

How to Teach English Effectively

— English Experts
on English Teaching

怎样教好英语

—— 英语专家论英语教学

吴道存 主编

人民教育出版社

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汪延安 胡一宁 卢申

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本书主编吴道存 1905 年生于安徽徽州黟县,1932 年复旦大学毕业。建国前,历任复旦大学副教授(兼《文摘》编委),朝阳学院教授,四川教育学院教授,上海诚明文学院教授。建国后任教上海师范学院,上海外语学院,在北京人民教育出版社编审中学英语教材。退休后在安徽原籍以中学英语师生为对象,办义务辅导班,受到《人民日报》等的好评。

编著有《英文选读》、《英文时态用法》、《英语动词教与学》、《怎样教好英语》等;译述有《日本的泥足》、《苏联政治与外交》、《德国四年记》、《英国史》、《狱中寄给英儿的信》等;合译有《欧洲近代现代史》、《毛泽东自传》等。

怎样教好英语——英语专家论英语教学

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前 言

本书以中学英语教师和师范院校英语系师生为对象，针对目前英语教学的问题，略抒管见，旨在提高教学效果。

本书的作用有三：（一）可用作英语教学指导书。书中所选材料多出自语言学专家及语言教学法专家之手，读者从中可以学到语言处理的方法和课堂教学的经验，藉以提高教学水平。（二）可用作英语教学法辅助教材和参考书。读者如想知道“直接法”（**direct method**）是什么，**Otto Jespersen, Harold E. Palmer** 等专家、权威的主要观点是什么，可以翻阅参考。（三）可用作英语阅读材料来读。书中所选文章的文字，都简明畅达，可一读再读，有助于语言能力的提高。

在英语教学中，我们认为有必要明确下列问题：

一、语言的作用是为了交际。

二、语言教学的目的在于教会语言的使用，而不是讲授大量的语言知识。

三、语言是一门技能课（**skill lesson**），不是讲解课（**lecture course**）（如历史、地理）。技能课靠苦练，靠实践，靠开口讲，动手写，而不是靠死记硬背。

四、在初级阶段，还是要搞听说领先，读写跟上，以后则进行四会综合训练。首先要重视“听”，恢复“听”在教学中应有的地

位,树立听好才能说好,说好才能读好、写好的思想。

五、目前阶段,对有些学校来讲,首先要治好学生的“聋哑症”,要采用“直接教学法”,开展口语活动。

六、词汇方面,英语大致可分为内容词(即实词)(**content word**),如名词、动词、形容词、副词,和结构词(即虚词)(**structural word**),如介词、连词、冠词、等。内容词容易忘记,结构词容易用错。学习单词要结合情景,结合上下文,避免孤立地学,死抠词的表面意义。要强调先学习生活中常用的词。学了就要有用(**useful**)和可用(**useable**)。

七、语法方面,首先要分清语法与语言的界限,认清两者之间的关系。语法是为语言服务的,而不是语言为语法服务。目前在语法教学中,存在着语法搞得太多、太细的现象,妨碍语言的吸收,这个问题值得重视。语法能不学时则不学或者少学。要学,也要在初步掌握了一些实用语言之后,再画龙点睛地学。语法不能抽象地学,一定要结合课文、句子、例句学。

八、教师方面,我们赞成双热爱:一爱学生,二爱专业。课堂要以学生为主体,教师对学生要富有同情心,师生之间亲密无间,使班级成为师生合作的小集体。教师不要把英语教得枯燥无味,使学生不感兴趣,不愿意学。引起兴趣的关键在教学方法的多样化(**variety**),不能每堂课千篇一律(**in a rut**)。

对于以上各点,本书都作了详细的论述。

选材方面,从半世纪前的 **Otto Jespersen, Harold E. palmer** 等,到现代的 **Eugene A. Nida, L. G. Alexander**

等的文章都有选录。他们对听、说、读、写教学的看法基本上一致，很有说服力。这样就可以用“多石击一鸟”而不是“一石击二鸟”的方法(**Many stones kill one bird, not one stone kills two birds.**)来指导教学。

本书中的每篇文章分五个组成部分：(一)文章大意；(二)原文；(三)注释；(四)小资料(姑且名为 **For Reference**)；(五)思考题。小资料涉及英语教与学的方法，或小故事，或格言，也有一些词的用法等等，旨在供教师参考学习，或在课堂上随时使用。

本书的内容包括：(一)语言、英语及其特点；(二)教师与教学；(三)教学方法；(四)技能及听说读写；(五)词汇及语法；(六)其它(如有关翻译、教师提问、测试、课本、词典、板书等问题)。

我们还选用了建国以前我国流行的英语课本的编者，如《英文津逮》(**Mastery of English**)的编者 **H. B. Graybill**，《英语模范读本》的编者周越然，《开明英语读本》的编者林语堂，世界书局英语读本的编者林汉达等人有关英语教学法的观点。他们的有些看法至今仍有现实意义。

我们还从中国早期商务印书馆出版的英语教学课本上选了两篇文章，一篇是《华英初阶》(**English and Chinese Primer**)中的 **Plan of the Book**，一篇是《华英进阶》(**Chinese and English Reader**)中的 **Directions to the Teacher**。从中我们可以看出近百年来主导英语教

学的方法——语法翻译法。语法翻译法在一百年前曾盛极一时，但早已成为明日黄花。今日照搬，难免有墨守成规、自甘落后之讥。编选这两篇文章的意图，在于指出“一切事物都是变化的，只有变(本身)才是不变的”(Everything changes. Only change is never changed.)。语言教学亦不例外。我们的教学方法也必须适应时代的需要。

最后，我想引用中国画坛大师李可染先生在学习方面的经验之谈，他说，“七十方知己无知。”在人生的道路上我现在也已进入耄耋之年了，更有所感。李先生说自己是“白发学童”，而我则更是一个没有学好的“白发学童”。这里，我愿俯首甘为白发童，与我的同行——英语教师们互勉。

吴道存

1990年5月于黄山市徽州师专

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I. LANGUAGE

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● D. H. Howe

语言教师首先要了解语言的特性，才能把握住语言教学的正确方法。本文指出了语言的五种特性——语言是口语，是技巧，是模式化的，是复杂的，同时每种语言又有其独特性；并在此基础上提出了有关语言特点的教学步骤与方法。

Techniques¹, of course, must vary with² the teacher and the teaching situation and will always be to some extent³ a personal matter. Nevertheless⁴ an understanding of the fundamental assumptions⁵ relating to the nature of language and language teaching should help a teacher in planning the lesson best suited to⁶ a given situation. This article will suggest five such assumptions.

1. *Language is speech.* This is our first assumption and it is fundamental. Language was spoken long before it was written, and in fact many of the spoken languages of the world have no written system. We all learnt our own language by hearing and speaking it before we went to school. We learnt to write it much later.

Writing is basically a record of speech. This does not mean that learning to write English is less important than