

关于“阅读课过渡性话语”的行动研究报告

一、研究原因：

阅读课任务间过渡性话语是阅读课中最重要的教师话语之一，在阅读课上起着至关重要的作用，其质量的高低不仅体现了教师阅读课的教学设计思路，更体现出教师对阅读文本意义的理解。

在实习期间，我发现自己的阅读课任务间过渡性话语质量偏低，甚至常常会忽略任务间的联系，指导老师听了我的课后，也给我指出了这个问题。如果不能及时修正这个问题，将会直接影响到阅读课的教学效果，对学生理解阅读文本和提高阅读理解能力有害无益。

二、调查方式：

我在2012年11月6日在**附中高一（*）班上了一节必修1 Unit 5 Nelson Mandela—a modern hero 的课题为“Elias’ Story”的阅读课，对这节课的内容做了全程录像，并将其转录为文本，进行了教师话语分析，同时也与指导老师沟通，找出自己话语中的不足。

三、调查结果和数据分析：

1、总体情况介绍：Reading: Elias’ Story

在 Unit 5 Nelson Mandela—a modern hero 这单元的课里，我用了近两节课的时间完成了 Reading: Elias’ story，即阅读内容部分的教学，在这两节课里，我首先就上节课留的阅读前的问题进行了提问，让学生将较难的 Mandela 和 Elias 的关系问题放在课程完成后解答，接着让学生们先了解了段落大意，再根据段意分部分。阅读的第一节课上我完成了第一部分全部的教学以及一半第二部分的教学，主要让学生了解了 Elias 和 Mandela 相识的过程（包括 Mandela 对 Elias 的帮助和 Elias 由此对 Mandela 产生的情感和其后的行动）和 Mandela 建立 ANC Youth League 的原因及黑人在当时的处境；阅读的第二节课上我完成了剩下的教学，主要引导学生了解 Elias 如何追随 Mandela 及他们为黑人平等所做的奋斗，并对阅读前遗留的关于两人关系的问题作出回答。我具体的课堂教学目标和教学过程如下：

（1）教学目标

① Words & expressions: lawyer, guidance, legal, fee, passbook, hopeful, youth, league, stage, vote, attack, violence, equal, willing, unfair, quote ; out of work, as a matter of fact, blow up, in trouble, turn to,

② Sentence structure: The attributive clause（以 where, when, why, prep.+ which/whom 引导的定语从句）

③ Reading skills and strategies: guessing the meaning of some words in context, skimming and summing up for the main idea of each paragraph, and scanning for specific information.

④ Significance of learning: Learn how Mandela helped Elias and influenced him to fight for the equality of black and white people; Learn about the important quality of Nelson Mandela which makes him a great person: he set an example of how to help black people solve their problems and guide them to struggle in an organized way.

(2) 教学过程

Stage 1 Checking Ss' preview

Ss give the answer of the two questions T asked yesterday.

Stage 2 Understanding of the text

Step 1 Ss do skimming to match the paragraphs and their main ideas which are presented in the wrong order.

Step 2 Ss divide the passage into two parts according to T's summary.

Step 3 Ss scan the whole passage to finish the timeline of Eli as' life.

Step 4 Ss read paragraph one & two to find the answer of the questions "What's the problem of Elias?" and "Why he had such a problem?" by filling in the blanks.

Step 5 Ss read the former part of paragraph 3 (without quotation) and answer the questions "How was the problem solved?" and "How did Elias feel towards Mandela after Mandela helped him?"

Step 6 Ss read paragraph four to fill in the blanks of the rights that black people lacked of and answer the question "Why did Mandela decide to choose the violent way to fight?" by doing multiple choice.

Step 7 Ss read paragraph five to answer the questions "Why was Elias happy to help blow up the government buildings?" and "Why did Elias have the dream of making black and white people equal?"

Stage 3 T summarizes the story briefly and re-asks Ss the question "What's the relationship between Elias and Mandela?" Then T guides Ss to know why Mandela is a great person.

Stage 4 Homework: Retell the story according to the clues given and finish the exercises in "Learning about Language" on page 36.

2、数据分析:

在这堂课上,一共有 17 处任务间过渡性话语,现分析如下:

(1) T7: And now, please tell me how many paragraphs are there in this passage? How many paragraphs? 这句话,是我在引导学生讨论完上节课留下的两道读前思考题之后,引导大家将注意力放在课文上说的,同时也给大家提示了新的任务,即关于段落大意的任务,

但这任务间过渡性话语并不是很好，原因在于，此前学生没能回答出第二道思考题，即曼德拉与伊莱亚斯关系的问题，我用一句既是在布置任务，又是在转移话题的话引导课堂对学生理解不是很方便，尤其是基础较差的学生，我这里应该说成：**Now, let's come to the story. First, please tell me how many paragraphs there are in this story. How many paragraphs?**这样就分散了同一句过渡性话语的功能，一半承上，一半启下，不但让学生有思考的时间，而且过渡更为自然流畅。

(2) T15: **Now please go through the text. And try to match the main ideas of each paragraph.**这两句话，是我在帮助学生理清了这篇文章共有几个自然段之后，引导学生关注第一个阅读题，即搭配自然段序号与该段的段落大意时说的，这个任务间过渡性话语并不是很好，原因在于，对上面一个步骤的内容的承接性不是很高，应该说 **Now please go through these five paragraphs and try to find the main idea for each paragraph.**这样的过渡性话语一方面引出了下个活动，让学生了解了这个活动的要求，另一方面，也重申上个活动中所得出的结论，让学生熟记这一结论去完成下个活动。

(3) T28: **So from the main ideas we know that Elias was a poor black worker at first. And he was helped by Mandela. He thanked Mandela very much so he joined the ANC Youth League. So now, class, can you divide these five paragraphs into two parts?**这段话，是我在学生得出每段的段落大意之后，引导学生按我所给出的部分大意讲文章分成两个部分说的。这段话过渡性话语并不是很好，原因在于，我在学生完成了段落大意的搭配之后，所做的总结太啰嗦，学生刚刚完成了上个活动，对每个自然段的段落大意十分了解，我根本没有必要再去重复每一段的意思，这里我应该说：**So from the main ideas we know that first Mandela helped Elias. And then Elias joined the ANC Youth League to help make black and white people equal. So, class, can you now divide the story into two big parts? One is about how Mandela helped Elias and the other is How Elias joined the ANC Youth League to help make black and white people equal.**这样说的的好处在于，可以上学生的注意力很快地转到把文章分部分上来，同时也顺势总结了五个自然段的意思，不会让学生因为我说的太多而感到反感。

