**如何最大效度开发利用一篇语法填空**

**导引与教学意图分析**

本课主要探讨如何对语法填空这一题型进行详尽的开发与利用。围绕“反思——思考命题逻辑”“换位——引导自主命题”“语料——提取语言知识”“链接——打通题型关节”四大维度，尽可能充分利用语法填空的全部学科价值。

设计中主要考虑了培养学生的自主命题能力与初步试题研究能力。许兴亮教授指出，学生自主命题变“教为主”为“学为主”，体现了以学习者为中心的教学原则，有利于激发学生自主评价、自我发展的内生力，变“要我考”为“我要考”。

这一尝试引导学生从解答题目走向解决问题，使学生在考场上思考探究的过程真正成为有意义的过程。 用生活的情境来审视生活的应用，用现实的挑战培育生活的能力，在获取知识、解决问题中建立学生与世界的联系，从而让学生获得更多的成长经验。

私人化定制方式使得命题呈现更为明显的情境化设计倾向。 命题重视选取个人体验、社会生活、学科认知等情境为载体设计典型任务，促使学生在任务解决过程中提升学习理解、实践应用、创新迁移等关键能力，以应对未来社会复杂的问题。

在自己尝试命题后可以找partner进行自命题分享，分别进行作答。当然完全可以在该题填空完毕后作为阅读文本，进行阅读理解方面的命题探索。

**【设计意图】**

**Enhancing grammatical knowledge:** By engaging in the process of creating grammar gap-fill exercises, students deepen their understanding of various grammar rules and structures. This activity requires them to analyze sentences, identify grammatical patterns, and select appropriate target words or phrases to create meaningful and accurate exercises.

**Developing critical thinking skills:** Students need to think critically and analytically when creating grammar gap-fill exercises. They must consider the context, identify the grammatical gaps, and choose suitable words or phrases to fill those gaps. This process fosters their ability to analyze language patterns and apply their knowledge effectively.

**Promoting language production skills:** Creating grammar gap-fill exercises involves active language production. Students need to generate sentences that contain grammatical gaps, which requires them to apply their knowledge of grammar rules and structures. This activity enhances their ability to produce grammatically correct sentences and express themselves accurately in written form.

**Reinforcing understanding through application:** By creating grammar gap-fill exercises, students consolidate their understanding of grammar concepts and rules. They are required to apply their knowledge in a practical context, which reinforces their comprehension and retention of the grammar content.

**Encouraging autonomy and self-assessment:** The process of creating grammar gap-fill exercises empowers students to take ownership of their learning. They become active participants in the learning process, making decisions about the content and difficulty level of the exercises. Additionally, students can assess their own work by solving the exercises they have created, allowing them to reflect on their understanding and identify areas for improvement