

呼唤与回应 一种生命历程 学英语 教英语 呼唤与回应 一种生命历程 学英语 教英语

呼唤与回应：

——一种生命历程——

学英语、教英语

Calling & Responding

A Life Journey—
Learning and Teaching
English

Calling & Responding A Life Journey Learning and Teach
English Learning and Teaching English

【中】谢邦秀 著
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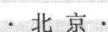
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学英语、教英语

English

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在《呼唤与回应：一种生命历程——学英语、教英语》中，谢邦秀分享了她学与教英语各个阶段的体验和感受，一段段故事仿佛一声声呼唤。每一声呼唤都得到了杰伊·麦克丹尼尔从过程哲学角度的回应：他为每一段故事作评，揭示其教育乃至哲学意义，并将之发表在其过程哲学网站上与世界各地的学者分享。《呼唤与回应：一种生命历程——学英语、教英语》即是两个人相互呼唤与回应的成果。

作为一部英语学者的学术成长自传，《呼唤与回应：一种生命历程——学英语、教英语》对我国英语教育，特别是对英语课程与教学研究具有理论指导意义及实践参考意义。《呼唤与回应：一种生命历程——学英语、教英语》可以作为教育学课程与教学论专业英语学科教学论教材和英语专业英语教学法教材，亦可供广大英语学习者和教师选读。

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前 言

呼唤（谢邦秀发自中国武汉）——

对于我来说，学与教英语是一个终身的过程。作为一名中国的英语学习者，我走过了“选择英语”、“打破沉默”、“积累词汇”、“突破语法困境”、“寻觅联系”、“归纳方法”、“调整心态”、“经受考验”、“获得信心”、“学习榜样”这样一个学习过程，从而得以走上讲台，成为一名英语教师。作为一名大学英语教师，我经历了“是否要当老师”、“平衡与失衡”、“对‘不！’说不”、“寻求突破”、“遭遇 CLTA”、“探究 CLTA”、“应用 CLTA”，最终走向“FEELS”这样一个教师个人及职业成长过程。

我从自己学与教英语的经历中体会到，英语学习应该是学习者自愿选择的，而不应该是被强加的。在英语学习中，学习者会遇到一些不可避免的难关，如过语音关，开口读或说英语，积累词汇，掌握语言结构，掌握听、说、读、写、译、交流等语言技能等，只有发掘个人性格中的优势，抱着积极的心态，主动、耐心、持之以恒地学下去，才能不时有所收获，才能逐渐过关解难，才能最终享受交流的畅快。

在如此学与教英语的过程中，我穿梭于汉语语言文化和英语语言文化之间，试图在不同文化的交接处探寻一种介于两者之间、联系两者、丰富两者的课程文化，在那里自我在跨越文化差异的运动中通过动态的相互联系而变得富有创造性。透过一种相互转化的课程文化接纳两者使我能够以一种新的方式来处理自我、关系和差异的问题。

可以说，英语于我已不仅仅是一种语言，而已经成为我生命的一个部分。它为我打开了一扇通往不同于我的已知世界的门，使我能够遇见陌生的人、见识新鲜的事、遭遇全新的机遇、学习他异的文化。它帮助我构建起我自己的宇宙，使我能够成为一位敬业的工作者、帮助他人、为社会尽力、与人和自然愉快相处、

身心健康地生活。

得益于自己通畅的英语交流能力，我与杰伊·麦克丹尼尔^①分享自己学与教英语各个阶段的体验和感受，一段段故事仿佛一声声呼唤。每一声呼唤都得到了他的回应：他为每一段故事作评，揭示其教育乃至哲学意义，并将之连载在其过程哲学网站上与世界各地的学者分享。本书即是我们两个人相互呼唤与回应的成果。

自从踏上学与教英语的旅程之后，我一路欣赏到不尽的风光，经受着思想的洗礼，品尝着文化的甘露，体验着心灵碰撞的激动，享受着畅通无阻的交流……我对这样的人生甘之如饴，充满感恩！