(4) T38: **That's the right answer. Paragraph one and two belong to part one. And the last three paragraphs belong to part two. And next, please scan the whole paragraph, the whole passage, and try to finish the timeline of Elias' life. Elias'的时间表。**这句话，是我在引导学生从给文章分部分之后，让学生填写伊莱亚斯的生活事件表时说的，这句话的过渡不是很好，原因在于我对上一个步骤的总结拘于形式，且直接用了个单词 **next** 来引出了接下来的活动，容易让学生摸不清上一个活动的意义。这里我应该说：**You've got the right answer. Part one is paragraph 1 and 2. It tells us how Mandela helped Elias. And Part two is the rest paragraphs. It tells us how Elias followed Mandela. And, class, there must be a lot of things happen before and after Elias met Mandela. Do you think so? Now, let's try to find these things out by finishing the timeline of Elias' life.**这样说的的好处在于，既有效总结了上个活动的内容，重申了在上个步骤中所获得的结论，同时又为两个活动间建立了相对的逻辑关系，过渡自然。

- (5) T48: And next, let's learn the paragraph, let's learn the passage part by part. For part one, we know that 1952 was a special year to Elias, right? Because he met Mandela that year. And do you know why he met with Mandela? 这段话是学生做完了伊莱亚斯的生平表后，我让学生关注课文内容，让他们开始细读时说的，这个过渡性话语不是很好，原因在于，我在让学生思考伊莱亚斯与曼德拉相见的原因之前，虽然由上一个活动中出现的很重要的年份和事件自然地引出了这个问题，但多说了一句很无关紧要的废话，让二者原本比较紧密的联系，变得有些松散了。这里，我应该说 **So from the timeline, we can say that 1952 was a special year to Elias, right? He met Mandela in that year. And do you know why he met with Mandela?** 这样说的的好处在于还原了两个活动的联系，过渡自然合理。
- (6) T49: He was worried about losing his job. So let's see what problem Elias have and why he had such a problem. 这两句话是在学生回答了伊莱亚斯见曼德拉的原因之后，我引导学生思考伊莱亚斯所遇到的问题时说的，这句话的过渡比较有效，原因在于，这个问题与上问题是紧密相关的，学生回答完了上问题之后，就可以直接提后面的问题了，因此对过渡性话语的要求不是特别高，而且我在这里也总结了上个问题的结论 (**He was worried about losing his job.**) 学生理解起来比较方便。
- (7) T58: And next, after, we all know, because of Mandela's help, Elias was able to keep his job. So can you answer this question how was Elias' problem solved? 这段话是学生明白了伊莱亚斯的问题是什么及其产生的原因之后，我引导学生找出他问题是如何解决的答案时说的，但这句话的过渡不是很好，原因在于我把简单的问题复杂化了，本来上个活动和下个活动的关键问题的逻辑性十分强，不需要在过渡性话语上多花功夫，但我对上一个步骤所得的结果的承接做得不够好，所以我对下一个活动的启发性的问题提得有问题。这里，我应该说: **Since he turned to Mandela for help, how did Mandela help him solve his problem?** 这样说的的好处在于既承接了上个步骤的结论，又通过这个结论启发学生继续思考下一个问题，简单明了，且过渡自然有效。
- (8) T62: So after Mandela helped Elias to keep his job, what do you think the feeling Elias would have towards Mandela? 这句话是学生得出曼德拉如何帮助伊莱亚斯保住工作之后，我引导学生思考伊莱亚斯对曼德拉心怀怎样的感情时说的，这句话的过渡比较有效，原因在于这个活动的关键问题与上个活动的关键问题有很强的因果关系，学生理解起来十分容易，我提问起来也不困难，只要突显出其因果性就可以了。
- (9) T66: Now, let's come to another question. We have learnt something about ANC Youth League yesterday right? So do you still remember the ANC Youth League? Still remember? 这段话是学生回答完了伊莱亚斯对曼德拉的感情之后，我引导学生思考曼德拉建立非国大青年联盟时说的，这段话的过渡性不好，原因在于我完全切断了它与上个活动之间的联系，舍近求远地让学生回顾上一节课我讲的非国大青年联盟的介绍性的知识，让本来衔接很紧密的两个活动，乃至整个阅读的活动就此中断了。这里，我应该这样说: **You are right. Elias was grateful. And he was so grateful that he joined an organization. That's in paragraph 3. Which organization do you know?** 都是要引出

