

2023暑期跨文化外语教育专题研修

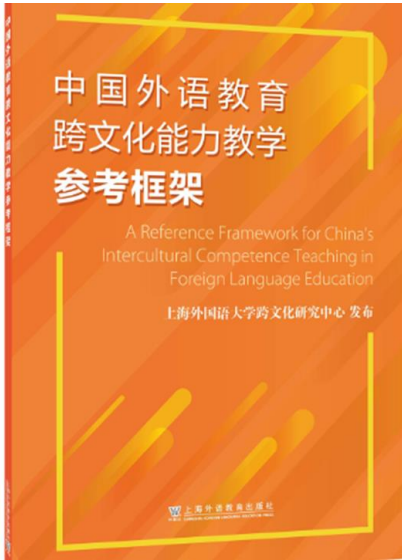
# 跨文化外语教学设计与案例展示

江西师范大学 沈兴涛

上海外语教育出版社



- 依托《大学跨文化英语综合教程》教材



- 借鉴《中国外语教育跨文化能力教学参考框架》



# Why?

- 探索如何在英语教学中融入跨文化交际内容 (Content-based instruction)
- 符合“两性一度”的课程建设标准(高阶性、创新性、挑战度)

通过系统化的教学设计流程，提供丰富的学习体验

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# 教学设计的起点

## 研读语篇

“教师要以语篇研读为逻辑起点开展有效教学设计。充分认识语篇在传递文化意涵，引领价值取向，促进思维发展，服务语言学习、意义理解与表达等方面的重要作用。”（中华人民共和国教育部，2022）

