


高中英语阅读教学中对记叙文 与说明文所采取的不同教学策 略的分析与讲解

An Interpretation of the Reading Strategies Applied Differently to Narrative and Expository Texts in High School Reading Comprehension

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阅读教学的目的，不仅是让学生学会语言知识，获取文章信息，领悟文章内涵，更重要的是使学生掌握阅读的方法和技能，成为有独立阅读能力的终身的阅读者。

《英语必修》(高中**1-5**册)

&

《英语选修》(高中**6-11**册)

记叙文体

21

说明文体

23

对话体

5

书信体

3

日记体

2

《英语必修》(高中**1-5**)

记叙文

14

说明文

9

DRTA(Stauffer, 1969) :

Directed reading-thinking activity

- 教授阅读技巧
- 帮助学生建立思维过程
- 在学生阅读过程中指导其思维方式
- 检查学生的预测及总结能力
- 对学生的阅读过程给予即时的反馈
- 监控学生对阅读技巧的使用



DRTA

Level 1
Reading for Understanding



Stage 1 Macro-level
comprehension

Stage 2 Micro-level
comprehension

Level 2
Language Acquisition

DRTA Level 1

Reading for Understanding

Stage 1 (macro-level comprehension)

- Focus on main ideas of texts (课文大意)
- Organization of text/ text structure (课文结构)
- Summarizing (总结概括)
- Critical comprehension of the text based on whatever information understood (基于已知信息所进行的评价性理解)

DRTA Level 1

Reading for Understanding

Stage 2 (micro-level comprehension)

- ✿ Question-and-answer-based instructional procedure where meaning is paramounted (主要通过问答的形式首先对含义进行理解)

DRTA Level 1

Reading for Understanding

Stage 2 (micro-level comprehension)

- ✿ Specific comprehension questions pertaining to text at 3 levels (通过逐层递进式的问题来帮助理解课文)
 - *literal* (表层问题)
 - *inferential* (深层问题)
 - *critical* (评价性问题)

DRTA Level 1

Reading for Understanding

Stage 2 (micro-level comprehension)

- ✿ Other exercises designed by the text writer included in the textbook use (完成课文后面所附的其他练习)

DRTA Level 2

Language Acquisition

Intensive Study of Text:

- Word recognition practice (词汇识别操练)
- Syntactic parsing practice (句法分析与操练)
- Semantic processing of sentences (句子语义处理)
- Vocabulary study (词汇学习)

DRTA Level 2

Language Acquisition

Intensive Study of Text:

- Grammar/syntax analysis (语法/句法分析)
- Critical reading of text based on thorough literal comprehension of text (在字面意义理解的基础上对全文的评价性阅读)
- Translation practice (翻译操练)

DRTA Level 2

Language Acquisition

Intensive Study of Text:

- Oral skills/pronunciation/reading aloud practice (口语技能/语音/朗读操练)
- Listening/speaking practice (听说操练)
- Teacher modeling of reading strategies (教师对阅读策略的示范)
- Task-based communication-oriented extensions of the text (以交际为目的的任务教学在课文中的延伸)

K-W-L (Donna Ogle, 1986)

K What I know	W What I want to know	L What I learned
Write the information about what the students know in this space.	Write the information about what the students want to know in this space.	After the completion of the lesson or unit, write the information that the students learned in this space.



K-W-L (Donna Ogle, 1986)

K– What I Know.

Brainstorming & generating categories for ideas.

W– What I Want to Learn.

Students develop interests and curiosities. Teachers turn the uncertainties, interests, and so on, into reasons to read.

K-W-L (Donna Ogle, 1986)

L – What I Learned.

Students write down what they have learned and check what questions they still need answered.

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