非国大青年联盟，这样说更能体现出两个活动之间的衔接，过渡更为自然。

- (10) T75: Yes. In paragraph 3, Elias said, when he organized the ANC Youth League, he joined it as soon as he could. So why did he joined ANC Youth League? Do you know? 这段话，学生得知伊莱亚斯加入非国大青年联盟之后，我引导他们思考他加入的原因时说的。这个过渡性话语比较有效，因为这两个问题的衔接还是比较紧密的，前面的内容是后面问题的基础，不必刻意去过渡，只需点出前后的内容就可以了。
- (11) T77: And now, please look at paragraph 4. And just now, we have known that it tells us about the unfair situation of the black people. 这是学生了解了伊莱亚斯加入非国大青年联盟之后，我引导学生从书中找出非洲黑人的不公处境时说的，这里的过渡性话语不是很好，因为这里，我虽然没有切断它与本节课中的活动的联系，却直接把它与最开始的段意搭配题联系在了一起，还是有些舍近求远的感觉，学生几乎都已经忘记了之前的段意了。这里，我应该改成: **Just now, we know that Mandela joined the ANC Youth League because black people had almost no rights. So what kind of rights they didn't have?** 这样说的好处在于，直接把这个活动的关键问题与之前的活动联系在了一起，不必绕很大的圈子，学生也记忆深刻，且过渡自然。
- (12) T89: What an unfair situation they were in! So facing this kind of situation, then what did Mandela do? 这是学生了解了黑人缺乏哪些权利之后，我引导他们从文章找出曼德拉做了什么时说的话，这里的过渡性话语比较有效。因为它不仅有对上一个任务的承接，也有对下一个任务的启发，在总结上一任务内容 **black people's unfair situation** 的同时，也有逻辑地提出了下一个关键问题 **what Mandela did**，且过渡自然合理。
- (13) T94: He chose to attack the laws in a violent way. But class, why did he chose the violent way? 这是学生回答出曼德拉以暴力来反抗后，我引导学生思考他为什么采用暴力时说的。这里的过渡比较有效。因为这里前一句话总结了上一个问题的答案，而后一句话，是顺势提出的关键问题，衔接十分紧密，符合学生理解的习惯。
- (14) T98: So when Mandela chose to answer violence with violence, what did Elias do? 这是学生理解了曼德拉采取暴力反抗的原因之后，我引导学生从书上找这个时候伊莱亚斯做了什么时说的话，过渡比较有效。因为两个问题衔接比较紧密，过渡自然合理，学生理解起来比较容易。
- (15) T101: Yes. He helped Mandela blow up some government buildings in 1963. Was he happy to help? So why was Elias happy to help blow up the government buildings. 这里是学生回答出伊莱亚斯在曼德拉决定以暴制暴时，伊莱亚斯做了什么以后，我引导学生思考他做了这些以后，是否开心又为何开心所说的话，因为与之前的问题衔接十分紧密的关系，这里的过渡显得比较有效，且清楚明白，合理自然。
- (16) T109: And now, can you, after we finish the understanding of the text. Can you answer me the question we left yesterday? 这是学生理解完文章之后，我引导学生重新思考上节课他们没有答出来的思考题时说的话，过渡不是很好。因为这里没有完成所有活动之后，对文章核心内容的总结，就直接让学生回答问题了，过渡性比较差。应该改成: **So now, we have known how Mandela helped Elias and how Elias followed**

Mandela. Do you know the relationship between them two? 这样说的的好处在于既对前面的活动做了内容性的总结，又自然地引出了下个步骤的核心问题，衔接自然合理。

(17) T138: OK, now, let's have a perfect ending of understanding our text. Let's do an easy task of retelling, retelling the text part by part. 这是我在学生完成了对课文内容的理解，并确认他们没有其他的问题之后，引导他们做故事的复述时说的话，这里的过渡性话语不是很好。原因在于我把本来设计的活动顺序弄乱了，我忘记了最后一个复述活动，于是课上临时让学生读文章找其他的理解问题，然后突然想起了这个活动才让他们复述。所以这里的过渡不存在逻辑上的联系。

结论：从以上的分析，可以看出我的 17 处任务间过渡性话语中，有 10 处过渡性都比较差，质量偏低，它们是 T7, T15, T28, T38,48, T58, T66,T77, T109,T138，过渡性差的大多体现在只完成了形式上的过渡，而对活动与活动之间在内容上意义的衔接与联系有所忽略，而造成这个问题最大的原因在于我的过渡性话语中的承接部分内容选择得不恰当，如 T7, T15, T28, T48, T58, T66, T77。

这节课，质量偏低的过渡性话语占整堂课的过渡性话语的 60%，远远超过了有效的任务间过渡性话语的比重，对此问题的修正迫在眉睫。（可对学生的回应性话语做分析，得出其消极影响，更具备说服力。）

四、研究计划和行动方案：

1、研究计划

实施阶段	实施时间	实施地点	实施对象	实施方法	数据统计与分析方法
1	2012. 11. 13	**附中高中部	高一（*）班学生	上课	转录教学视频并进行分析
2	2012. 11. 26	**附中高中部	高一（*）班学生	上课	转录教学视频并进行分析

2、行动方案

针对这个问题，我计划根据自己存在的问题做相应的修正。包括：

- (1) 注重任务间过渡性话语的过渡性在写 **Verbatim Plan** 的时候多关注自己的过渡性语句。
- (2) 熟记自己设计的教学步骤与各活动的先后顺序，让活动本身更具逻辑性。
- (3) 对过渡性话语中的承接部分作着重修正，关注活动与上一个活动的内在联系，以求达到内容与形式兼具的过渡。

五、研究过程：

第一阶段：Reading and discussing—The Rest of Elias' Story in Unit 5 的课堂教学

1.总体情况介绍：

Unit 5 Nelson Mandela—a modern hero 的快速阅读是之前的阅读文本 **Elias' Story** 的续接部分。这部分主要讲了 **Elias** 在炸毁了政府大楼被逮捕后的监狱生活，及他出狱后的生

活，与 **Elias' Story** 一样，也都收到了 **Mandela** 的帮助。这节课，我首先从 **Elias' Story** 最后一段 **Elias** 帮 **Mandela** 做了什么着手进而引出其后受到的惩罚，在对监狱做了简单介绍之后，开始了阅读中活动（包括每段的段落大意的填写，全文细节信息的正误判断，两个自然段的细读和读后对文章内容、和写作手法的总结）。阅读活动之后，我讲了几个重要的语言点。我具体的教学目标和教学过程如下：

(1) 教学目标

① Words & expressions: Learn the words: escape, blanket, educate, educated, beg, relative, terror, cruelty, reward, come to power

② Sentence structure: Review the attributive clauses.

③ Reading skills and strategies: guessing the meaning of some words in context, skimming for and summing up the main ideas, scanning for specific information.

④ Significance of learning: Learn how Mandela helped Elias in prison and out of prison; Learn about the important quality of Nelson Mandela which makes him a great person: his universal care for all the people in South Africa, including the poor black people like Elias and the white people like the prison guard.

(2) 教学过程

Stage 1 Pre-reading: T introduces some information of Robben Island with its pictures.

Stage 2 While-reading

Step 1 Ss do skimming to fill in the blanks of the main idea of each paragraph.

Step 2 Ss scan the whole passage to do true or false exercises.

Step 3 Close Reading

Ss read paragraph one to know how black prisoners studied in their prison school by filling in blanks. And then Ss answer the question “Why did Mandela allow the prison guards to study with the black prisoners?”

Ss answer the question “How did Mandela help Elias after he was out of prison?” and get to know Elias' feeling towards his job by filling in blanks.

Stage 3 Post reading

Step 1 T guides Ss to summarize the text by filling in the blanks.

Step 2 T explains the writing feature of this text to Ss briefly.

