhealthy and makes it very difficult to focus on other things in life. Some students even become addicted to the Internet and cannot concentrate on school and family life.* I think you should encourage your friend to try new hobbies. *Why not discuss the problem together? I am sure he will listen to you, since you are his good friend.*

图 3.2.2 探究文体特征

S1: They both are used to deal with the problem.

T: Good. They are relevant to the problem. What else?

S1: The first one is a general suggestion while the second is a specific one.

T: Excellent. Then, can we leave out the second? Why does the writer give two pieces of suggestions?

S2: Without the second, the first is too general. If I were Worried Friend, I would still not be able to solve my problem.

T: Good job. You mean, if there were not specific suggestions, the suggestion would not be feasible and convincing, right? Good. Now, think over all the other sentences besides problem and suggestions and then tell what else is included in a letter of advice.

- ① I understand quite well that you are anxious and felt terrible.
- ② It is not unusual for teenagers of your generation to be attracted to computer games and the online world.
- ③ But spending too much online is unhealthy and makes it very difficult to focus on other things in life. Some students even become addicted to the Internet and can't concentrate on school and family life.
- ④ I am sure he will listen to you, since you are his good friend.

① show empathy ② show understanding ③ show reasons ④ expectation

图 3.2.3 建议信的功能

Ss: (Read and think.)

T: Try it.

S3: The first two sentences give the writer's comfort. The third indicates the harmful effects if the suggestions are not adopted. It gives the reason why the suggestion should be taken. The fourth sentence shows the writer's wish if the suggestion is taken.

T: I can't agree more. Now, discuss with your partners and tell me why they are included in a letter of advice?

Ss: (Discuss and think.)

T: Have a try.

S4: The comfort is given to show the writer's understanding to make the letter polite. The reason is included to show the suggestions are reasonable and feasible. The expectation is made to make the letter convincing.

T: Excellent explanation.

【设计说明】

在该步骤中，学生思辨性地观察上一个环节提炼出来的建议信内容的语言表述，发现建议信内容真实性的文体特征应该包括具体、可行和合理。另外，教师通过问题链引导学生思考建议信的其他元素，即安慰、建议原因和建议预期，以及不同元素的功能性语言表达。至此，学生获取了本课所需的文体元素并探究了建议信的文体特征，落实了“学”的过程。

步骤四：概括归纳，构建写作框架

学生在充分阅读和理解的基础上对建议信的内容要素进行概括归纳，小组讨论并收集可以用来阐述问题、表达同情、提供建议和表达信念的语言表述，搭建撰写建议信的语言框架（见图 3.2.4）。

【教学问题】

Q1: What should be included in a letter of advice?

Q2: What language expressions should be used?

【课堂实录】

T: Now let's make an outline for the letter of advice. What should be included in a letter of advice? Finish the following outline.

An outline of a letter of advice

Date

Greeting

Body

Close

Signature

图 3.2.4 构建写作框架

Ss: (Think.)

T: Now, can you tell me what your outline is.

S1: The first paragraph includes problem and comfort. The second paragraph includes general suggestion and its reason, specific suggestions and reasons as well as expectation.

T: What other expressions can be used in a letter of advice? For identifying the problem?

S2: You wrote that ...

T: Good! What else?

Discussing

► What other expressions can be used?

Identify the problems:
You wrote that...
Knowing that you have difficulty...

Show empathy:
I understand quite well that...
I know exactly how terrible it feels.

Offer advice:
I recommend that you...
I suggest that...

Show expectation:
I am sure...
I believe you will find my advice...

图 3.2.5 整理写作思路

S3: Knowing that you have difficulty ...

T: How about showing empathy?

S4: I understand quite well that ...

S5: I know exactly how terrible it feels.

S6: It is not unusual for ...

T: How to offer advice?

S7 / S8 / S9 / S10 / S11: You should ... / I recommend that ... / You'd better ... / Were I you, I would ... / I highly suggest that ... / It is high that ...

T: How to show your belief?