# What-Why-How

## What

01

语篇的主题  
和内容是什么？

## Why

02

语篇传递的  
意义是什么？

## How

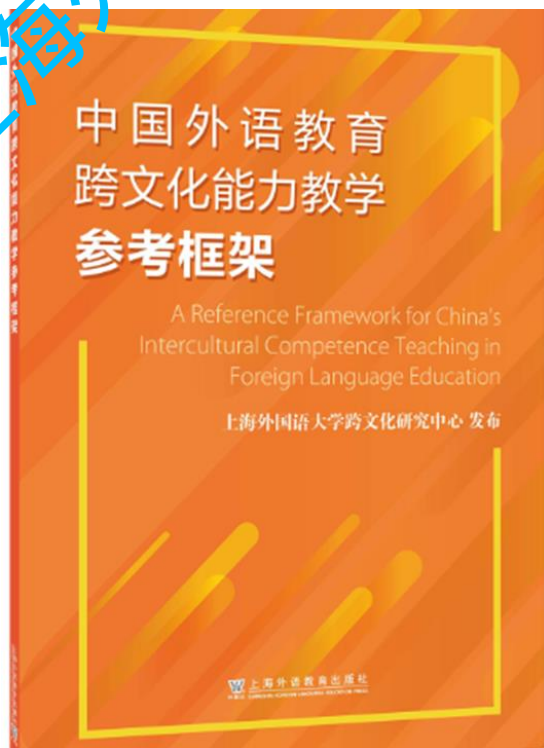
03

语篇具有什么样  
的文体特征、  
内容结构和语  
言特点？

（中华人民共和国教育部，2022）

# 确立教学目标

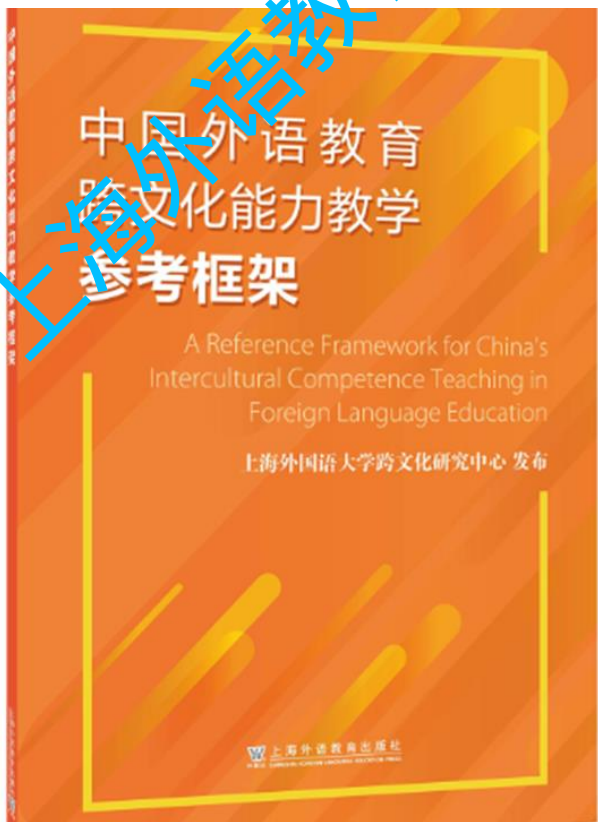
OBE 教育理念（“学到了什么”和“能做什么”）



## 综合考虑三个维度

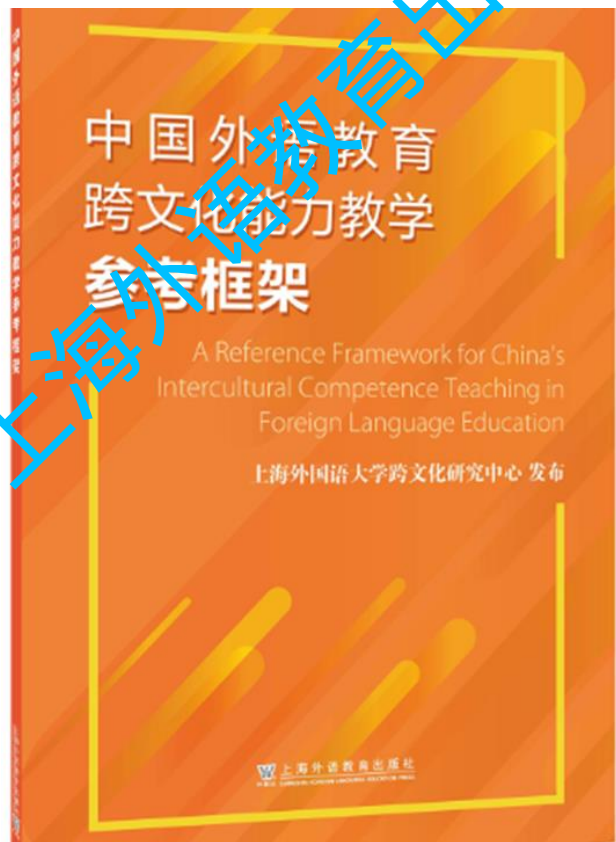
1. 认知理解维度
2. 情感态度维度
3. 行为技能维度

# 认知理解维度



在外语学习过程中通过教材和课堂教学语料，接触到世界各国各地区文化，通过教师的课堂话语和教学活动的引导，学习和理解这些文化产品、文化行为和文化思维，同时，唤醒对自身文化的反思，增强对文化差异的认知，从而促进他们对普遍文化知识的理解，形成较强的批判性文化意识。

