

RESOURCE  
BOOKS FOR  
TEACHERS

牛津英语教师宝库

series editor  
ALAN MALEY

# CULTURAL AWARENESS

原著 Barry Tomalin  
Susan Stempleski

导读 邓明德

## 文化意识

华东师范大学出版社  
牛津大学出版社

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牛津英语教师宝库

RESOURCE BOOKS FOR TEACHERS

## **文化意识**

## **CULTURAL AWARENESS**

丛书主编/Alan Maley

原著/Barry Tomalin

Susan Stempleski

导读/邓明德

责任编辑/毛静国

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## 《牛津英语教师宝库》合作版前言

《牛津英语教师宝库》(Resource Books For Teachers)是英国牛津大学出版社 90 年代的优秀选题。它荟萃近年来国际上英语教学与研究领域的精华,以课堂教学为主线,围绕“如何上好英语课”这个问题,为广大英语教师提供宽广的思路和实例型的参考。

《牛津英语教师宝库》至今已出版 20 余册,每册一般研讨一个主题或一个教学侧面。数十名具有多国英语教学经验优秀教师组成实力雄厚的作者群体;国际知名英语教学专家 Alan Maley 担任丛书主编。丛书遵循一系列科学清新的外语教学原则,但每一册又充分展现各自独特的风格与个性。《牛津英语教师宝库》旨在成为教师能直接汲取教学知识的资源。

这套《牛津英语教师宝库》(合作版)幸运地诞生在中国英语教育事业蓬勃发展的年代。随着改革与开放的深入,在中国广阔土地上的各级各类学校中,英语学科充满生机与活力,教学成就令世人瞩目。人们高兴地注意到,在当今中国学校里,越来越多的英语教师正在迈向新的目标与高度。他们在完成日常教学工作的同时,十分注重自身专业素质的提高,积极投身于教学研究以及各方面的进修与学习。毫无疑问,这种发生在无数英语教师身上的深刻变化预示着中国英语教学改革更加辉煌的明天;同时也呼唤国际同行之间更多的交流与合作。时代的脉搏使牛津大学出版社深深感受到《牛津英语教师宝库》与中国英语教师之间的呼应与联系。

1997 年秋,牛津大学出版社与华东师范大学出版社开始酝酿关于《牛津英语教师宝库》的项目合作。在中国教育领导部门的热情关怀下,项目评估工作迅速展开。由北京师范大学、上海师范大学、上海教育学院、上海市卢湾区教育学院、复

旦大学、上海外国语大学以及华东师范大学等高校教师组成的专家小组提出了十分中肯宝贵的意见。在此基础上,两社商定从《牛津英语教师宝库》丛书中选择若干课题,邀请国内英语教学专家撰写中文导读,努力使合作版作品切合中国中小学英语教学改革的实际需要。

首批推出的五个选题均针对基础阶段的课堂英语教学,因为这些课题也正是广大中小学英语教师实践与探索之中的问题。各本著作都含有相当数量参考价值较高的课堂活动介绍;同时,每本著作中的一系列活动又较集中地体现作者某一方面的教学观念和革新意识。前者是教学的表现模式,后者是起指导作用的内核。两者相辅相成,同等重要。

在五本著作之中,《以学生为主体的英语教学》和《课堂活力》两书中的篇章比较典型地反映出作者关于如何建设新型的师生关系、如何根据学生需要更新教学内容以及如何精心培育课堂气氛等主题的思考;而《文化意识》一书又通过揭示“文化”与“语言习得”之间密不可分的内在联系,引导教师探究提高英语教学水平的新途径。年幼学生具有明显的心理和学习特征,《少年儿童英语教学》和《讲故事 教英语》两书的作者则从发展少年儿童身心和学习能力的高度去认识少年儿童英语教学的奥秘,并以自己成功的实践经验与广大教师分享要领与技能。

导读撰写工作是合作项目中的一个中心环节。两社发挥联合优势,努力创造有效形式服务读者。在保持原作整体精神和篇章本意的前提下,合作版作品在原文前言、引论、使用建议和章节之前增加了用简短的汉语撰写的“篇章介绍”,同时从中国英语教学实际需要的视角,提供了一些“阅读参考”和“导读意见”。两社衷心希望,这一尝试将对广大教师有所启迪,有所帮助。

