

KWL策略在小学英语阅读教学中的实践研究

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摘要: 本文基于KWL阅读策略理念,结合小学英语六年级绘本《Stone Age People》的教学实践案例,探讨KWL各环节在阅读教学中的具体作用。实践表明,教师借助KWL阅读策略能激活学生的“已知”,发散“想知”,强化“学知”,最终提升小学英语阅读教学的质量。

关键词: KWL策略 小学英语 阅读教学质量

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《义务教育英语课程标准(2011年版)》指出:阅读在中小学英语教学中扮演着关键的角色,也是学生在英语学习过程中特别重要的环节。通过提高阅读策略的有效性,不仅可以增加学生的相关背景知识,扩大他们的词汇量,还能够锻炼学生获取信息的相关技能。但是,中国的小学英语阅读教学研究起步比较晚,能行之有效的教学策略也不多,教师关于阅读教学的认识、理解与实践也存在差异^[1]。目前中小学传统的阅读教学总体呈现单一化模式,以教师为中心,学生的思维发展比较被动,阅读生成较困难。

一、KWL阅读策略理念

早在1986年,美国学者奥格尔(Ogle)就提出了一种关于阅读的指导策略,简称“KWL”^[2]。KWL模式中,K即Know(What I know),是读者已经具备的背景知识;W即What(What I want to know),是读者渴望通过阅读获取的新知识;L是Learned(What I have learned),是读者在阅读材料后总结自己学到的新知识。KWL阅读策略的实施通常以表格的形式出现。

“KWL”表格有助于激活学生的背景知识,为学生提供自主学习、自我设定阅读目标的机会,最终提高学生的阅读能力^[3]。在小学英语阅读中,通过运用“KWL”阅读策略,不仅能唤醒学生的知识储备,明确学生的学习目标,培养学生的阅读习惯,还能提升学生的自主阅读能力。因此,教师通过运用KWL阅读策略,能有效地激活学生的已有的知识储备,从而明确自身的学习需求,强化并反思学习后获得的知识经验,提高学生的阅读能力,最终提升阅读教学的质量^[4-5]。

二、KWL策略在小学英语阅读教学中的实践与思考

以沪教牛津版英语六年级绘本《Stone Age People》的教学为例,该绘本主要描述了石器时代人们的生活环境,如:衣、食、住、行等方面内容。绘本故事篇幅长,生词多,对

学生而言,难度系数也较大。授课教师是某市骨干教师,授课时长为45分钟。

1.K环节——自主预测,激活“已知”

T: Boys and girls, please look at the cover of the story. What do you know about this story (进入故事前,引导学生看绘本封面)。

Ss: It's about Stone Age People.

T: Yes, that's the name of this picture book. What do you know about Stone Age People?

S1: They can catch animals.

T: Yes, you mean they like hunting!

S2: They look like monkeys.

S3: They didn't wear clothes.

S4: They usually live together.

T: Cool! Good ideas!

(基于学生回答,将学生已知的信息写在K栏中,见表1)

表1 学生已知信息

Stone age people		
What I know (K)	What I want to know (W)	What I have learned (L)
They didn't wear clothes.		
They look like monkeys.		
They like hunting.		
They lived together.		

在《Stone Age People》这节课中,老师在学生阅读绘本前可把绘本的封面作为学生的首要关注点,并在上面寻找相关信息。通过观察,学生应该能在较短时间内熟悉故事的主要内容,这是一个讲述石器时代人类的故事。接着,教师提出有关石器时代人类的问题,引导学生去进行小组讨论,把解决问题的自主权交给学生,让学生自己去探索答案。至

此，学生的好奇心被激发。小组讨论环节，学生各抒己见，在话题的激发下开启思维。不同的学生对于石器时代会有不同的背景知识，经过小组讨论，学生的背景知识既得到了激活，又得到了交换。随着知识面的拓展，他们会提出很多问题，并基于自己的认知和常识，去预测这些问题的答案，学生对书本内容已有了大致的预测。这些信息的收集也为后面阅读提供了丰富的背景知识。通过这样的方式，学生的思维得到了发散，阅读故事的兴趣也被激发，而且会急切地想要通过阅读去验证自己的猜测。接下来，教师可以引导学生关注书的内容和梗概，自然导入故事的阅读教学。

2.W环节——自主提问，发散“想知”

T: You know a lot about Stone Age People! Today we' ll read this interesting book. Before you read it, do you have any questions about the story? Can you try to ask some questions?

S1: Where did they live?

S2: What did they eat?

S3: How did they make fire?

S4: How did they eat?

T: These are the very good questions. And they are the main questions about the story too.