# 情感态度维度



**文化意识:** 激发学生对不同文化的好奇心和乐于学习和探索的意愿, 培养他们开放、包容、尊重、理解、欣赏的情感态度, 增强他们从文化差异的角度看待问题、分析问题和解决问题的意识。

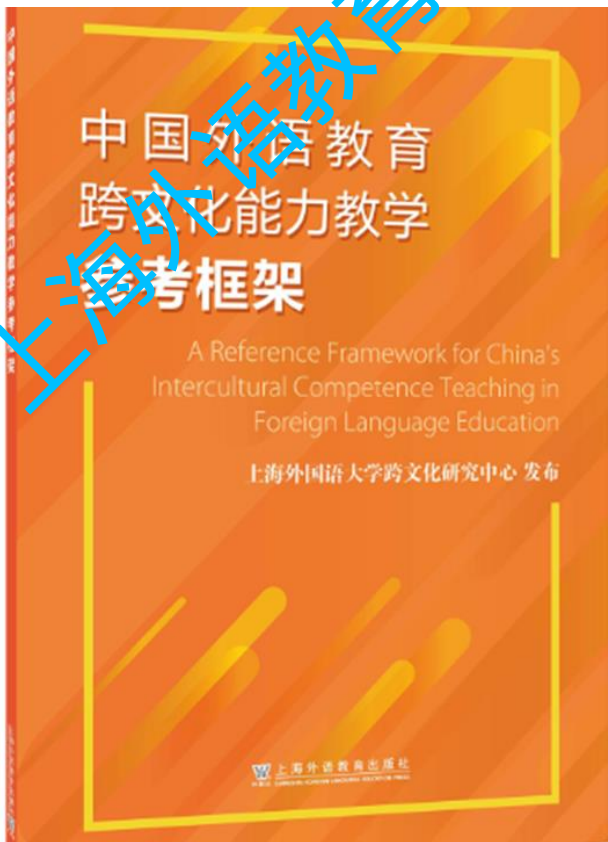
**国家认同:** 培养学生既对自己的中国文化身份高度自信和认同, 也对世界其它文化持尊重、理解和欣赏态度的融合型身份认同, 为学生扎下文化之根, 注入民族之魂。

**全球视野:** 引导学生在欣赏世界文化多样性的基础上, 理解人类共同价值, 关注全球性问题, 理解构建人类命运共同体的意义, 为今后代表我国参与全球治理做好准备。



# 行为技能维度

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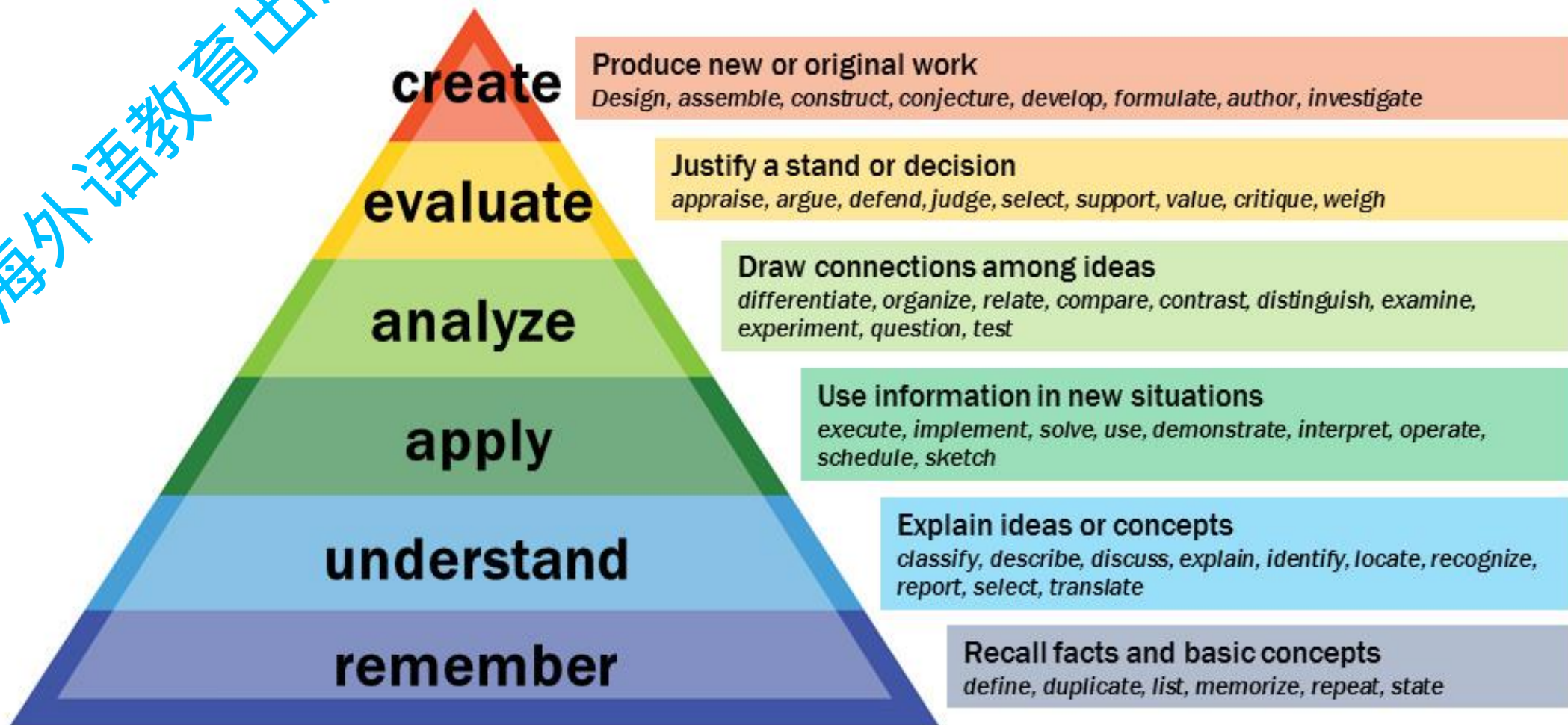