2. 数据分析：

在这堂课上，一共有 10 处任务间过渡性话语，现分析如下：

(1) T6: So Elias was put in prison after he blew up some government buildings. Now, let's look at a picture. (T presents the picture of Robben Island.) Where is it, class?

这是学生在知道了伊莱亚斯在炸毁了政府大楼后的遭遇后，我引导他们把注意力放在他所处的监狱时说的话，这里的过渡比较有效。因为我一方面让学生回顾了上节阅读课的内容，一方面又很自然地引出了这节课的内容，且语言简单，学生很容易就听懂了。

(2) T8: Yes. It's the prison. So what may happen to him and who would he meet there?

Let's come to our reading text—The Rest of Elias' Story. 这是我在引导学生关注新的

阅读文本时说的话，这里的过渡比较有效。因为，在学生了解了伊莱亚斯的遭遇之后，我需要把他们的注意力移到新的文本上，用这两个不需要学生回答的简单问题，既完成了过渡，又把可以直接开始下一步的教学，一举两得。

- (3) T13: Now we have got the main idea for each paragraph. Please go through the text again, that means to read it quickly to get some specific information. 这是学生得到课文的段落大意之后，我引导他们做正误判断题时说的话。这里的过渡不是很好。因为我的过渡性话语只提示了学生下个步骤的活动要求，且要求也说的很啰嗦，不够清楚明白，另外，在承接部分也只完成了形式上的过渡，这里我应该说：**Now we have known the story in fact tells us about Elias life in and out of prison. Now let's try to read the story quickly to finish these true or false exercises**这样就能在言语简洁的情况下，同时完成形式和内容的过渡了。
- (4) T43: So we have finished all the scanning exercise. Let's learn the text part by part. 这是学生完成了正误判断题之后，我引导他们细读文章前说的话，这里的过渡不是很有效。原因在于这段话无论是承接还是启示都是形式上的过渡，并没有涉及任何的内容性知识，应该改成：**From the exercises, we know Elias' life in prison and out of prison briefly. Now, let's try to get some detailed information.** 这样说的的好处在于，学生可以在老师的总结中回想刚才练习的目的和其关键性内容。过渡也比较合理自然。
- (5) T49: That's how black prisoners studied in their prison school. So in paragraph 2, class, paragraph 2. We know Elias was able to find a good job in the office because he was better educated. 这是学生在完成第一自然段的细读之后，我让学生关注第二自然段的内容时说的话，这里的过渡比较有效。因为两个自然段的内容有因果的内在联系存在，而我的话，在引起学生关注第二自然段的同时，也点出了这一点，比较清晰。只是，这段话还是有些啰嗦了，如果我可以说得更简洁一点会更好。
- (6) T51: 20 years. We have mentioned it, right? So how was his problem solved? I mean who helped him solve this problem? 这是学生在细读第二自然段时，我引导学生回答伊莱亚斯的失业问题是如何解决的时说的话。这段话的过渡不是很有效。原因在于，这段话的启下部分不是很好，我问得有些跳跃，前面我只说了伊莱亚斯失业，后面就直接问他的问题是如何解决的，并没有把伊莱亚斯的问题和他失业这个情况等同起来，因此学生不知道我在问什么。这里，我应该说：**Yes. He was out of work for such a long time. It was really a big problem for him. Do you know how this problem solved?** 这样说的话就可以弥补此前的不足了，学生就可以理解我的问题了。
- (7) T52: So now please read paragraph...Oh...How did Mandela help him? 这是我在引导学生思考曼德拉如何帮助伊莱亚斯解决失业问题时说的话，这里的过渡很不好。原因在于，我在让学生回答完谁帮助伊莱亚斯解决了失业问题后，本应该让学生继续回答曼德拉是如何帮助伊莱亚斯的，但我却把这个问题忘记了，直接就想让学生回答伊莱亚斯在面对罗宾岛的导游工作时的心情问题，当我切换了课件才发现漏问了一个问题，所以把本来衔接很紧密的两个问题隔离开来了。这里，我应该直接进行提问的。
- (8) T53: So Elias became a tour guide. But what did Elias feel about being a tour guide

on Robben Island? 这是我在引导学生回答伊莱亚斯面对新工作的心情问题时说的话，过渡不是很有效。原因在于这段话的启下部分问得有些跳跃，我没有任何的辅助性说明就直接问了学生伊莱亚斯的心情问题，这让学生不知如何答起。我应该这样说：**So Elias became a tour guide of the prison he was ever in. But class, he has many bad memories there, do you think he was happy or not to be a guide there?** 这样说就能让学生直接得出伊莱亚斯初时的心情，进而进行下面的引导了。

(9) T58: So from these two paragraphs it tells us how Mandela helped Elias in and out of prison. So in prison, Mandela helped Elias to get... Class, please look at the screen, to what? Get more education. And out of prison, Mandela helped Elias to find a job. 这段话是学生完成了两段的细读之后，我引导学生做总结时说的。这段话的过渡比较有效。因为这段话本身就是总结性的话，不存在对下面内容的启示问题，所以比较过渡性比较好把握。

(10) T60: So class, have you noticed Elias wanted us to know Mandela's good quality.

这是我在引导学生做完总结后，要给他们讲解本单元的写作手法时说的话，这里的过渡不是很有效。原因在于，这个活动之前我没有让学生讨论曼德拉的品质，而写作手法又是与曼德拉的品质相关的内容。因此我的过渡性话语无论是形式上还是内容上都没有承接上文的部分。

结论：本节课质量偏低的任务间过渡性话语占整堂课的任务间过渡性话语的60%，包括 T13, T43, T51, T52, T53, T60。这些过渡性话语质量偏低主要表现在我的过渡只在形式上比较圆满，如 T13, T43，或者我的过渡性话语在启下的部分过于跳跃，忽略了学生的理解，如 T51, T53，或者是我遗漏了或来不及完成一些教学步骤导致教学过程有些脱节，致使过渡性话语的承接部分失效，如 T52, T60。

3.对本阶段方案实施效果的总结和反思：

就本阶段方案实施的结果来说，我在课堂上质量偏低的任务间过渡性话语在量上依然占整堂课的任务间过渡性话语的60%。

虽然在比重上并没有降低，但因为比以往更注重阅读课任务间过渡性话语的质量的缘故，我这节课比上节课还是有所进步的，主要体现在：质量较高的过渡性话语更为简洁明了了，学生更容易跟得上我的教学步骤了；且我的承接性话语在内容的选择上没有出现问题。