(基于学生提问，将学生想要了解的信息写在W栏中，见表2)

有了第一个问题的铺垫，教师开始抛出第二个问题：What do you want to know about Stone Age People? 这个问题的提出把话题的主动权交给了学生，问他们还想知道哪些关于石器时代的内容。教师用问题激发了学生的求知欲，点燃了学生的兴趣点，也为后面文本阅读搭建起知识的桥梁，连接了已知的知识和未知的知识。学生们开始提问以下问题。如①Where did they live? ②What did they eat? ③How

did they make fire? 等。几个问题一经提出，学生思维就会发散，课堂气氛也会变得活跃。学生一边提出问题，教师一边板书，板书和问题为学生搭建起一个思维的支架，也为后面阅读的展开奠定了基础。这些问题与文本内容不谋而合，帮助学生更加关注阅读内容。学生在探索故事的情节发展过程中，会把故事的结果与自己预测的答案进行对比，这样学生才有可能去内化文本，建构自己的认知体系，形成高质量的文本输出。

3.L环节——自主阅读，强化“学知”

T: You can ask some good questions about this new story, that' s wonderful. How was they live? After learning the story, maybe you will know! (老师让学生带着问题进入故事，有效发散思维，享受阅读。)

T: Good! Now remember the questions here, and try to answer them by reading the story carefully. While you are reading, you can underline the key sentences directly. (老师引导学生带着好奇心预测故事的进展，通过 Listen, watch and answer; Read and feel; Read and act; Read and order等教学环节，让学生享受阅读，把握文本，寻找问题的答案。)

T: Look at your questions, let' s answer them. The first one, where do they live?

Ss: They live in caves. (T教授cave)

T: What do they have?

Ss: They have fire, it gave them heat and light.

T: Great! What can they use fire do?

Ss: They can use fire to cook food!

T: What did they eat?

Ss: They ate meat and berries. (T教授berries)

(将阅读之后找到的信息写在L栏中，见表3)

表2 学生想要了解信息

Stone age people		
What I know (K)	What I want to know (W)	What I have learned (L)
They didn' t wear clothes.	Where did they live?	
They look like monkeys.	What did they eat?	
They like hunting.	How did they make fire?	
They lived together.	How did they eat?	

表3 阅读之后找到的信息

Stone age people		
What I know (K)	What I want to know (W)	What I have learned (L)
They didn' t wear clothes.	Where did they live?	They lived in caves.
They look like monkeys.	What did they eat?	They ate raw meat and berries.
They like hunting.	How did they make fire?	They didn' t cook the meat at first, but at last, they cooked the meat and ate the cooked meat.
They lived together.	How did they eat?	They ate the food with hands.

T: Well done! You asked questions before and now you have already found the answer. What have you learned from the story?

S1: People can cook raw food with fire.

S2: Fire is useful for Stone Age People! Fire can also drive them away darkness.

S3: I like this storybook, I like the story, and I can learn something from it.

(学生各抒己见,积极发言,教师总结要点,深化主题。)

本节课中,由于第二环节所提出的问题已经为学生搭建起思维的支架,学生接触文本后能快速理清文章结构,了解文章的细节,找到一些明显的答案。如①Where did they live? They lived in caves.②What did they eat? They ate raw meat and berries.从而引出本文的关键词fire。然后进一步提问How did they make fire? 得到答案They didn't cook the meat at first, but at last, they cooked the meat and ate the cooked meat.教师引导学生以这样的方式理清文章的段落关系后,进入文本的深层阅读,并在阅读中渗透阅读策略。

在L环节,除了解决之前学生自主提出的问题,教师还继续引导学生思考:你从绘本中学到了什么?问题抛出后,教师把思考空间留给学生,然后学生们相互交换意见,给学生更多的语言输出机会。

在L环节,不单单要解决先前学生在W环节自主的提问,教师更要进一步去引导学生:我们通过绘本的故事学到了什么?同样,教师把该问题的思考空间留给学生,然后让学生相互交换意见,给他们更多的语言输出机会。学生们讨论出以下想法,如①People can cook raw food with fire.②Fire can also drive them away darkness等。以这样的开放式问题展开讨论,激发了学生的想象力,引发了学生的高阶思维,提

升了学生的阅读体验,也在无形中提升了学生的思维品质。学生回答出火的多种作用,随后,这位老师接着学生的话题,还介绍了从火到木头到煤气再到电气等燃料的发展史,点出了人类的文明进步,深化了主题。经过此轮环节,阅读教学就不再局限于理解绘本的内容,更突出学生主动参与的特点,也告诉了学生“人人皆可问,事事都有果”的道理,最终培养学生独立的阅读和思维能力。

结语

KWL阅读教学策略为学生搭建了切实可行的思维支架和语言支架。在小学英语绘本阅读教学中,教师借助KWL阅读教学策略能够激活学生的知识储备、发散学生的学习思维、强化学生的反思生成。同时,这一过程中还激发了学生的学习兴趣,提高了学生分阅读理解能力,最终也提升了教师的阅读教学质量。当然,本课例实践也存在一些不足的地方,如KWL表也可以根据学生的能力和具体的教学情况发展成多种模式:KWHL, KWLS等,统称“KWL Plus”模式,在后续的阅读实践中,教师在这一方面仍然需要进一步探究。

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