**跨文化体认：**学生积极参加和体验跨文化交际，在接触不同文化现象和群体时，要善于捕捉、观察，要能够描绘、讲述自己关注到的文化内容和现象。

**跨文化对话：**学生在与不同文化群体之间的互动和交流过程中，既能倾听、理解他人的思想，也能陈述、表达自己的观点，遇到误解时，能够从文化差异角度去分析和理解，并采用积极合理的策略消减误解，促成有效交际，维持和谐关系。

**跨文化探索：**强调培养学生勇于探索、善于反思、敢于创新的跨文化自主学习能力非常重要。

# Bloom's Taxonomy



结合布鲁姆的学习分类法，确保教学目标涵盖不同的认知层次。

# 分析学生的特点和需求

1. Monochronic-Polychronic Scale (Charles Phipps J.D.)

2. Discovering Personal Value Dimensions (Stella Ting-Toomey)

...

1. You have two hours to prepare for an examination for one class and an oral report that you and several fellow students will present in another class. The exam score is your own; the oral report earns a group grade. Both are worth 25 percent of your grade in each class. In the two hours, you can only do one well. What should you do?
- \_\_\_\_\_ Study hard for the exam—it reflects your individual achievement.
  - \_\_\_\_\_ Prepare for the group report—do not let down your team members.
2. You are deeply in love with a romantic partner from a different cultural background. However, your parents do not approve of him or her because they think it's hard enough to make a relationship work even if the person is from the same culture. What should you do?
- \_\_\_\_\_ Tell your parents to respect your dating choice and decision.
  - \_\_\_\_\_ Tell your partner to be patient and try to understand your parents' viewpoint.
3. Your next-door neighbors are partying loudly again and it's already 1:00 a.m. You have an important job interview scheduled for the early morning. You really want to have a good night's sleep so that you can wake up refreshed in the morning. What should you do?
- \_\_\_\_\_ Tell your neighbors to stop partying.

**Scoring:** If you put a check mark on the (a) answers, the answer keys are as follows: (1a) *individualistic*, (2a) *small power distance*, (3a) *weak uncertainty avoidance*, and (4a) *"feminine" patterns*.

If you put a check mark on the following (b) answers, your answers are reflective of the following: (1b) *collectivistic*, (2b) *large power distance*, (3b) *strong uncertainty avoidance*, and (4b) *"masculine" patterns*.

If you have checked some (a) answers and some (b) answers, your values are reflective of a mixed set of value patterns. Review and label your own answers now.

