**提高高中英语语法课堂效率的教学方法探究**

永定一中 郑淑玲

【摘要】本文主要介绍通过英语谚语和习语、英文歌曲、教师的自身参照法等语法导入方法，以及利用校园活动，创设真实情境，利用时事新闻和热点话题等教学方法提高英语语法课堂效率。

【关键词】语法课堂；教学方法；课堂效率

1. 引言

高中英语语法教学在英语学习中有着重要地位，广大师生极其重视。高中英语语法是运用语法而不是理论语法，它的目的是培养学生理解句子和篇章，准确表达思想的能力，是学生学好英语和准确掌握语言的工具，不是为学语法而学语法。但是，教师在英语课堂中为语法教学付出的时间和努力却往往与学生在英语语法学习中取得的收获和语言运用能力不成正比。高中学生普遍认为语法知识枯燥难懂，即使在通过大量练习巩固之后还是对语法知识一知半解，因此对英语语法学习的兴趣不高。事实上，教师的教学方法很大程度影响学生的学习兴趣，因此，教师有必要探究一种或者多种合理、高效的英语语法课堂教学方法来改变现有的英语语法教学状况。

1. 提高高中英语语法课堂效率的教学方法

1. 在语法教学导入环节，可以尝试用以下几种方法：

（1）充分利用谚语或者习语导入

学生对中文谚语或者习语是比较熟悉的，因此，用谚语或者习语作为语法课的导入，应该可以更有效地让学生了解相关的语法知识或者熟悉相关的语法形式。

例如，在讲解名词性从句时，笔者把以下含有名词性从句的谚语作为导入方式分享给学生：

What ends well is well. (结果好，就一切都好)

What glitters is not gold. (闪光的不一定都是金子)

Don’t put off till tomorrow what should be done today. (今日事，今日毕)

Children are what the mothers are. (耳濡目染，身教言传)

There is a saying that every dog has his day. (俗话说，人人皆有得意日)

同样，含有定语从句的谚语有：

All is well that ends well. (结果好，一切都好)

God helps those who help themselves. (自助者天助)

He who does not reach the Great Wall is not a true man. (不到长城非好汉)

Those who laugh last laugh best. (谁笑到最后笑得最好)

（2）利用英文歌曲导入，激发学生兴趣

在学习名词性从句时，可以用Backstreet Boys (后街男孩)的歌曲*As long as you love me* 导入。歌词里含有一些名词性从句，例如：People say that I'm crazy and that I am blind；How you got me blind is still a mystery；Don't care what is written in your history等。在学习虚拟语气的时候，Beyonce（碧昂丝）的歌曲*If I were a boy* 就是很好的导入虚拟语气的素材，标题本身就用了虚拟语气。 再比如，学习定语从句时，可以用Groove Coverage 的歌曲*She*引入话题，歌词中包含了以下定语从句 She is the one that you never forget；She is the heaven-sent angel you met；Oh, she must be the reason why God made a girl.

（3）教师的自我参照

一般来说，学生对教师的经历是非常感兴趣的。如果教师把与自己有关的内容融入到语法学习中，一定会大大激发学生的学习兴趣。笔者在讲解虚拟语气时，通过以下内容导入：

If I were ten years younger, I might study in this classroom with you and I would be glad to be your classmate. If we were classmates, we could share happiness and sorrow. I think I would get along well with all of you, because you are so cute and friendly.

教师利用与自身有关的内容进行导入，在真实的情境中让学生对虚拟语气有初步了解。这样的语法导入方式比传统的语法导入方式更能激发学生的学习兴趣。

1. 在语法操练环节，创设真实情境，运用和内化目标语法

(1) 以校园活动为话题，创设真实情境，在操练中生成

语法规则大部分都比较抽象难懂，如果老师单纯讲解语法规则，学生难以理解和运用。因此，以学生参加过或者经历过的活动为情境，学生更能体会到语法学习的趣味性，也能更好地明白语法规则。在2017届高三复习语法定语从句时，笔者以校园活动为主线贯穿整堂课，设计不同的题型让学生练习。首先是以学校一年一度的“英语月活动”为情境设置练习(在横线上填上合适的关系词)；其次，以学校的“校运会’为情境设置练习(自由造句，句子须含有定语从句)；最后，以我们的学校为话题设置练习(根据中文补全句子)。这三个情境都是学生所熟悉的，目的就是把学生带入真实的情境中，让学生在情境中感知，在情境中巩固和运用目标语法。在练习的设置上由易到难，层层递进，不断增强学生的能力。

练习一：在横线上填上合适的关系词：

(1) English Month is an important activity \_\_\_\_\_\_is held annually in December in our school. (参考答案：which/that)

(2) English Month is an activity \_\_\_\_\_\_\_ we students benefit a lot. (参考答案: where/from which)

(3) English Month \_\_\_\_\_\_ can broaden our horizons and arouse our interest in English learning is beneficial to us students. (参考答案：which/that)

练习二：自由造句，句子必须含有定语从句。(以下为学生造句)

(1) The sports meeting which lasts three days is always held in November.