当前社会上有关英语教学理论和实践的书籍品种繁多。但是,《牛津英语教师宝库》类型的以各式具体教学方案为主的英语原版著作尚不多见。除了作品内容方面的价值,就《牛

津英语教师宝库》的英语语言质量而言,入选课题的原作本身也不愧为一套优秀的进修教材。

愿合作版《牛津英语教师宝库》真正成为广大教师的挚友。

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牛津大学出版社

# The authors and series editor

**Barry Tomalin** is a writer, trainer, and broadcaster on educational matters, specializing in the use of educational technology, including video. He trained at International House in the UK, and has been a teacher trainer in Algeria, West Africa, and Paris. Since 1977 he has worked at BBC English in the BBC World Service and has lectured all over the world, training teachers in language teaching methodology, especially in the use of video. He is the author of numerous books and articles, including the self-study video course *Follow Me, Video in Action* (with Susan Stempleski), and *Video in the English Class*. His interest in the teaching of cultural awareness arises from his research into video and from working with different national groups in Europe, Latin America, the United States, and the Far East. He is married with one son.

**Susan Stempleski** has been involved in EFL/ESL since 1966. She has been a Fulbright lecturer in Bolivia, and a United States–Spain Joint Committee lecturer in Spain. As an Academic Specialist for the United States Information Agency, she has conducted teacher training and development programmes in Turkey, Burundi, Chile, Czechoslovakia, Ecuador, Greece, and South Africa. She is based in New York City, where, in addition to teaching at the Hunter College International English Language Institute of the City University of New York and at Teachers College, Columbia University, she is a freelance consultant and writer. Her numerous publications include *Video in Action* (with Barry Tomalin) and *Hello, America*.

**Alan Maley** worked for The British Council from 1962 to 1988, serving as English Language Officer in Yugoslavia, Ghana, Italy, France, and China, and as Regional Representative for The British Council in South India (Madras). From 1988 to 1993 he was Director-General of the Bell Educational Trust, Cambridge. He is currently Senior Fellow in the Department of English Language and Literature of the National University of Singapore. He has written *Literature*, in this series, *Beyond Words*, *Sounds Interesting*, *Sounds Intriguing*, *Words*, *Variations on a Theme*, and *Drama Techniques in Language Learning* (all with Alan Duff), *The Mind's Eye* (with Françoise Grellet and Alan Duff), and *Learning to Listen* and *Poem into Poem* (with Sandra Moulding). He is also Series Editor for the New Perspectives and Oxford Supplementary Skills series.

# 导 读 前 言

## 篇章介绍

前言指出“目标语文化”(target culture)的学习是外语教学大纲中的一个重要部分,并说明了如何把目标语文化纳入外语教学。作者指出,本书的两个目的是紧密相连的,即提高学生的文化意识和促进外语教学。

作者在前言中强调了实用的重要,并提出必须使用生动、有趣旨在调动学生积极性的教材;同时也指出由于他们采用的是清楚易懂(common-sense)和切合语言实际应用的(pragmatic)方法,各部分教材的目的及要求便不言而喻。

前言还指出,本书一个最有价值的信息是,人类的文化虽然各异,但仍然存在共同之处。

# Foreword

In Classical–Humanist models of language education, culture (which usually meant high culture with a capital C) traditionally occupied a prominent position. More recent models have tended to stress the behavioural aspects of culture, and in particular its role in communication (and communication breakdown). Indeed, the concept of ‘culture’ has become something of a fashionable cliché in language-teaching circles in recent years.

This book strips away the layers of obfuscation which clichés invariably generate. It reminds us of *why* ‘culture’ is a valuable component of foreign-language programmes, and shows us *how* we might go about incorporating it into our teaching.

The title is not without significance. It remains doubtful whether culture, high or low, can really be taught, though generations of learners have been taught *about* culture. This book attempts to show that what we can do is to raise awareness of cultural factors. In so doing, we shall aim to sharpen observation, encourage critical thinking about cultural stereotypes, and develop tolerance. These are educational issues which reach out well beyond mere language teaching. Cultural awareness-raising is an aspect of values education. As such it offers a welcome opportunity for transcending the often narrow limits of language teaching.