S12: I am sure ... / I believe ...

T: Good. Now turn to page 19. There are 3 teenagers who have their individual problems. Please write a letter to them according to your outline.

【设计说明】

在该步骤中，学生与教师一起回顾和总结“读”中所梳理的建议信的文体元素和文体特征，整理写作思路，搭建写作支架（见图 3.2.5）。该步骤是“三段七步”读思写整合教学

模式的重要环节,它联通“读”和“写”,是阅读转向写作的关键步骤,为写作的顺利开展构建结构和语言支架。同时,该步骤的有效实施为教学目标的“学—练—评”一体化奠定了基础。

步骤五:学练语言,训练文体特征

学生根据前一个环节总结的纲要,以课本第19页第一位青少年 Eric 的困惑为例,练习如何使建议信的内容真实、可信。

【教学问题】

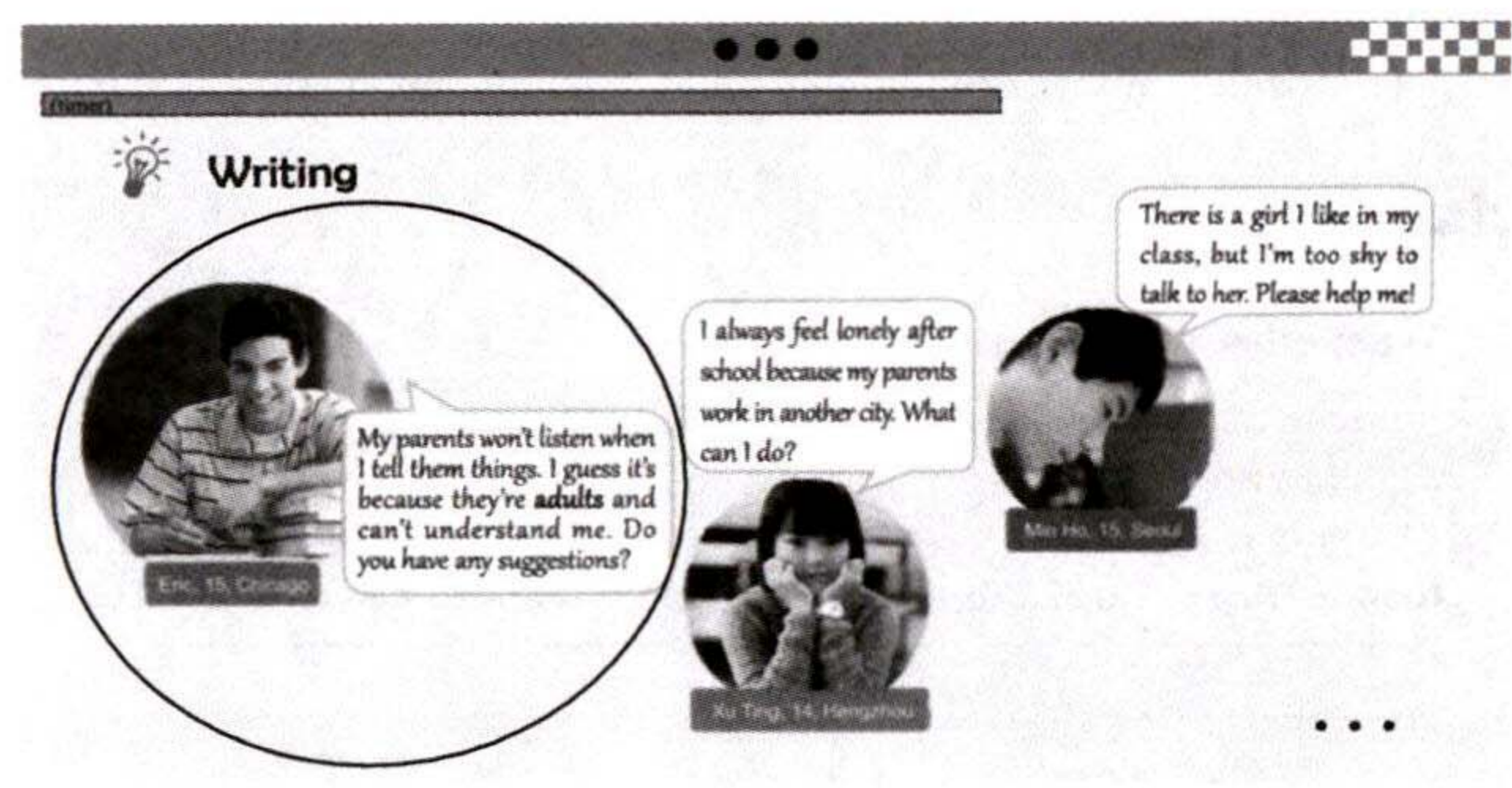


图 3.2.6 写作组合

1. How to mention the problem?
2. How to show your comfort?
3. How to state your suggestions?
4. How to express your reason for your suggestion?
5. How to express your expectation?

Outline
Dear _____,
You wrote that _____
I understand that _____
I think _____ because _____
I am sure that _____
Best wishes,

图 3.2.7 写作框架

【课堂实录】

T: Now, let's take Eric's problem as an example and learn to write a letter of advice. Now, come up with the writing content with the following structures.

T: How to mention the problem?

S1: You wrote that your parents won't listen when you tell them things and you guess it's because they're adults and can't understand you.

T: How to show your comfort?

S2: I understand that you must feel ignored and sometimes anger. / It is not unusual for teenagers to ignore parents' expectation and for parents to ignore teenagers' real needs.

T: How to state your general suggestion?

S3: You should / ought to listen to them first and then express your true feelings.

T: How to express your reason for your suggestion?

