

任务型教学法在初中英语阅读教学的应用——以人教版九年级英语“From Shy Girl to Pop Star”的阅读课教学设计为例

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【摘要】 任务型教学法是指教师通过引导学生在课堂上完成任务来进行教学，强调“做中学”的教学方法。本文通过以人教九年级英语“From Shy Girl to Pop Star”阅读教学设计为例，分析了任务型教学法在英语阅读教学中的应用方法与过程，进一步探索提高学生英语阅读学习能力的有效方法，更好将任务型教学法贯彻到初中英语阅读教学中去，使学生明确他们需要完成的任务，通过任务驱动学生完成阅读，利于激发学生对阅读的动力，强化学习的兴趣和动力以达到有效利用教学方法和教学资源。

【关键词】 任务型教学法；初中英语；阅读教学；应用

The Application of Task-based Teaching Method in Junior Middle School English Reading Teaching -- Taking the Teaching Design of the Ninth Grade English Class “From Shy Girl to Pop Star” as an Example

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[Abstract] Task-based teaching method refers to the teaching method that emphasises “learning by doing” by guiding students to complete tasks in the classroom. This paper analyses the application method and process of task-based teaching method in English reading teaching by taking the reading teaching design of “From Shy Girl to Pop Star” as an example, further exploring the effective methods to improve students’ English reading learning ability, and better carrying out the task-based teaching method into the junior middle school English reading teaching. The task-based teaching method can be better implemented in junior middle school English reading teaching, so that students are clear about the tasks they need to complete, and through the task-driven students to complete the reading, which is conducive to stimulate students’ motivation to read, strengthen the interest and motivation to learn, and achieve the effective use of teaching methods and teaching resources.

[Keywords] Task-based Teaching Method; Junior High School English; Reading Teaching; Application

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前言

如今，任务型教学法在英语教学中得到了广泛推广，因为它在教与学方面都非常灵活。任务型教学是交际语言教学的进一步发展，并且语言的学习

应尽可能地接近它在现实生活中的使用。在任务型教学中，任务则是贯穿整个教学过程的重要组成部分。

任务型教学法可以很好地应用于英语教学中，这一方法以美国教育家杜威的实用主义教育理论为

基础,以学生为中心,主张在实践中学习。他主张教学的中心应从教师和教科书转向学生,引导学生在各种活动中学习。课堂教学应始终围绕既定的任务展开,使每节课的教学目的明确、内容实用,从而达到理想的教学效果。在这一原则指导下,教师要以启发式、互动式的教学模式取代传统的填鸭式教学模式,充分发挥学生的自主性和主动性,帮助他们掌握适用的知识、足够的技能和实践能力,以帮助学生学会学习。

以任务形式展现的阅读理解题型是中考的重要考点,它真正实现把学生的基础知识、阅读技巧和核心素养综合起来进行考察。因此,在整个任务型阅读教学中,教师需要基于审题、速读、复读等环节的优化设计,紧扣阅读重难点内容,增强学生的感知体验,全面提升英语表达和综合运用语言能力。

阅读能力可以说是学生在学习外语中最应掌握的技能,也是学习者语言输入的主要途径。为更好的提升学习者学习语言的效率,在教学中引入任务型教学法是具有较强的可行性和实用性的。

1. 初中英语阅读教学现状

我国初中英语教学的侧重点基本以阅读教学为主,因为基于当前学生学习英语基础情况,随着他们步入初中阶段,他们听、说、读、写能力训练需较小学阶段有所加强,在新一阶段的学习下,更适合进行大量的阅读和句法练习,进而逐步形成对英语的整体认识,便于日后将所学到的知识点串联在一起,形成一个有机的整体。

目前,大部分学校把阅读教学停留在教重点词汇、难点词汇上,使学生对于语篇的理解仅停留在表层含义上,而不能很好地理解阅读语篇深层的文化意识和思想境界,学生也不能很好地改善其阅读技巧和策略,只能简单地将英语阅读学习等同于单词和句型的训练。在实际的英语阅读教学过程中,依然存在一些问题,例如在阅读语篇中,太多的生单词和难以捉摸的长难句足以劝退众多学生,因此多数学生认为英语阅读课堂极其枯燥,并且语篇过长也会导致部分学生失去阅读兴趣等等。