首先，我要感谢我的几位人生导师！我感谢我的父亲谢育，他以一个教育者的智慧在我成长的关键时期把控了节奏和方向，使我得以在对的时候走向英语。我感谢我的英语恩师金民秀老师，是她将我领进了英语之门，支持我走过了英语学习最艰难的英语知识技能的原始积累时期，为我树立了成为一个英语学人的榜样。我感谢我的教育学恩师赵鹤龄教授，是他为我打开了教育学课程与教学论学科之门，促我反思我的英语人生的意义，并领我敲响过程哲学之门。我感谢我的过程哲学良师益友、本书的另一作者、杰伊·麦克丹尼尔教授，他耐心地倾听我的英语人生故事，并从过程哲学的角度欣赏、作评，本书由此得以成稿。

我要感谢我的亲人们：我的丈夫杜东，女儿杜安娜，母亲杨晋燕（已故），公婆杜兆贵、张瑞霞，姐妹谢立君、谢丽蓉、谢邦梅，夫妹杜伟、杜辉，夫弟杜良、杜军、杜勇，我的甥男侄女谢海康、谢汉康、李安康、叶孔龙、刘天石、杜宇辰、杜佳禧等。他们在生活中的勤劳、坚强、担当和相互帮扶是对我无言的支持，使我得以无后顾之忧地往前走，既成就了我的英语人生，也使本书的成稿和出版成为可能。我要感谢我所有的老师、同学、学生、同事、同行，是他们指导、陪伴、挑战、磨砺、激励、支持我走过我英语人生中的风风雨雨，直到今天。最

^① 杰伊·麦克丹尼尔：美国阿肯色州汉德里克斯学院威利斯·福尔摩斯宗教学教授，基督教徒，《耶稣、爵士乐和佛教：过程思想——为了一个更友善的世界》网站（jesusjazzbuddhism.org, JJB）创始人。他是位于美国加利福尼亚州克莱蒙市的中美后现代发展研究院顾问委员会成员，美国过程研究中心中国项目顾问，积极从事在中国拓展过程思想的活动。他的著作包括《根与翼：生态与对话时代的基督教》《活自内在深处：消费主义时代的脱俗精神》和《甘地的希望：学习其他宗教，一条通往平和之路》。他主要感兴趣的领域包括过程哲学、整体共同体、宗教间对话、生态精神以及音乐。

后，我还要感谢化学工业出版社本书的责任编辑和他的团队，是他们欣赏本书的内容，认同本书的价值，并使之得以出版面世。

作为一部英语学人的学术成长传记，期盼本书对我国英语教育，特别是对英语的课程与教学研究具有理论指导意义及实践参考意义。本书可以作为教育学课程与教学论专业英语学科教学论教材和英语专业英语教学法教材，亦可供广大英语学习者和教师选读。

我愿我自己学与教英语的故事能够激励、帮助更多的英语爱好者开启他们的英语旅程，与我同行……

谢邦秀

回应（杰伊·麦克丹尼尔发自美国康威）——

作为本书的合作者，我更多地视自己为一个回应者而非呼唤者。在美国的非裔美国人传统中有一种被称为布鲁斯（blues）的音乐，其中呼唤与回应总是在场。让我们想象：两个人在对唱，一个人唱的歌词是“我在唱歌，你能听到我的歌声吗？”另一个人回唱道：“是的，我能听见你在歌唱，我如此回应你。”这首歌包含双方的声音，一方呼唤，一方回应。至少看似如此。

但事实上，情况绝不会真的如此简单。这是因为，当回应者回应时，他或她的回应也变成了一种呼唤。当呼唤者唱下一句歌词时，她其实是在回应他的呼唤。如此渐进。

本书就是两个人相互呼唤与回应的成果。其中的一个人，我自己，是一位英语本族语使用者。另一个人，谢邦秀，是一位汉语本族语使用者。我们相互认识了许多年，并在相互从未间断的呼唤与回应中从对方那里学到了许多东西。这听起来好像我们是对等的，但事实并不尽然。就语言学习而言，我唯愿我具备她的技能。她是一位良师益友，一种激励。她在本书中讲述了她是如何获得其语言技能的，我一边回应，一边深感惊异。在其“前言”的头两段，她分享了她从中享有的乐趣。在众多激励人心的句子中，下面这句话令我感同身受：“它为我打开了一扇扇通往不同于我的已知世界的门，使我能够遇见陌生的人、见识新鲜的事、遭遇全新的机遇、学习他异的文化。”说实话，谢邦秀的英语语言学习旅程“为我打开了一扇扇通往不同于我的已知世界的门”。它打开了一扇扇理解之门，让我得以从中更好地了解一位中国朋友的生活，认识到她的旅程在某种程度上是一叶可以进入许多旅程的窗，我从中得到了丰富和伸展。在某种意义上这些旅程也成了我自己的旅程。这是我如此感谢她允许我成为本书的合作者的一个原因。