The book might equally well have carried the title *Culture as a Language-Learning Resource*, for the activities, at the same time as raising cultural awareness, also offer a rich array of interesting and highly motivating language-learning resource material. The dual aims of the book are thus closely intertwined: to raise cultural awareness, and, in so doing, to promote language learning.

The authors adopt a common-sense, pragmatic approach, allowing the materials to speak for themselves. This will be welcome in a field notorious for obscurantism and vague, high-sounding terminology.

Perhaps the most valuable message of the book is that, while cultures may differ, people none the less share a common humanity.

Alan Maley

# 导 读 引 论

## 篇章介绍

本书所讨论的“跨文化意识”(cross-cultural awareness)涉及英美人的生活、习俗、信念、价值观念以及他们对日常事物的看法和情感;这些不仅通过语言也通过辅助语言(paralinguistic)方式如衣着、手势、姿态、脸部表情及动作行为等来表达,作者认为这些辅助语言方式是最易受有关文化影响的。

作者指出本书中的“文化意识”是指下列 3 个方面:

1. 对受自身文化影响的行为的意识;
2. 对他人受其自身文化影响的行为的意识;
3. 对自身文化观点作解释的能力。

毋庸置疑,不同文化间的相互影响是语言研究发展最快的领域之一,所以系统地对此研究很有必要,因为这涉及到超越国界的语言、社会及经济诸多因素。具体说有 4 点:

1. 太平洋沿岸诸国如日本、韩国、马来西亚的经济地位的提高已使越来越多的学生到国外去学习英语,这就有必要重新评价所教内容,且更为详细地探讨、解释文化间的差异。

2. 近年来不断增多的移民已使讲英语国家的教师意识到有必要把本国的生活方式教给移民,并了解这些移民国的生活方式,这样必然会影响本国的文化意识。

3. 语用学的研究使得受文化因素影响的文化交流的意识程度加强;这些因素包括交谈的礼节程度及礼貌程度。

4. 诸如手势、姿态、脸部表情等非语言交流的研究表明,

这些是语言行为最受影响的部分。

作者还指出,以往学校课程安排及教科书只重视对“成就文化”(achievement culture)[也可称为“大文化”(Big C)],即历史、地理、文学、艺术等的教学;而“行为文化”(behaviour culture)[也可称为“小文化”(little c)],即受文化影响的信念和理念,则被认为是次要及辅助性的;而作者认为“行为文化”也应该成为一门正规、系统的课程。

作者建议,教师在备课时应参考 Ned Seelye 1988 年在 *Teaching Culture* 一书中所提出的旨在提高学生跨文化交际技能的 7 大教学目标,并将其与 5 大实际教学原则相结合。

7 大教学目标分别为:

1. 使学生逐渐意识到人们的行为无不受到有关文化的影响。
2. 使学生逐渐意识到人们的言行受到诸如年龄、性别、社会阶层、居住环境等可变因素的影响。
3. 使学生进一步了解目标语文化在通常情况下的常规行为。
4. 增强学生对目标语中词及词组在文化内涵上的了解。
5. 提高学生用实例对目标语文化进行评价并加以完善的能力。
6. 使学生具有必要的查获及整理有关目标语文化信息的技巧。
7. 激发学生对目标语文化的求知欲并鼓励他们与该文化的人们有所共鸣。

5 大实际教学原则分别为:

1. 通过所教授的语言了解其文化。
2. 使文化行为成为每课学习必不可少的一部分。
3. 使学生获得他们认为所需的取得社会经济地位的能力。
4. 使所有不同水平的学生对自身文化及目标语文化均有了解。
5. 要意识到并非所有的文化教学旨在改变学生自身的文化行为,只是要求学生认识到人们的某些行为是受其文化影响的,并对那些行为表示理解。



在教学材料选用方面,作者认为教材可以多种多样,但关键是教师在选用教材时要有很强的针对性;作者竭力推荐教学任务明确的教学方法,强调调动学生的积极性并开展多种形式的操练活动。