# What would you do?



**Scenario:** A white woman introduces Asian fiancé to disapproving parents.

# 设计教学活动

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## Experiential Learning

强调学生者为主体，通过体验学习，建立对所学内容的深刻理解。



<https://experientiallearninginstitute.org/>

1. 文化故事分享

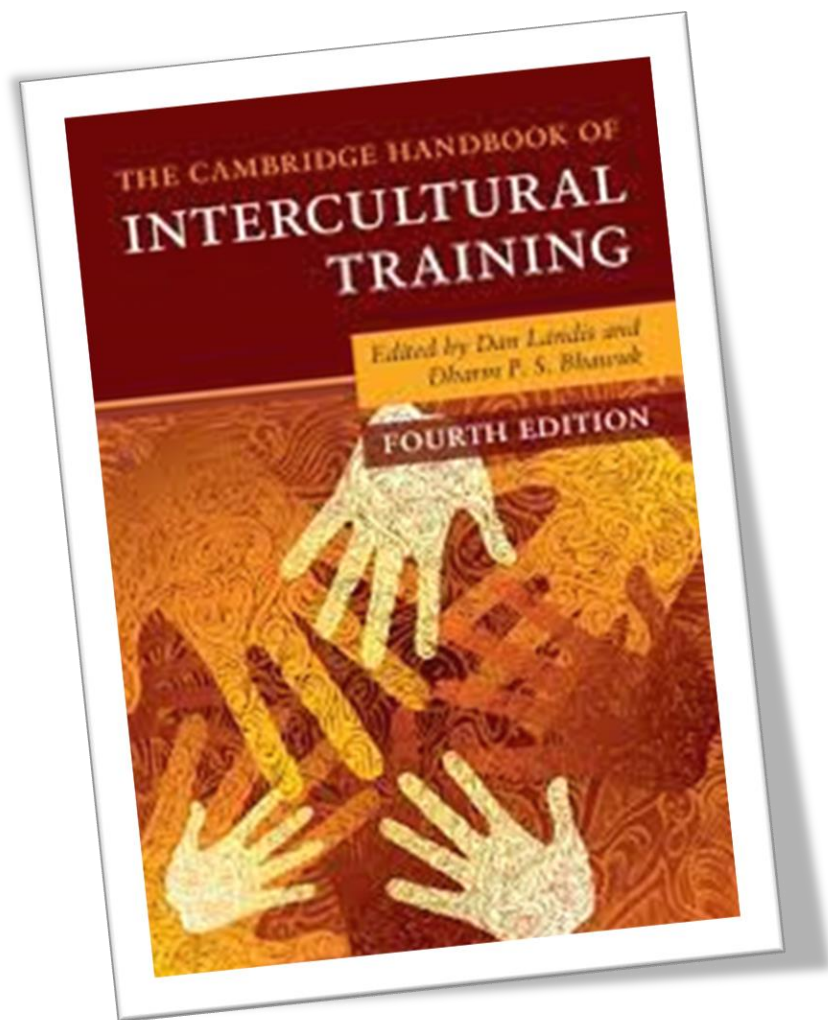
2. 文化展示

3. 模拟游戏

4. 案例分析

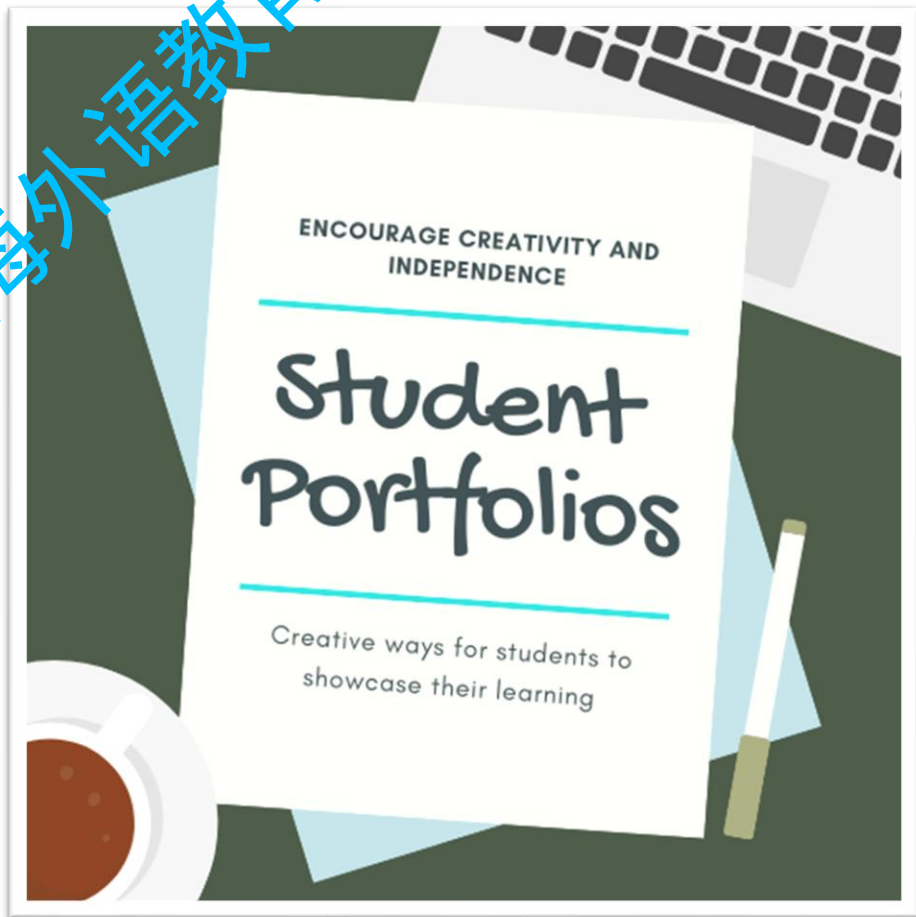
5. 关键事件

.....



# 评价

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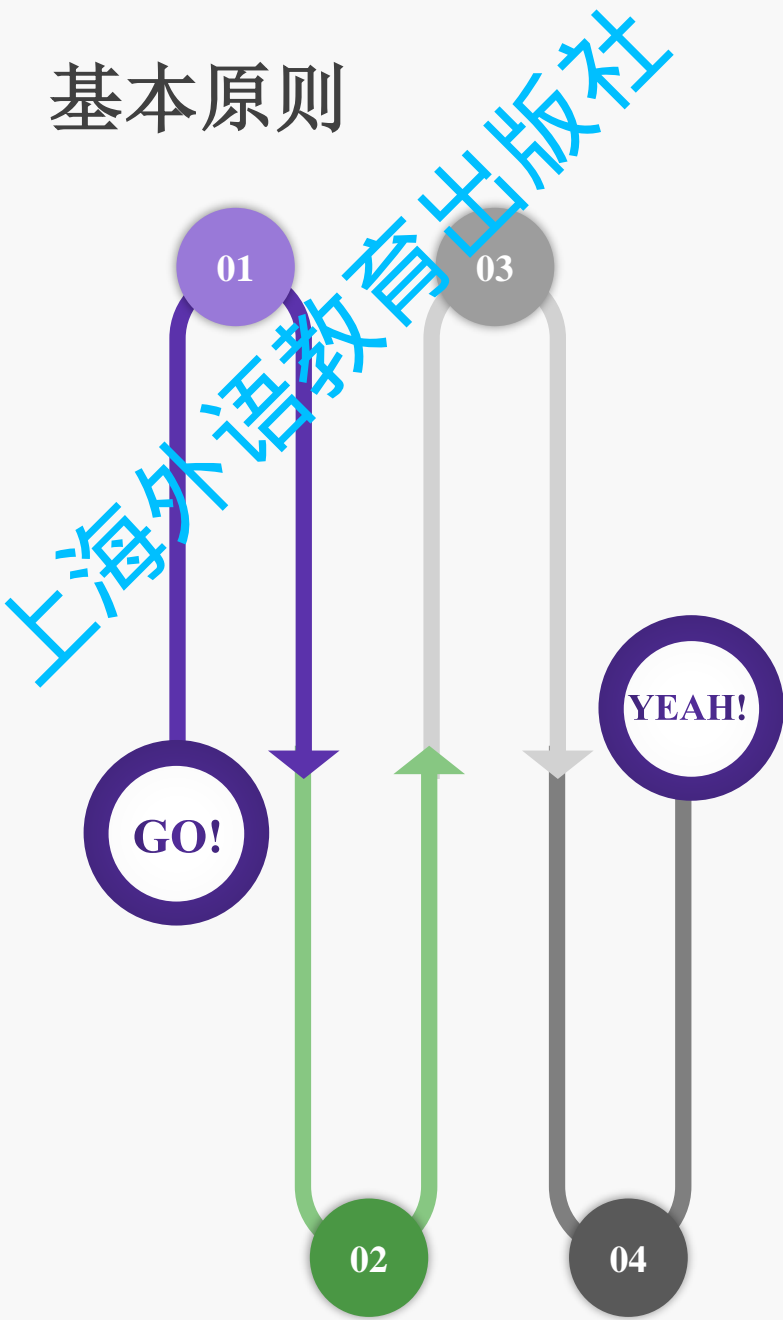
认知理解维度

