

第三节 语法教学方法

【思考】

【现象反思】参考答案

略。

【学习】

【请分析】参考答案

背诵语法口诀并不能真正发展学生的语言运用能力,学生不仅无法掌握语法的真实运用形态,甚至还要花费时间和精力去记忆这些口诀、歌谣。

【实践】

【请你回答】参考答案

1. 就我国中小学英语教学的主要倾向来看,语法教学的问题主要表现为:重知识传授,轻技能训练;重详细讲解,轻反复练习;重书面练习,轻口头练习;重语法分析,轻语法使用;重规则掌握,轻实例辨别。另外,各级英语考试在语法方面抠得太细、太死,导致语法教学往往出现把语法规则讲得太死、忽略语言运用的复杂性的现象。

2. 演绎法是先讲授语法规则,然后根据语法规则做练习。采用演绎法可以省时省力,直截了当,缺点是教师代替学生行使了观察、分析、发现以及解决语法问题的权利。归纳法是先由教师列举事例,然后师生一起观察和分析,最后由教师归纳出定义和规则,再按照规则进行操练。采用归纳法,可以提高学生发现问题和解决问题的能力以及归纳、类比等逻辑思维能力。缺点是利用这种方法往往浪费时间,效率较低。

【请你分析】

3. 下面的语法教学程序分别反映了:

(1) 行为主义教学模式

(2) 任务型教学模式

【请你设计】参考答案

T: Some Australian foreigners will visit our classroom this afternoon. What do you think we should give them to show our warmly welcome?

S1: I think we can give them some flowers.

T: Oh, good! I remember Guo Hai have some nice flowers.

Guo Hai: But I gave the flowers to our Maths teacher a moment ago.

T: So Guo Hai gave the flowers to your Maths teacher a moment ago. He doesn't have the flowers any more. He has given the flowers to your Maths teacher. (板书这三个句子) What about Ma Lan? Do you have some nice flowers?

Ma Lan: I have given the flowers to our Maths teacher too. It's her birthday today.

T: It's the birthday of your Maths teacher today. So Ma Lan and Guo Hai have given the flowers to your Maths teacher. Then what can we do?