因此,教师需不断地创新和改善自己的教学方法,形成贴合当下学生特征的教学风格,从而应对所面临的挑战,提升阅读教学效果。笔者调研了一些关于“英语阅读教学”相关文献,发现任务型教学法在英语教学中被广泛借鉴且采用,成效显著。因为任务型教学法在教和学上具有很强的灵活性,它以任务为导向,引导学生有目的性的进行学习,完成学习任务,从而达到学习效果。并且 Willis 曾说,“任务是学习者为了达到目的而使用目标语言进行

交际的活动”,因此笔者认为把任务型教学法应用到英语阅读教学中去,能让学生带着任务阅读语篇,有目的性的完成语篇学习,给学生提供有效地阅读技巧,有方式地提升阅读水平及提高阅读得分率。

2. 任务型教学法在初中英语阅读教学设计案例

英语阅读能力是英语语言应用能力的重要体现,学生们可以通过积累阅读经验培养学生的英语综合应用能力。然而,初中英语阅读教学中存在诸多问题。传统意义上的英语阅读教学更注重文本分析,忽视了从“输入”到“输出”的转化。学生们看不到自己阅读学习的成果,以至于体会不到阅读的乐趣。因此而引发的不良阅读习惯导致学生阅读效率低、背景信息混乱,并且英语词汇量严重不足从而影响其阅读理解能力,还有背景知识的缺乏导致无法理解文章的真正内涵。任务型教学法以真实情境为基础,在真实情境中建构实践知识,从而提高学习者的学习能力、沟通能力和实践能力。下面以人教版“Go for it”九年级英语第 4 单元“From Shy Girl to Pop Star”的阅读教学设计为例,说明在阅读教学中如何提升学生的听说读写各个方面的语言能力;通过任务驱动学生完成阅读,利于激发学生对阅读的动力,强化语篇阅读学习的兴趣和动力以达到有效利用教学方法和资源。

A Teaching Plan of “ From Shy Girl to Pop Star ”

1.Class Type: Reading Class

2.Background Information

Students: 30 junior middle school students, Grade 9.

Teaching Material: Unit 4, Book 5, Go for It.

Lesson Duration: 45 minutes

Learners Analysis: Students are in their adolescence; they are full of energy, passion, and dreams. They are constructing their own moral values. So, it is important to use role models in English learning to inspire them to have a dream, to change from past to be better persons, to encourage them to strive for their dream.

3.Teaching Content

This article is chosen from Unit 4, Book 5, Go for It. “I used to be afraid of the dark”. In this lesson, students read the story about how a shy girl turned into a pop star. Candy Wang was a shy girl in the past, so she took up singing to deal with her shyness. As she got better, she was not shy anymore and loved singing in front of crowds. Through her own

efforts and perseverance, she became a pop star.

Students have learned the usage of “used to...” in Grade 8. They also learned how to describe a person’s appearance in Grade 7. So, it’s not so difficult for them to learn this unit. This article “From Shy Girl to Pop Star” should be read intensively. The topic is close to the students’ daily life, so they have interest in it. There are not too many new words in the passage, so it is easy for students to understand it. Students should be led to pay attention to its narrative structure and moral value it expresses.

In addition, teachers convey the importance of self-improvement to students while expanding their language knowledge and developing reading skills. Through various activities, teachers lead students to learn about the deeds of Chinese figures, learn from the spirit of models, inherit the power of models, and build up the dream of strong country. To encourage students to change for a better person in the future by learning from role models like Yuan Longping, Jackson Yee. Teacher should appeal to students to bravely build a dream, clearly define the life direction. To tell Students that they should persist in their dream no matter what difficulties they meet. If they set up a clear goal, be confident to themselves, work hard as much as they can, then success will come to them.

4. Teaching Objectives

(1) Knowledge Objectives

① Students learn new words like “interview, deal with, not...anymore, private”.

② Students learn to catch the key information during reading.

(2) Ability Objectives

① Students master the usage of “used to...” correctly and describe one’s changes in appearance, interests and lifestyles.

② Students can introduce their favorite person fluently and combine with their daily life.

③ Students learn the pattern of the passage and do the imitative writing.

(3) Emotional Objectives

① To cultivate students’ positive attitudes towards difficulties on their way to dreams and pay attention to self-improvement.

② To encourage students to learn from the deeds of Chinese figures, inherit the power of

Chinese models, and take responsibility as youth to construct a strong nation.