S4: Ignoring your parents' expectation can cause trouble and makes it hard for you to understand the root of your conflict.

T: How to state your specific suggestions?

S5 / S6: Why not listen to them first and then express your true feelings? / You should treat them to dinner and invite them to talk first, figure out their expectation and then express your feelings towards their expectations and your real needs.

T: How to express your expectation?

S7: I am sure you will have a better mutual understanding.

【设计说明】

在该步骤中,学生围绕建议信的文体元素和文体特征进行了语言学练,搭建了本课写作语言支架。这一过程不仅突出了教学重点,还有效落实了教学目标,降低了学生初稿撰写的难度,保证了课堂教学的有效性,是学生“练”建议信所需的内容和语言技能的过程。

步骤六:初稿写作,应用文体特征

学生选择剩余的两个青少年的困惑(见图 3.2.6),将新学到的与建议信文体特征相关的技巧应用到课堂上,并根据上面讨论得出的大纲、内容和语言特征撰写建议信的初稿。

【课堂实录】

T: Now, please choose one of the rest two teenagers' problem and write your first draft. By the way, what should be

included in a letter of advice?

Ss: The first paragraph includes problem and comfort. The second paragraph includes general suggestion and its reason, specific suggestions and your prediction.

T: Good. While you are writing, please keep it in mind that the suggestions should be ...

Ss: Relevant, specific and convincing.

T: And the language should be

Ss: Polite, reasonable and feasible.

T: Nice. Now, I think you are ready to write your draft.

Ss: (Think and write.)

【设计说明】

在该步骤中,学生将文体特征应用于真实写作情景,完成了初稿。教师在写作前再次与学生共同回顾建议信元素,整理写作要点,并强调建议信的内容应该符合具体、可行和相关。以目标为驱动,强化认知,学生能够更好地监控写作过程,从而独立完成初稿,这也是学生运用课堂所学、学以致用、迁移知识的过程,真正落实“练”的训练。