(2) We students take an active part in sports meeting when team spirit of a class could be shown.

(3) The sports meeting which has a profound history is wonderful enough to attract a sea of people.

练习三：根据中文补全句子。

No.1 Middle School of Yongding \_\_\_\_\_\_\_\_(坐落在凤凰山脚下的) is a key senior high school in Fujian Province. Not only is it beautiful, but also it is well-equipped. For example, there’s a new video device in each classroom\_\_\_\_\_\_\_\_\_(给老师提供了方便). The reason \_\_\_\_\_\_\_(为什么学校吸引了那么多学生) is that the teachers here all are devoted to teaching. These teachers \_\_\_\_\_\_(努力工作的和有责任感的) have cultivated many talents in all walks of life. What‘s more, there are also various activities \_\_\_\_\_\_\_(有利于身心发展的).The school \_\_\_\_\_\_\_\_(我们就读的) enjoys a long history. The school held the 100th anniversary celebration in November, 2013, \_\_\_\_\_\_\_\_\_(那时许多校友回校参观).

(参考答案:①which/that is located at the foot of Fenghuang Mountain; ②which/that provides much convenience for teachers; ③why the school attracts so many students; ④who/that are hard working and responsible; ⑤which benefit us both physically and mentally; ⑥where we are studying; ⑦when many alumni came back for a visit)

(2).利用时事新闻和热点话题作为操练题材

在讲解语法时，教师要善于利用时事热点或者学生熟悉的影视作品作为语法课素材。例如，在讲解名词性从句时，笔者利用电影《寻梦环游记》为素材，给出了一张电影的海报并设置了以下句子：

The film that I want to see most is Coco. The reason is \_\_\_\_\_\_\_\_it has appealed to a large number of audience and I want to know \_\_\_\_\_\_. (参考答案:that; why)



在讲解过去虚拟语气的if条件句时,笔者以电影*Titanic*中的Jack 和Rose的爱情故事为情境，对目标语法进行操练。笔者给出相应图片和相关提示词，让学生补充句子。

  

① If Jack \_\_\_\_\_\_\_\_\_\_(not meet) Rose, he \_\_\_\_\_\_\_\_\_\_\_\_(not fall in love) with Rose. (参考答案: hadn’t met; wouldn’t have fall in love)

② If Titanic\_\_\_\_\_\_\_\_\_\_\_(not strike)an iceberg, it \_\_\_\_\_\_\_\_\_\_\_( not sink) into the ocean. (参考答案：hadn’t struck; wouldn’t have sunk)

③ If Jack\_\_\_\_\_\_\_\_(not fall) into the freezing water, he \_\_\_\_\_\_\_(not die). (参考答案：hadn’t fallen; wouldn’t have died)

在2017级高一学生学习必修一定语从句时，特朗普正好访问中国，因此笔者设置了以下内容：

\_\_\_\_ is known to US, US President Donald Trump and his wife paid a state visit to China form November 8th to10th. President Xi Jinping，\_\_\_\_\_ was newly elected general secretary again, gave a warm and official welcome to Trump. During the time, they stayed in the Forbidden City, \_\_\_\_\_\_\_\_\_they exchanged views on issues of common concern. (参考答案:As; who; where)



三、结束语

在语法教学中，教师运用学生所熟悉的真实情境，或者其熟悉的人物和话题作为教学内容，感受、理解、运用和内化目标语法，将有助于他们掌握语言的形式，更好地领会语言的功能和意义。教学有法，教无定法。教师大胆尝试不同的教学方法能有效地活化语法教学内容，提升教学的广度和深度，提高学生的语言运用能力，提高语法课堂的效率。

参考文献：

教育部.2017.普通高中英语课程标准[M].北京:人民教育出版社

李映迪.2016.高中英语语法情境教学研究[J].中学外语教与学,(5):45-48

殷兆慧.2015.三维语法教学理念下的高中英语语法教学模式例析[J].中小学外语教学(中学篇),(8):26-32

廖道文、谢燕青.2015. “情境—话题—活动”语法教学模式课例与评析[J].中小学外语教学(中学篇),(4):48-52

（本文在2018年龙岩市“普通高中教学教研开放活动”教师论文评选中荣获二等奖）