与之前的课比较来看，我依然存在这些问题：（1）过渡只在形式上完美，内容上有所忽略；（2）教学任务间的关系理得还是不够清楚，教学过程有些脱节导致过渡性话语承接性差。

另外，这几课上，我又出现了一个新的问题，即过渡性话语中的启下部分问题问得太过跳跃，让学生不知如何回答。

4.对下一步行动方案的调整：

针对这次课的实施效果，我给自己在下一阶段订了以下行动方案：

- 1) 继续保持备课过程中对教师话语尤其是任务间过渡性话语的关注与重视，设计活动时注重活动的内在联系
- (2) 在完成形式过渡的同时，兼顾内容与意义，以学生理解为目的设计教师话语
- (3) 保证过渡性话语的简洁性，兼顾承上和启下两个部分的教师话语，两手抓。

第二阶段：

1.总体情况：Reading: In Search of the Amber Room) in Unit 1 Cultural Relics

Unit 1 的 Reading 课内容比较多，我共用了一节半课的时间进行这部分的教學。在这部分，我首先让学生通览全文去验证自己的猜测，并顺势填出文章的中心意思的关键词。在让学生搭配了每自然段的段落大意之后，根据段落大意是问句这一特点，完成了每一段的细节信息的相关任务。在读后阶段，我带学生总结了琥珀屋的历史，并解决了学生阅读前对琥珀屋是否算得上是文化遗产的疑惑以及它的特征的讲解。遗憾的是，我没来得及带学生做关于琥珀屋重建是否有必要的讨论，课程就匆匆结束了。我具体的教学目标与教学过程如下：

(1) 教学目标：

① Words & expressions:

Learn the words:

artist, belong, troop, reception, remove, wooden, doubt, mystery, former, worth

Learn the phrases: belong to, in return, at war, less than

② Sentence structure: The Restrictive & Non-Restrictive Attributive Causes

③ Reading skills and strategies: guessing the meaning of some words in context, skimming for and summing up the main idea of the whole passage, scanning for specific information.

④ Significance of learning: Learn how the Amber Room got lost; Learn why the Amber Room is a cultural relic.

(2) 教学过程：

Step1 Understanding the main idea

Ss go through the passage to sum up its main idea by filling in the blanks.

Ss do skimming to match the paragraphs and their main ideas.

Step 2 Close Reading for each paragraph

Ss read Par.1 and the former part of Par.2 to complete the Amber Room's information.

Ss read Par.2 to answer Q1:What did Frederick William I do to the Amber Room? Q2: What did Peter the Great give in return? Q3: What did the Amber Room serve as in Russia?

Ss read Par.3 to find the answer of "How did the Amber Room become one of the world's wonders" by filling the blanks.

Ss read Par.4 to get the answer of "How the Amber Room was missing" by putting the rewritten sentences in the right order.

Ss read Par.5 to find out the information of the new Amber Room by filling blanks.

Step 3 T guides Ss to go through the amazing history of the Amber Room with the five main characters.

Step 4 Ss decide whether the Amber Room is a cultural relic and get its cultural features by doing a multiple choice.

在这课堂上，一共有 11 处任务间过渡性话语，现具体分析如下：

- (1) T6: Good guessing. But whether your guessing is right or not? 猜的对不对呢? We have got a guessing, we have got the answer of guessing. 我们已经猜了。But whether it is right? We are in search of the Amber Room. 这是学生在根据文章题目做了猜测以后，我让学生读文章验证猜测时说的。这里的过渡性话语不是很有效，原因在于我因为学生说出了正确答案太激动，直接就给了 Good guessing 的反馈，我反应过来后，太紧张把启下的话说混乱了，这里我应该说：Oh, you have a guessing. That's good. Now, please read the text quickly. Let's see whether your guessing is right or not. 这样可以避免混乱了，且清楚表达了对下面一个任务的要求。
- (2) T13: But what kind of history does this passage tell us? Now please go through the passage again try to find out the main idea of each paragraph. 这是学生得出文章大意之后，我引导学生看文章找出文章的段落大意时说的话。这里的过渡性话语是比较有效的。因为用了简洁明了的语言完成了形式和内容上的过渡，衔接十分紧密，过渡也很自然。
- (3) T31: Now let's look at paragraph 1 detailedly. What's paragraph 1 about, do you remember? 这是我在学生找完了段落大意之后，引导学生从第一自然段开始细读时说的话，这里的过渡是比较有效的。因为我在让学生关注第一自然段的细节信息之前让他们回顾了他们自己刚刚完成的段意题，回顾的同时就可以引出本段的重点内容，即琥珀屋的相关信息。过渡自然合理，且语言简单明了。
- (4) T44: And in paragraph 1, the first sentence tells us this Amber Room had an amazing history. Why here says it has an amazing history? 这是学生完成了琥珀屋的历史之后，我引导学生关注其历史并引出第二自然段的内容时说的话，这里的过渡是比较有效的。因为这个是我本阅读课的第二节课上带学生复习完琥珀屋的信息之后所说的总结加引导性话语，形式和内容上都起到了承上启下的作用，言语比较简单，过渡流畅。
- (5) T48: But how were these people owned the Amber Room? 他们四个是怎样相继地得到了这个琥珀屋的呢? Now, let's first see the history about Frederick William I. We know that after Frederick William I got the Amber Room, he in fact did not keep it. 他没有继续保有它。So what did he do to the Amber Room? 这是学生了解了琥珀屋令人惊奇的历史之后，我引导他们关注腓特烈·威廉一世是如何处置琥珀屋时说的话，这里的过渡是比较有效的。原因在于这里利用了学生的好奇心理，在学生已经了解的部分事实基础上，进一步提出问题，引导学生思考他们四个是怎样相继获得琥珀屋的，又在获得之后对琥珀屋做了什么，而首当其冲要去研究的自然是继承了腓特烈一世的宫殿即琥珀屋的腓特烈·威廉一世。且这里言语简单，问题间有递进的关系，过渡比较自然合理。
- (6) T51: OK. Now read paragraph 2 carefully to answer the following two questions. 这是学生知道腓特烈·威廉一世将琥珀屋送给了彼得大帝之后，我引导学生去探索其中的细节时说的话。这里的过渡不是很好，原因在于我忽略了提问学生的第二自然段的三个问题