步骤七: 初稿评改,巩固内化所学

学生基于核查表(见表 3.2.1)进行自我评估和同伴互评,并对发现的问题进行改进。

表 3.2.1 基于建议信文体特征的核查表

Checklist	
In the letter, _____ have been clearly stated.	
the problem	Yes <input type="checkbox"/> No <input type="checkbox"/>
the comfort	Yes <input type="checkbox"/> No <input type="checkbox"/>
the suggestions	Yes <input type="checkbox"/> No <input type="checkbox"/>
the reasons for suggestions	Yes <input type="checkbox"/> No <input type="checkbox"/>
the expectation	Yes <input type="checkbox"/> No <input type="checkbox"/>
In the body part, the suggestions are _____.	
specific	Yes <input type="checkbox"/> No <input type="checkbox"/>
relevant	Yes <input type="checkbox"/> No <input type="checkbox"/>
convincing	Yes <input type="checkbox"/> No <input type="checkbox"/>

Dear Tu Ting,

You wrote that you always feel lonely after school because your parents work in another city. I understand quite well that feeling is awful. It is not unusual for teenagers to feel lonely when separated from their parents.

I think you can get more involved with your classmates. Being with friends and classmates will make it easy to feel

connected and it helps when you have having problems. Having people around can always involve you in a variety of activities, which shifts your attention to meaningful daily communications. I am sure that your new friends and classmates will help you drive away your loneliness.

Best wishes!

Yours,
Susan Luo

图 3.2.8 建议信范文

【课堂实录】

T: Now, since you have finished your first draft. Please do a self-assessment according the checklist provided and try to improve your writing.

Ss: (Do a self-assessment.)

T: Now, I have got a sample from your classmate. (见图 3.2.8) Let's do an assessment together. Does she mention the problem?

Ss: Yes.

T: Yes.

Ss: You wrote that you always feel lonely after school because your parents work in another city. Does she show her comfort?

T: Do you think the words are well written? Which sentence do you like?

S1: Yes. It is not unusual for teenagers to feel lonely when separated from their parents. I like this sentence. It shows the understanding of the writer and it shows the comfort.

T: I quite agree. What is her suggestion?

S2: I think you can get more involved with your classmates.

T: Good. Is it specific and relevant to the topic?

S2: Yes.

T: Any reasons for that suggestion?

S2: Being with friends and classmates will make it easy to feel connected and it helps when you have having problems. Having people around can always involve you in a variety of activities, which shifts your attention to meaningful daily communications.

T: Do the reasons sound reasonable and convincing?

S2: Yes. I know how to follow it.

T: I agree. What do you think of her expressions?

S3: Generally speaking, I think it is polite and convincing. But I think the sentence pattern is not rich enough, because she only used "I think". More expressions are expected.

T: Good job. You've offered your suggestions for improvement. What about her expectation of her suggestions?

S4: I am sure that your new friends and classmates will help you drive away your loneliness.

T: So, basically. I guess this is a good sample and she has written a good letter of advice.

【设计说明】

在该步骤中,学生根据核查表评估同伴和自己的初稿写作。分析评估结果可知学生对建议信文体特征的掌握情况良好,故教学目标得以达成。《课标》中强调学生应在教师的指导下,学习使用可行的评价工具,积极参与评价,发现和分析学习中的具体问题,从而提升自身的英语学科核心素养(教育部,2020)。整个评价过程中,教师始终聚焦教学目标,即建议信的文体元素和内容真实性的三大原则,把学生的学、学生的练和学习的评之间深度嵌套和协同配合,促进学生英语核心素养的培养。

(三)作业布置

针对第三位青少年的困惑(见图 3.2.6),结合所学的建议信的文体元素和文体特征,撰写一篇真实、可信的建议信。完成之后,根据核查表进行自查,然后与同伴交换初稿,互相给出可行的修改建议,最后润色完善。

【设计说明】

作业是课堂的延伸,是课堂教学效果的巩固阶段,因此,作业的内容应与课堂教学目标保持一致。此外,学生独立撰写建议信、进行自评和同伴互评的过程是检测学生是否真正内化建议信文体特征的关键,也是检测应用文写作教学课堂“学—练—评”一体化成效的关键。