情感态度维度

行为技能维度



# 基本原则



01

## INTEGRATED LEARNING

运用综合性、关联性、实践性的外语学习活动观，将语言教学与跨文化教学有机融合。

02

## PROGRESSIVE LEARNING

借鉴布鲁姆学习分类法，形成“understanding & analyzing – Applying & Evaluating – Reflecting & Creating”的设计理念，促进语言能力和跨文化能力循序渐进地提升。

03

## EXPERIENTIAL LEARNING

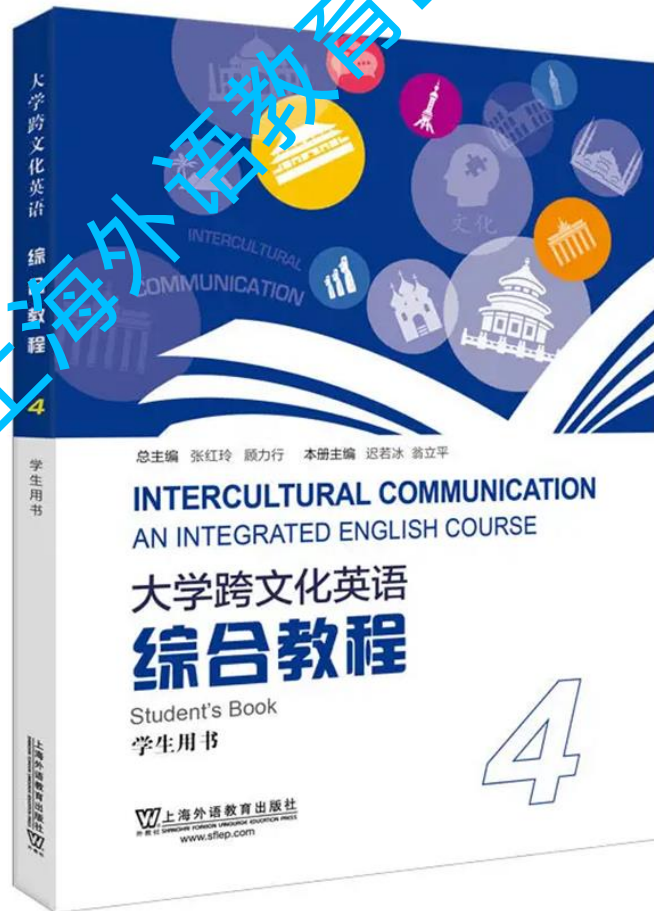
强调跨文化交际的体验和实践，增强跨文化敏感性，培养跨文化交际能力。

04

## CULTURAL IDENTITY

学习者既是学习的主体，也是文化的载体，尊重学习者及其文化背景，强化文化身份认同。

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## Unit 6

# Learning about Cultural Patterns

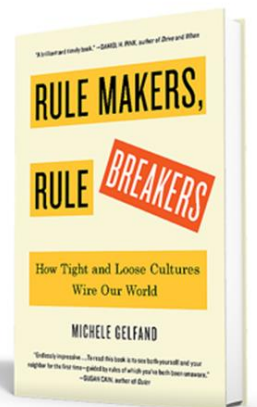
# Teaching Materials

In *Rule Makers, Rule Breakers*, celebrated cultural psychologist Michele Gelfand takes us on an epic journey through human cultures, offering a startling new view of the world and ourselves. With a mix of brilliantly conceived studies and surprising on-the-ground discoveries, she shows that **much of the diversity in the way we think and act derives from a key difference — how tightly or loosely we adhere to social norms.**