我应该就势提出第二问和第三问。而不是说这样一句很形式的话。

(7) T56: So we can see now the Amber Room was sent from Prussia to Russia. Right? It was not in Prussia any more. 琥珀屋现在已经不在哪里了呀？不在普鲁士了。因为它被送走了。

Great, she then inherited it from Peter the Great. 这是学生在完成了第二自然段的细读任务，知道彼得大帝对琥珀屋做了什么之后，我引导学生关注叶卡捷琳娜二世对琥珀屋做了什么时说的话，这里的过渡不是很好。原因在于，我用于承接部分的内容选择的不是很好，我说琥珀屋不在普鲁士，而在俄国，所以叶卡捷琳娜二世继承了它，对学生来说有点绕，且，这个因果关系，也没有那么具有逻辑性，我应该直接说：**So after Peter the Great used it as a reception hall for many years. Catherine II, that's the Czar after Peter the Great, inherited it. Do you think she still used it as a reception hall?** 这样说就不必绕回到第二自然段最初的内容，又回顾了第二自然段后面的内容，且把学生的注意力引导了第三自然段，让他们开始思考本段的关键问题，这样的过渡才自然合理。

(8) T75: So now, you know the reason why the Amber Room became one of the wonders in the world was that Catherine II added some details to it. It seemed Catherine II had kept the Amber Room very well. However, we know the Amber Room was missing now. It was missing. So let's read next paragraph to find out how the Amber Room was missing. 这是学生完成了第三自然段的细读任务，知道了叶卡捷琳娜二世对琥珀屋做了什么之后，我引导学生关注第四自然段中琥珀屋的丢失过程时说的话。这里的过渡比较有效。因为我在总结上个自然段的重点内容的同时引出了下个自然段的关键问题，完成了形式与内容兼顾的过渡。

(9) T88: No one knows where it is now. So we can know from this paragraph, it is really hard to find the Amber Room back, right? 很难再找回来了。That's also the reason why the Russians and Germans rebuild the Amber Room. That's in paragraph 5. 这是学生完成了第四自然段的细读任务后，我引导他们关注第五段中新琥珀屋的信息时说的话。这段话过渡比较有效。因为我在总结了上个自然段的内容的同时很自然的引出了下一个自然段的关键内容，以因果的逻辑关系将二者联系起来，完成了形式与内容兼顾的过渡。

(10) T96: Good, now we have finished all the history of the...Amber Room. Now let's try to go through it quickly. 这是学生在完成了整篇文章的细读任务之后，我引导大家回顾琥珀屋的整个历史时说的话，这里的过渡是比较有效的。因为所有的细读任务都是围绕琥珀屋的历史展开的，学生在完成这些任务之后，回顾其总体的历史，是比较游刃有余的。且二者的联系本身就很紧密，因此过渡语只需围绕关键词“历史”展开就很自然合理了。

(11) T105: And we have gone through the whole history, can you tell me is the Amber Room a cultural relic? 这是我带学生回顾完琥珀屋的整体历史之后，引导他们思考并回答琥珀屋是不是文化遗产时说的话，过渡比较有效。因为，琥珀屋的整体历史就彰显了其至高的历史价值，对学生做出正确的判断十分有帮助。这样的过渡比较自然，且学生能从老师的表达中看出答案的端倪。

本节课质量偏低的任务间过渡性话语共两处（包括 T6 和 T51），占整堂课的任务间过渡性话语的 18%，其中 T6 是情绪一时没控制好出的乱子，T51 则是对承接性话语的内容选择不当。

3.对本阶段方案实施效果的总结和反思：

因为有了上一次方案实施的课堂实践，且根据新的行动研究方案做了相应的改进，所以，我在这堂课上质量较低的任务间过渡性话语的比重明显降低。这说明我的行动方案有一定的有效性，但因为两个实践的间隔时间很短，因此还是存在着以前一些的问题，如我的承接性话语的内容选择不当这个问题，而出现这个问题最根本的原因还是在于我对活动与活动间关系的理解及把握。另外就是，由于我的课堂经验比较少，在课堂上临场说出的话有时候我自己都控制不了，所以也很容易导致任务间过渡性话语的有效性低。

4.对下一步行动方案的调整：

经过两次的行动研究的方案实施时实践，我觉得对我可以把两次的方案综合起来，给自己制定一个比较系统的修正方案。即

- (1) 备课阶段认真分析教材，根据其内在联系和活动难易程度安排各个任务。
- (2) 熟悉每一个教学步骤，认真解读每个教学活动在形式与内容上的联系
- (3) 铭记教学思路的同时，对 Verbatim Plan 中的任务间过渡性话语做重点标注，时刻提醒自己要高度重视。
- (4) 淡定地上课，不过分地以学生的错误回答而气愤或气馁，不忘我地以学生的正确回答而激动或雀跃，确保自己的教师话语不会让自己上不下去课。

六、行动研究的总结和综合反思：

通过这两次的行动研究，我发现我的任务间过渡性话语质量高低的主要取决于我自己对教学活动的理解和我的课前准备是否充分。而我的这两次方案实施的实践间隔有些太短了，所以效果不是很能保证，加上这个也有很大一部分是个人习惯的问题，因此修正起来也不是一朝一夕的事情，但我会铭记此次行动研究中我给自己制定的方案，争取在以后成为真正的老师后，尽快改正这个问题，把阅读课上得更有逻辑性，更能让学生理解和接受。

(三堂课的课堂话语实录)

1. Transcription of the teaching video for Lesson 2 (Elias' story) in Unit 5 Nelson Mandela —a modern hero

(阅读第一节)

T1: Class begins. (Ss stand up.) Good morning, class.

Ss: Good morning, Miss Dai.

T2: _____ e passage?

Ss: Yes.

T3: Yes? That's good. And now, let's check your preview. Answer these two questions. (T presents the Qs on PPT.) First, who is Elias? Speak it loud.

Ss: A poor black worker in South Africa.

T4: That's right. You get the right answer. And next, what's the relationship between Mandela and Elias? Can you find the answer in your text? Can you? Can you find it? If yes, please answer me yes. If no, please answer me no?

Ss: Yes.