(四)板书设计

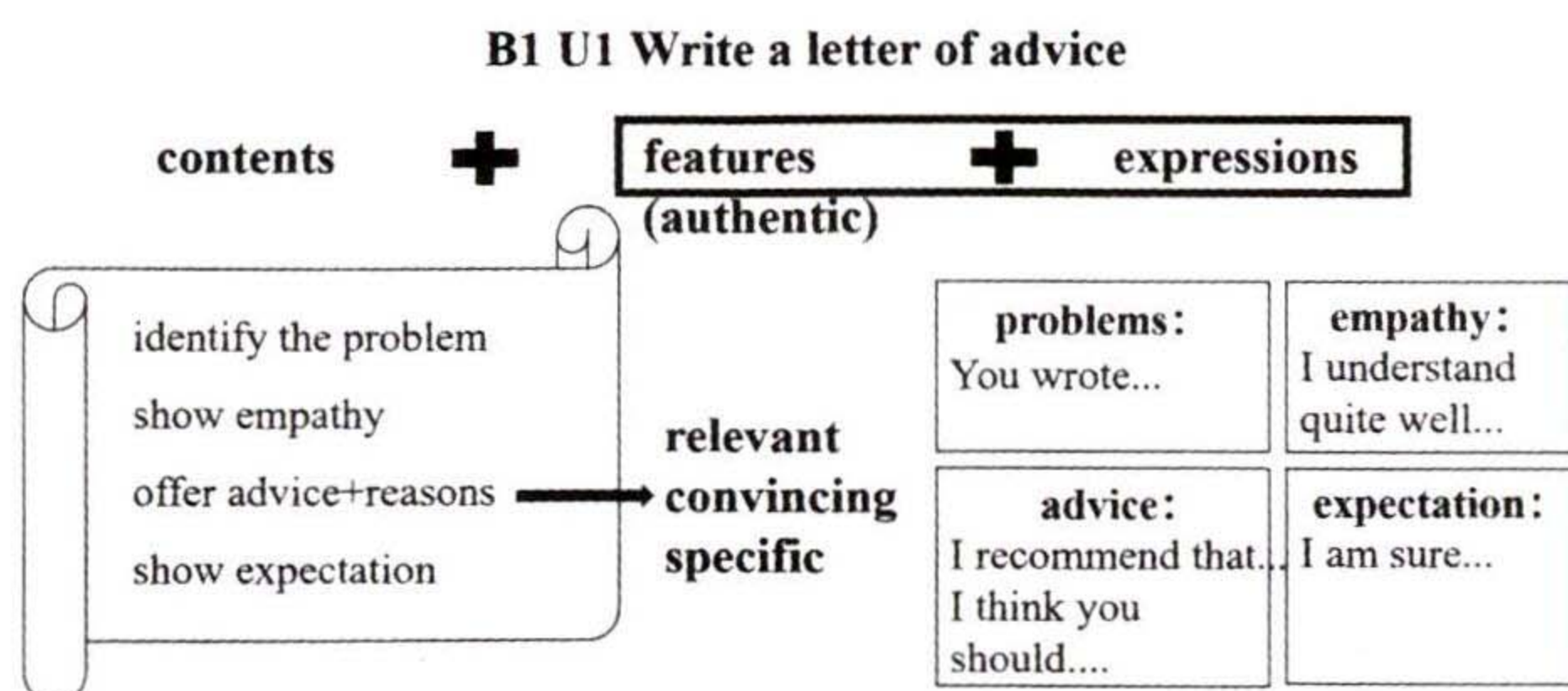


图 3.4.1 板书设计

【设计说明】

本节课板书由三个部分组成:板书的最上方为本节课的教学重点,即书写一份建议信;板书的中间为本节课的教学目标,学生了解和掌握的建议信的文体元素(contents)和文体特征(features+expressions),即建议信的真实性特征和表达各类内容所使用的语言特征;板书的下方即为建议信文体元素和文体特征的具体信息(见图 3.4.1)。板书的设计清晰明了、层次分明,不仅有基于文本的浅层信息,也有教学活动中与学生互动归纳得出的概括性信息如 relevant、convincing、specific。由此可见,板书的设计呈现了本节课的写作框架,故有助于教学目标可视化。