当然，正如她已清楚表明的那样，我们两位“合作者”并非两座孤岛。没有良师益友们的指导、帮助、激励和挑战，我们难以生存于世。我自己的人生导师和向导有我的母亲弗吉尼亚，我的妻子凯西，我的儿子杰森和马修，我在阿肯色

汉德里克斯学院的同事，我的老师约翰·柯布。我得承认，还有广阔的超越人类范围的启示：德克萨斯的河流、家庭宠物、海浪之声、我家花园的泥土。在某种意义上，它们也是我的良师益友。我还必须承认，对我而言，英语也是一位良师益友。但现在，对于我和说英语的世界上的许多其他人来说，我们早就参与进了一个语言学习之旅，与谢邦秀的旅程没有什么不同，只不过我们是在迈着小步（和在具备能力的情况下迈着大一点的步子）学习汉语普通话。是的，我们也听到了呼唤。是的，我们知道汉语能够将我们领进新的世界，领向新的朋友。谢天谢地，在美国和其他一些说英语的国家，汉语现在也已经作为学校课程在教授。我 16 岁的外甥女在美国首都华盛顿上学，正在学习作为其第二语言的汉语。她听到了呼唤。她在走进一些新的世界。当这些新的世界通过语言学习相遇时，一种人类内在深处的希望就可能会实现。那就是，在我们的呼唤与回应中，伴随着每一声“你好（ni hao）”，我们开始分享我们的世界，开始为一个更公正、更可持续、更和平的世界而共同努力。谢邦秀在帮我们引路。

杰伊·麦克丹尼尔

Preface

Calling (from Xie Bangxiu in Wuhan, the PRC)—

In my case, the learning and teaching of English is a life-long process. As an English learner in China, I've gone through a process of "choosing English", "breaking silence", "accumulating vocabulary", "cracking grammatical hard nuts", "seeking links", "concluding learning strategies", "adjusting mentality", "meeting challenges", "gaining confidence" and "learning from examples", which has led me to the teaching position, becoming a teacher of English eventually. As a teacher of English in a university, I'm walking through a teacher's personal and professional growth of "deciding to be or not to be a teacher", "experiencing balance and balance lost", "saying No to 'No!'", "seeking to break through when feeling trapped", "encountering CLTA", "getting to know CLTA", "applying CLTA" and "going towards FEELS: dancing with English".

From my own experience of learning English, I realize that the learning of English should be willingly chosen by learners themselves, rather than imposed upon them by others. To make achievements now and then, to overcome one after another hardships and difficulties step by step, and to enjoy the freedom of communicating with people in English in the long run, it is necessary for an English learner to excavate the advantages in his/her personal characters, hold positive attitude, and keep learning actively, patiently and persistently, for there exist some unavoidable barriers in the process of learning English, like obtaining enough vocabulary, mastering the basic knowledge of the language, acquiring the necessary competence in listening, speaking, reading, writing and communicating, etc.

In such processes of learning and teaching English in China, I keep traveling back and forth between the cultures of the Chinese and English languages, trying to explore at

the joints of the two different cultures a type of curriculum culture between the two, connecting both and enriching both, in which my self tend to become more imaginative and creative through dynamic interaction in the movement of bridging cultural differences. Accepting the two different cultures through a mutually transformational curriculum culture enables me to deal with the issues of self, relation and difference in a fresh light.

In a sense, English is no longer merely a language to me, but has rather become a part of my life. It opens new doors to worlds different from my own, enabling me to meet with strange people, to see new things, to encounter fresh opportunities, and to learn from other cultures. It helps me build a universe of my own, enabling me to be a responsible worker, to help others, to contribute to the society, to enjoy happy relationships with people and nature around me, and to live a healthy life, both physically and mentally.