T5: Can you find the answer of the second question? What's the relationship between them two? Can you? If yes, please put up your hands.

Ss: No.

T6: No. It doesn't matter in fact. We will get the answer after we finish this lesson. So please keep the second question in your mind.记住第二个问题。And we will get the answer after we finish this passage. Clear?

Ss: Yes.

T7: Good. And now, please tell me how many paragraphs are there in this passage? How many paragraphs?

(Some say seven.)

T8: I heard seven just now? Any other answer?

(Some say five.)

T9: And those who said seven may I ask you why?

(One S asks 一共分为几段吗?)

T10: Yes.

(One S says two. Others say seven.)

T11: Why seven? Paragraph 自然段。How many paragraphs? Who said five just now? (One S puts up his hand and said: I.) Xu Kaibo, can you explain your reason to..., to..., to the boy? Why five not seven?为什么是五段而不是七段呢?

Sx: 就一二三四五啊。

T12: There are two quotations here. Class, do you know quotation?有两段的什么呀?

(One Ss say 图画.)

T13: 引言, 引言。(T writes down _____ on Bb.)引言前面是什么号呀?

T&Ss: 冒号.

T14: 所以我们把它分到上面一个自然段。Xu Kaibo, sit down, please. So how many paragraphs are there in this passage?

Ss: Five.

T15: Good. Now please go through the text. That means read it quickly. And try to match the main ideas of each paragraph. If you feel it difficult, you can work with your partner. Understand?

(A few Ss answer yes.)

Understand?

Ss: Yes.

T17: OK. Now two minutes for you. Begin. First go through the text, and then try to match the main ideas. (T goes around the classroom.) You may discuss with your deskmate. 你们可以讨论一下。

u finished?

(Most Ss answer yes.)

T18: Good. Now let's look at them one by one. Paragraph one, which one do you choose?

Ss: B.

T19: If B, please say boy. If D, please say dog. Boy or dog?

Ss: Boy.

T20: Let's check. (B is right.) And why?

(One S says no why.)

T21: No why, really? Can you find some rele-, relative sentence in the passage or in the paragraph? 能在自然段中找到相应的句子吗? 然后提示你……

(One S says the answer.)

T22: Yes. I heard the answer. Who said it just now? Speak it louder, please.

(One S says: The time when I)

T23: Yes.

You have

got the right sentence. And next paragraph, which one do you choose?

Ss: D, dog.

T24: Dog, that's right. And paragraph three?

Ss: C.

T25: C. And from which sentence can you get the answer? Which sentence in this paragraph can you get the answer? 从哪句话可以得出这个呀?

Ss:

T26: Right. When he organized the ANC Youth League I joined it as soon as I could. That's right. (T coughs.) Sorry. And paragraph four, which one?

Ss: A.

T27: Right. And the last paragraph, which one?

Ss: E.

T28: Right. Elias didn't like violence, but he was happy to help. And now, thirty seconds. 30 秒钟。Go through the paragraphs and their main ideas. (T waits for a few seconds but no Ss look at the screen.) Paragraph one tells us his self-introduction and his first meeting with Mandela. And paragraph two tells us Elias needed Mandela's help to keep his job. 保住自己的工作。And paragraph three, Mandela helped Elias and Elias joined the ANC Youth League. Next, black people lived in an unfair situation. And the last paragraph Elias didn't like violence, but he was happy to help. So from the main ideas we know that Elias was a poor black worker at first. And he was helped by Mandela. He thanked Mandela very much so he joined the ANC Youth League. So now, class, can you divide these five paragraphs into two parts? 分成两个部分。And the first part may tell us how the poor black worker was helped by Mandela. And next, how Elias followed Mandela to make the black and white people equal? (T presents the main idea for each part on the screen.) Just divide the text into two parts. 分成两个部分 And decide which paragraphs, paragraphs belong to the part one and which paragraphs belong to part two. 看看哪些自然段属于第一部分, 哪些自然段属于第二部分。

Understand?

Ss: Yes.

T29: Now another two minutes for you. According to the main ideas we talked just now, 根据刚才的每一段的, 每自然段的段意来归纳一下。Class, do you know the word follow?

Ss: Yes.

T30: So what does it mean?

Ss: 追随。

T31: 追随。That's right. (T goes around the classroom. Two minutes later.) Class, have you got the answer? Have you? Who has got the answer? Who? Put up your hand, please. You, please. (T asks Wu Mingze to answer the question.)

Sw: 第一段和第二段是第一部分。

T32: In English, can you? Try to speak in English.

Sw: One and two and...er...

T33: You mean, paragraph one and paragraph two belong to part one. Right?

Sw: Part one. And paragraph 3, 4, 5 belong to part two.

T34: Class, do you agree? Do you agree with him? 你们同意他的观点吗?

(Some say yes. Some say 不同意)

T35: 不同意。Why? (Ss keep silent.) Xie xianyi, please. (T calls the S who said 不同意.) Do you agree with Wu Mingze?

Sx: Yes.

T36: So anyone said 不同意 just now? If you say no, please give me your reason. (Ss keep silent.) So all of you agree with Wu Mingze, right?

Ss: Yes.

T37: If yes, please answer me, OK?

Ss: Yes.

T38: OK. Thank you. Sit down, please. (T says to Sw.) That's the right answer. Paragraph one and two belong to part one. And the last three paragraphs belong to part two. And next, please scan the whole paragraph, the whole passage, and try to finish the timeline of Elias' life. Elias' 的时间表。For example, In 1940. Elias was born in 1940. And you may tell me why you can know this information from your passage. Clear? Class, can you understand me? Can you? If yes, please answer me. Or if no, you can also answer me. Class, can you?

Ss: Yes.

T39: OK. Now, two minutes for you. (T goes around the classroom.) (Two minutes later.) OK. Time's up. Have you finished?

Ss: Yes.

T40: Good. OK. The first one, I have told you. In 1940, Elias was born that year. So can you tell me why I can get this information? Why? From which sentence can we get the answer? (Ss keep silent.) In which paragraph? Which sentence? 哪一段的哪一句话? (Ss keep silent.) Li Yongkai, please.

Sl: It was in 1952, I was twelve years old when I first met Nelson Mandela.

T41: Class, can you find the sentence Li Yongkai just now read, just now read, read the sentence. Can you? Can you find the sentence?