四、教学反思

本节课借鉴高中英语“三段七步”读思写整合教学模式,探究如何在建议信写作教学课堂落实“学—练—评”一体化,从而提高课堂的有效性。“读”的步骤聚焦建议信的文体元素和文体特征,高效输入;“写”的阶段通过学练语言、独立写作、合作评改,应用内化文体特征,有效输出;在这个过程中,以“思”贯通读写,搭建建议信的内容框架和语言框架,真正做到以目标驱动,落实读思写整合与“学—练—评”一体化。

(一)精“学”范文,聚焦文体特征,高效输入

关注阅读先行,确保阅读范文和写作输出目标一致,从而真正意义上做到学生的“学”聚焦文体特征,为写作输入有效信息。精学范文即解构范文的语言和内容,提取话题词汇和功能语言,并获取阅读范文的文体元素和文体特征,研究其内容和语言上的独特性,从而构建写作框架。在精学范文的前提下,聚焦文体元素和文体特征,设置行之有效的阅读活动,学生学会如何撰写建议信,这是有效读思写整合的开始。在此过程中,学生的学习重心在于学习掌握新知,获取第一手直观的经验,为后续的“练”和“评”进行高效输入。

(二)“练”“评”结合,围绕学习目标,有效输出

目标指向写作,依据学习目标,设计“练”“评”一体化的学习活动,促进有效的写作输出。通过技巧学练和初稿写作落实“练”的目标。设置读后写前的技巧学练,引导学生思考解决问题的方法,熟悉并掌握呈现应用文的文体元素和文体特征的功能性语言;学生基于真实语境,运用新知识与技能,完成初稿写作,这是知识应用实践的过程。根据“读”时的学习理解,制定评价表,学生在写后进行有针对性的评价,强化认知,巩固所学,最终实现以“评”促“学”,以“评”促

“练”,落实英语“学—练—评”一体化,不仅能训练学生的批判性思维和逻辑性思维,还能落实知识的迁移创新,做到有效输出。

五、结语

本文结合具体的教学课例探究高中英语应用文写作课堂“学—练—评”一体化的具体教学策略,体现了精学范文的重要性和以文体特征为学习目标驱动课堂教学的可行性。实践证明,将该模式适用于高中英语应用文写作教学,从目标阅读到写作构思,从初稿写作到初稿评改,始终围绕建议信的文体特征,教学效果明显,实现了“学—练—评”一

体化。鉴于此,高中阶段教师应认真研究新教材学习语篇和课程标准,在平时教学中应有计划、有目的、有逻辑地去训练和提高学生的写作能力。

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Research on High School English Practical Writing for the Integration of Learning, Practice and Evaluation —— Take PEP (2019) B1 U1 Reading for Writing as an Example

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Abstract: This paper adopts the “three-stage-and-seven-step” reading, thinking and writing integrated teaching mode, and explores the effective implementation of the integration of learning, practice and evaluation in teaching English practical writing based on a specific teaching example. Aimed at teaching students how to write a letter of advice, the lesson possesses three stages, which is reading, thinking and writing. The teacher guides students to learn and understand the stylistic elements and features of a letter of advice, then apply the features in practicing section and eventually innovate a letter of advice with proper features, so as to realize the integration of “learning, practice and evaluation”. Based on this course, the following suggestions are put forward: during the reading process, teachers should lead students to precisely learn the given text, focus on its features, and decide on the reading and writing objectives, thus promoting the efficient input of learning; during the writing process, teachers should combine “practice” with “evaluation”, lead students to apply the stylist features and fulfill the learning objectives, thus realizing the goal of evaluation promoting learning and practice, and finally improving students’ practical writing ability.

Key words: practical writing; the integration of “learning, practice and evaluation”; the integrated teaching mode of reading, thinking and writing