Thanks to my competence in communicating in English fluently, I manage to share with Jay McDaniel^① my experiences and feelings of learning and teaching English in different stages of my life. One after another parts of the whole story from me serve well as one after another calls, each of which unfailingly receives a response from him. He makes a comment on each part of the story, appreciating it and revealing its significance from the perspective of education and of process philosophy by posting each part continuously on his process philosophy website (JJB). This book is the product of the calling and responding between us two.

Since starting and going forward on the journey of learning and teaching English, I've been appreciating diverse sceneries, receiving the baptism of the mind, savoring the sweet dew of cultures, experiencing the excitement of matching hearts, and enjoying smooth and unblocked communication ... I enjoy such a life of mine even when in

① Jay McDaniel: He is Willis Holmes Professor of Religious Studies at Hendrix College in Arkansas, and founder of the website Jesus, Jazz, and Buddhism: Process Thinking for a More Hospitable World. Active in the development of process thought in China, he is a consultant to the China Project of the Center for Process Studies in Claremont, California and a member of the advisory board of the Institute for Postmodern Development of China. His books include *With Roots and Wings: Christianity in an Age of Ecology and Dialogue*, *Living from the Center: Spirituality in an Age of Consumerism*, and *Gandhi's Hope: Learning from Other Religions as a Path to Peace*. His primary areas of interest include process philosophy, holistic community, inter-religious dialogue, ecological spirituality, and music.

adversity at demanding times! I am filled with gratitude to those who have offered me supports of diverse sorts!

To begin with, I want to express my gratitude to the mentors in my life. I want to say thanks to my father, Xie Yu, a retired high school teacher, for it was he who, with his wisdom as an educator, managed to hold the rhythm and direction at the crucial stages of my growth and thus enable me to go towards English at the right time. I want to say thanks to my mentor of English, Jin Minxiu, a retired high school English teacher, for it was she who led me into the English world, supported me to go through the most demanding stage of accumulating the fundamental knowledge and mastering the basic skills of the English language, and set for me an example of a female English scholar and professional. I want to say thanks to my mentor of pedagogy, Zhao Heling, a retired university professor, for it was he who opened for me the door of the theory of curriculum and instruction in pedagogy, promoted me to reflect on the meaning of my English career, and led me to knock at the door of process philosophy. I want to say thanks to my mentor of process philosophy, the other author of this book, Jay McDaniel, a university professor in the United States, for it was he who patiently and encouragingly listened to my story of learning and teaching English in China, and appreciated it from the perspective of process philosophy, which contributes to the formation and becoming of this book.

I want to express my gratitude to my kinsfolk: my husband Du Dong, my daughter Du Anna, my mother Yang Jinyan (deceased), my parents in law Du Zhaogui and Zhang Ruixia, my sisters Xie Lijun, Xie Lirong and Xie Bangmei, my sisters in law Du Wei and Du Hui, and my brothers in law Du Liang, Du Jun, Du Yong and Du Hai, my nephews Xie Haikang, Xie Hankang, Li Ankang, Ye Konglong and Liu Tianshi, and my nieces Du Yuchen and Du Jiayi. Their diligence, adamancy and mutual help in daily life are a kind of quiet support for me to go forward on my journey of pursuing my English career in a care-free way, which contribute to some of my achievements in the career and to the possible becoming of this book. I also want to express my gratitude to all my teachers, classmates, students, co-workers and colleagues, for it is they who have instructed,

accompanied, challenged, hardened and supported me to go through the ups and downs in my English life and career, up till today. Last but not least, I want to express my gratitude to Wu Jiang, a professor of editorship of Chemical Industry Press, and his team, for it is they who appreciate the content of this book, approve of its value and eventually agree to have it published.

As an academic biography of an English professional in China, this book can be of theoretical as well as practical significance to the English education, and more specifically, to the learning, teaching and researching of the English curriculum and instruction in China. It can be employed by education majors as a textbook of the English pedagogy in the theory of curriculum and instruction specialty, by English majors as a textbook of the English teaching methodology course, and by learners and teachers of English in general as a reference or daily reading material.

I hope my story of learning and teaching English may encourage and help more lovers of English to start their journeys of working at English, and to travel with me...