Ss: Yes.

T42: That's good. That's the right sentence. Sit down, please. And 1946, what happened? Wu Mingze.

Sw: He began school.

T43: Class, do you agree?

Ss: Yes.

T44: How do you know?

Sw: ...I began school at six.

T45: Yes. In paragraph two, I began school at six. That's right. Sit down, please. And next, what happened in 1948? Zeng Haiyi, please.

Sz: He le-, he le-, he left school.

T46: He left school. That's right because he only studied in that school for how many years?

Ss: Two years.

T47: That's right. You get the right answer. Sit down, please. And next, 1952, I don't think it's difficult for you. So can you answer it together? What happened in 1952? Paragraph one, can you find the answer, the sentence? It was... It was in... Read it, please, class.

T&Ss: It was in 1952, Mandela was a black lawyer to whom I went for advice. So in this year Elias met Mandela. Right? And the last one, where can we find the things happened in 1963?

Ss: The last sentence.

T48: Yes. Elias helped Mandela blow up some government buildings. That's in the last paragraph. You are so good at calculating. 你们计算能力很好。 And next, let's learn the paragraph, let's learn the passage part by part. For part one, we know that 1952 was a special year to Elias, right? Because he met Mandela that year? And do you know why he met with Mandela? Did he just pay a casual visit to Mandela? 他只是随意地拜访一下曼德拉吗? Why did he meet with Mandela? (Zeng Haiyi says the answer in a low voice.) Haiyi, louder please.

Sz: He went to Mandela for advice.

T49: Good. Sit down, please. He turned to Mandela for advice. Class, do you know turn to? (T writes turn to on Bb.) Turn to sb for help, 寻求某人的帮助。 Because at that time, he was in trouble. 他陷入了困境。 He was worried about losing his job. (T writes in trouble and lose one's job on Bb.) So let's see what problem Elias have and why he had such a problem. And you can get the answer of the two questions by filling in the blanks. (T presents the questions and exercise on the screen.) Now, please read paragraph one and two, 读一和二自然段, try to finish these blanks, try to fill in these blanks according to the two paragraphs. 根据这两段的意思呢, 把这个填空题给做了 so that you can get the answer of Elias' problem. Clear? Now one minute for you. (One minute later.) Class, have you finished?

Some Ss say yes.

T50: I just heard, only a few people say yes. So what about others, have you finished? (Ss keep silent.) One more minute for you. Please be quick. (One minute later.) OK, time's up. Who want to have a try? (Wu Mingze puts up his hand.) Wu Mingze, you are so active today. So you, please.

Sw: Elias worked in South Africa. But he didn't have a passbook to live in Jo-, Jo-

T51: Johannesburg.

Sw: ...Johannesburg. because he was not born there. So he was worried about out of work, out of work. Then he turned to Nelson Mandela for help.

T52: Class, do you agree with him, all the answers?

(Some say yes and some say no.)

T53: Let's check. The first one, Elias worked in a gold mine. Why a gold mine not South Africa? Because South Africa is such a big place. And here is a specific place where he worked. A gold mine 会怎么样? 具体一点。 文章中有提及到。

Ss: I got a job in a gold mine.

T54: Yes. I got a job in a gold mine. That's why we fill in a gold mine here. And next. He didn't have a passbook to live in Johannesburg because he was not born there. That's right. That's the right answer. So he was worried about... 注意一下, about 是什么词呀?

Ss: 介词。

T55: 介词后面跟什么呀? So Deng Ru, what's your answer? What's your answer here? 介词后面应该怎么样?

Sd: 动名词。

T56: 动名词。So what can we fill in here?

(Some Ss say outing of work.)

T57: Out of work, out of work 在这里的用法应该是 be out of work.(T writes be out of work on Bb.) 如果我们这里要填 be out of work 的话, 应该怎么样?

Sd: being out of work.

T58: That's right. Sit down, please. 所以这里, 我们可以填 being out of work 或者可以填什么呀? losing his job. be out of work means not having a job, 所以应该就是 lose one's job. Can you understand? And the last one, he turned Nelson Mandela for help. That's the right answer, too. Thank you. And next, after, we all know, because of Mandela's help, Elias was able to keep his job. 他保住了自己的工作, 因为曼德拉的帮助。So can you answer this question how was Elias' problem solved? That means how did Mandela help him? In paragraph 3, can you find the answer? (Ss keep silent.) We know that, class, what did Mandela tell Elias to do? 曼德拉是怎么帮助 Elias 的? Zeng Haiyi.

Sz: He told him how to get the correct paper....

T59: Class, can you hear Haiyi's voice? Can you?

Ss: No.

T60: So loud, please. Be loud.

Sz: He told me how to get the correct paper so that I could stay in Johannesburg.

T61: That's the right answer. Sit down, please. Haiyi said, the answer was in the sentence "He told me how to get correct papers so that I could stay in Johannesburg." Can you understand this sentence?

Ss: Yes.

T62: That's good. So the answer is... (T presents the answer on screen.) Just like this, Mandela told Elias how to get correct papers so that he could stay in Johannesburg. And he could stay in Johannesburg, and then he was able to keep his job. So after Mandela helped Elias to keep his job, what do you think the feeling Elias would have towards Mandela? Elias 对曼德拉应该是什么样的心情?

Ss: Grateful.

T63: That's right. You are so clever. He was grateful. And we can find, in fact we can find the answer in paragraph one. The sentence, which sentence do you know?

Ss: for which I was grateful.

T64: The whole sentence, please. The whole sentence.

Ss: He was generous with his time for which I was grateful.

T65: Good. He was generous with his time for which I was grateful. Class, do you know grateful?

Ss: Yes. 感激的。

T66: 感激的。That's right. Now, let's come to another question. We have learnt something about ANC Youth League yesterday right? So do you still remember the ANC Youth League? Still remember? 还记得 ANC Youth League 是什么吗? (Tang Weiran says the answer in a low voice.) Tang Weiran, you can speak it louder. Please. The Chinese meaning of it.

St: 非国大青年联盟。

T67: That's right. Sit down, please. 非国大青年联盟。And yesterday we know Mandela formed the ANC Youth League in 1944. And here, Elias also mentioned the ANC Youth League in paragraph 3. And can you find the answer why Mandela organized the ANC Youth League in paragraph 3. The

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