(4) Moral Objectives

① By introducing role models to students, encourage students to bravely build a dream, clearly define the life direction.

② To encourage students to change into a better person in the future.

③ To let students conclude that success comes from clear goal, hard work and perseverance.

5. Focal Points

(1) To understand the main idea and details of the passage.

(2) To learn about the deeds of Chinese figures, learn from the spirit of models, inherit the power of models, and build up the dream of strong nation.

(3) Learn how to express one’s differences correctly between the past and now by using “used to”.

(4) Help students do the imitative writing.

6. Teaching Methods

“Do-Learn-Use” Principle & Task-based Teaching Method

By doing carefully-designed-tasks (interest/role/language-oriented), students are empowered the right to learn and use language effectively.

Do: to play the role, to do the task, to do things with words.

Learn: learn and process the new knowledge and new skills, get them into memory.

Use: Use the knowledge and skills to do things.

7. Teaching Procedures

(1) Lead-in (2 minutes)

① Watch a short clip from the movie Sing.

② Question: what changes occurred to the main character from the past to the present?

Reference: In the movie clip, the elephant overcame her shyness and bravely sung. She feels the joy of devoting herself to enjoying doing what she likes. Then, she found the significance of proving and challenging herself.

(2) Pre-reading (3 minutes)

<1> Questions for discussion:

① What can we know from the title and the picture?

② Can you guess what she was like in the past?

③ How did she change from a shy girl to a successful pop star?

Transitional Process:

Power of Dream→Overcome

Difficulties→Persistence→Success

(3)While-reading (21 minutes)

<1> skimming

Listen and get the main idea of each paragraph, then number the information.

___ How Candy's life has changed

___ Candy's advice to young people

___ Candy's background

<2> scanning

① Read the first paragraph and answer the questions.

How old is Candy Wang?

What was she like?

Why did she take up singing?

② Read the second paragraph and fill in the chart.

| Good things | Bad things |
|-------------|------------|
| | |
| | |

③ Read the third paragraph and fill in the blanks.

Candy's advice to young people who want to become famous:

1. People have to be ___ to ___ your ___ life.

2. You can never ___ how difficult the road to success is.

3. You really require a lot of ___ and ___ to succeed.

4. Only a very small ___ of people make it to the ___.

<3> Students' Show Time

① Before class, teacher asked students to preview the text and draw their favorite characters and outstanding Chinese figures.

② In class, students show their favorite person to learn about the deeds of Chinese figures, learn from the spirit of models, inherit the power of models, and build up the dream of strong nation.

③ According to the students' sharing, teacher makes appropriate evaluation to them and helps

them broaden extra-curricular knowledge. Then, students listen to the English version of "Young China" (少年中国说) and read loudly together.

④ Students watch a music video of Seeds and get inspiration from Yuan Longping (袁隆平), the "father of hybrid rice". → To stress the importance of the symbolic meaning of seed—dream for youth

As the song said, Yuan Longping had a dream, because of his persistence, he realized his dream and made great contributions to human.

Yuan Longping said, "As long as the direction is right, not a dead end. then stick to it, one will reach the light."

Jackson Yee (易烊千玺), a model of teenagers. He delivers positive energy to young people and leads a new generation of young people. He tells everyone to insist and love their dreams with his practical actions.

(4) Post-reading (17 minutes)

① Introduce oneself by using the phrase of "used to"

Teacher invites some students to share and give relevant evaluation to them.

For example:

I used to be afraid of dogs. Now I become braver, and I am not afraid of dogs.

I used to watch TV. Nowadays, I like playing the piano, because I want to be a pianist like Lang Lang.

I used to be naughty, but now I study very hard. Because I want to be a doctor.

② Role play

Group discussion: Suppose you are the interviewer and your partner is Candy Wang or your favorite person.

Pair work: Students work in pairs with their partner to make a conversation, and then teacher will ask someone to do the presentation. Several groups that do well in this activity are awarded with credits or small gifts.

Questions for reference:

1. What were you like? Were you good at singing when you were very young?

2. How your life was different after you became famous?

3. What's your advice to all those young people who want to become famous?

(5) Summary (1 minute)

① Dream makes people different from past to present.

② Learn to express one's differences between the past and present by using "used to..."

(6)Homework (1 minute)

Writing: introduce yourself or your friends.