Xie Bangxiu

Responding (from Jay McDaniel in Conway, the USA) —

As co-author of this book, I think of myself as a respondent more than a caller. In the African-American traditions of the United States, a type of music has emerged called the blues, in which there is always call-and-response. Imagine two people singing a song together, and one person sings a lyric which says "I am singing, can you hear me." Another person then sings, in response, "Yes I can hear you, and I offer you this response." The song consists of the voices of both parties, one calling and one responding. At least so it seems. But in truth, it's never really this simple. This is because when the responder responds, his or her response becomes a call, too. When the caller sings the next lyric, she is responding to his call. And so it goes.

This book is a result of two people calling and responding to one another. One of them, I myself, am a native English speaker. The other, Bangxiu Xie, is a native Mandarin speaker. We have known each other for more than a few years now, and we have learned much from each other—all the while calling and responding. This might sound like we are equals, but that is not quite true. When it comes to language learning, I can only wish that I had her skills. She is a mentor and an inspiration. She tells the story of how she developed these skills in this book, and as I respond I am also, always, marveling. In the first two paragraphs of this preface, she shares the joys she has received. One of the many sentences that inspire me is as follows: "It opens new doors to worlds different from my own, enabling me to meet with strange people, to see new things, to encounter fresh opportunities, and to learn from other cultures." Truth be told, Bangxiu Xie's journey in English language learning "opens new doors to worlds different from my own." It opens doors of understanding, where I come to understand the life of a friend from China better, recognizing that in some ways her journey is a window into many journeys. I am enriched and stretched by those journeys. Their journeys, in some small way, become my journey, too. That is one reason I am so grateful to her for allowing me to be a partner in this book.

Of course, as she makes so clear, we "partners" are not islands unto ourselves. We

can only exist by the graces of those who have mentored us, helped us, guided us, inspired us, and challenged us. My own mentors and guides include my mother Virginia, my wife Kathy, my sons Jason and Matthew, my colleagues at Hendrix College in Arkansas, my teacher John Cobb. And, I must admit, a very wide range of more-than-human inspirations: rivers in Texas, household pets, the sounds of the ocean surf, the soil of my household garden, they, too, are mentors in a way. And I must also acknowledge that, for me, too, the English language has been a mentor and friend. But now it is long past time to me that I and so many others in English-speaking lands partake a journey not unlike that of Bangxiu Xie, but in our case taking small steps (and larger ones where able) to learn Mandarin. Yes, we hear a call, too. Yes, we know that Chinese can introduce us to new worlds and friends. Thankfully, in some schools in the United States and other English-speaking nations, Chinese is now taught at school levels, too. My own niece, age sixteen as I write this, is learning Chinese as her second language. She goes to school in Washington DC. She's heard the call. She's entering into new worlds. As these worlds meet, through language learning, a deeply human hope is realized. It is that, in our calling and responding, we begin to share worlds and work together for a more just, sustainable, and peaceful world, one ni hao at a time. Bangxiu Xie helps lead the way.

Jay McDaniel

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第一部 学 英 语

作为一名在中国学和教英语的学习者和老师，我穿梭于汉语语言文化和英语语言文化之间，试图在不同文化的交接处探寻一种介于两者之间、联系两者、丰富两者的课程文化，在那里自我在跨越文化差异的运动中通过动态的相互联系而变得富有创造性。透过一种相互转化的课程文化接纳两者使我能够以一种新的方式来处理自我、关系和差异的问题。

英语学习是一个漫长的、终身的过程。一旦踏上英语学习的旅程并想一直走下去，一路欣赏不尽的风光，经受思想的洗礼，品尝文化的甘露，体验心灵碰撞的激动，享受畅通无阻的交流，则需要心甘情愿地经历几番寒彻骨。

我从自己学英语^[1]的经历中体会到，英语学习应该是学生自愿选择的，而不应是被强加的。在英语学习中，学习者会遇到一些不可避免的难关，如过语音关，开口读或说英语，积累词汇，掌握语言结构，掌握听、说、读、写、译、交流等语言技能等等。学习者只有发掘个人性格中的优势，抱着积极的心态，主动、耐心、持之以恒地学下去，才能不时有所收获，才能逐渐过关斩将，才能最终享受交流的畅快。在这里，我愿展开我的英语学习旅程，并邀您同行……