You can write based on the structure of the text.

Para.1: about your background

Para.2: about how your life changed

Para.3: about your advice to others

8.Evaluation Strategies

In the teaching procedure, teacher adopts the following evaluation strategies to evaluate students from the perspective of knowledge, ability, emotion and morality.

(1)Formative assessment: In the teaching procedure, teacher give timely evaluation and suggestions for students' performance.

(2)Group evaluation: In group discussion and role play activities, teacher assigns tasks for groups to work together. Then, the groups that demonstrate wonderful performance will be awarded by credits or small gifts. Students are empowered the right to comment and judge autonomously.

9.Teaching Reflection

(1)Teacher face the different interest, motivations, personalities of students, and try best to help students to do their individualized/personalized learning.

(2)It is better for teacher to assist students to make learning plan and achievable goals; design more chances for them to use WORDS to DO things, such as to express their point of view, to share their interest, and to evaluate themselves and others.

3. 任务型教学法应用于初中英语阅读教学的意义

3.1 发挥学生主体作用，提升阅读水平

以上述的阅读课堂教学案例为例，在这众多任务型活动设计中，充分发挥着学生主体作用。教师通过各式各样的任务引导学生深入理解语篇，让学生主动学习并拓展课外知识，同时升华课文主题，提升学生的综合语言运用能力。在这一整个教学过程中，学生主导着课堂活动得有效开展，并在个人展示和小组探究活动中充分展示自我，有效地推动学生积极参与课堂活动，利于学生从各个层面得到

全面性的评价结果以改善自我的学习方法。

3.2 以任务形式驱动学生阅读，提升学生阅读积极性

任务型教学法应用于阅读教学中具有很大的优势，因为，在任务的驱动下开展阅读教学，学生能明确阅读课堂的学习目标和任务，才能做到心中有数。在任务型阅读教学中，不免会遇到自主探究和小组合作学习的任务，给予学生更多的课堂展示机会，促进个人提升和加强小组合作交流以实现共赢，从而促使学生从被动的学习状态自然地转化为主动的获取知识状态，提升学生阅读学习的主动性和积极性。

3.3 培养学生对阅读的兴趣，从而建立学生英语阅读自信

在英语阅读学习过程中，许多学生对英语阅读表现为极其抵抗，很大原因是因为他们缺乏兴趣和自信心。针对这一问题，教师改善自己的教学方法激发学生阅读的兴趣爱好，从而建立学生的自信心。在任务型教学法中，阅读课堂会较多的采取任务引导学生学习阅读文章以及回顾知识点，在完成任务时，有利于学生培养创新意识和提高自主性，从而培养学生对阅读的兴趣。同时对学生的表现及时给予过程性评价。评价的方式和内容需多元化，让学生感受到老师和身边同学的关心与照顾，加强同伴之间的合作关系，推动互帮互助学习形式，营造轻松且活跃的课堂教学氛围。

4. 总结

在初中英语阅读课中，教学方法起着至关重要的作用，以任务为基础的语言教学在一定程度上激发学生学习英语的兴趣爱好，通过上述任务型教学法应用于初中英语阅读教学案例设计，以各式各样的由易到难的任务设计作为驱动力，引导学生有目的性的根据语篇学习重点单词、词组、语法等，挖掘语篇深层含义并拓展课外知识，升华主题，把枯燥的课堂变成了生动活泼且有意义的课堂，从而培养学生听说读写的综合运用语言的能力。另外，因初中生有一定的学习基础，但是每一位初中生的学习背景、学习方法、接受能力等多方面存在差异性特征，为了更好的提高学生的英语阅读的学习积极性和主动性，让学生全身心地投入到英语阅读学习中，教学任务设计需适用于各个层面的学生，因此在上述的教学案例设计中，笔者通过由易到难，由浅到深的步步培养学生阅读技巧，提升学生的英语阅读水平，夯实学生的基础。同时，推动学生小组

合作交流以提升课堂学习效率, 加强学生与学生之间的交流, 高效地完成课程教学目标。因此在初中阅读教学中, 教师要合理且有针对性地使用任务型教学法, 满足学生在英语阅读学习的根本需求, 培养学生的英语阅读技巧, 提升学生的阅读学习积极性和主动性, 激发学生对语篇阅读的兴趣, 从而有效地提高阅读水平。

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