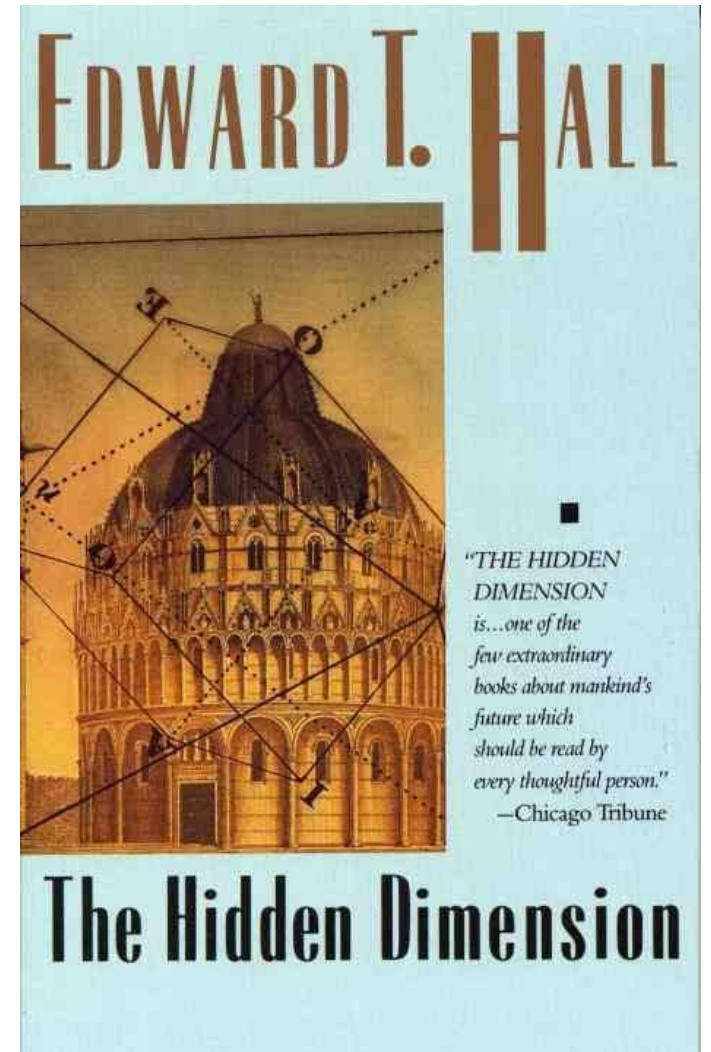
## Rule Makers, Rule Breakers

How Tight and Loose Cultures  
Wire Our World



# Teaching Materials

In *The Hidden Dimension*, Edward T. Hall describes the culturally specific temporal and **spatial dimensions** that surround each of us, such as **the physical distances people maintain in different contexts**.



# Identify Intercultural Communication Topics

- **What** are cultural patterns?
- **How** does culture affect people's behavior?
- **Why** do we need to embrace cultural differences?

# Learning Objectives

## 对接“跨文化能力教学参考框架”

### 认知理解维度

- 学生能够理解tight-loose概念，包括它在不同文化中的表现、影响和意义。
- 学生能够理解文中涉及的文化差异和全球文化多样性的重要性。

### 情感态度维度

- 学生能够展现开放包容的态度，尊重和欣赏不同文化之间的差异和共通之处。

### 行为技能维度

- 学生能够运用跨文化交际知识来探讨和解释tight-loose概念在实际生活中的体现。

# Teaching Approach

## Project-based learning (PBL)

(investigate and respond to an authentic, engaging, and complex problem or challenge with deep and sustained attention)

- What are cultural patterns?
- How does culture affect people's behavior?
- Why do we need to embrace cultural differences?



### Project

Country:

Cultural pattern:

Communication Style:

Communication Strategies:

...

# Some Teaching & Learning Activities

## Which Mindset Do You Have?

To find out, rate how accurately each statement describes you. Describe yourself as you generally are now, and not as you wish to be in the future.

### Question 1

I am very careful to avoid making mistakes.

Very Inaccurate	Moderately Inaccurate	Neither Inaccurate Nor Accurate	Moderately Accurate	Very Accurate
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Question 2

I enjoy the uncertainty of going into a new situation without knowing what might happen.

Very Inaccurate	Moderately Inaccurate	Neither Inaccurate Nor Accurate	Moderately Accurate	Very Accurate
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Question 3

I reflect on things before acting.

Very Inaccurate	Moderately Inaccurate	Neither Inaccurate Nor Accurate	Moderately Accurate	Very Accurate
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Mindset Quiz

# How Tight or Loose Are You?

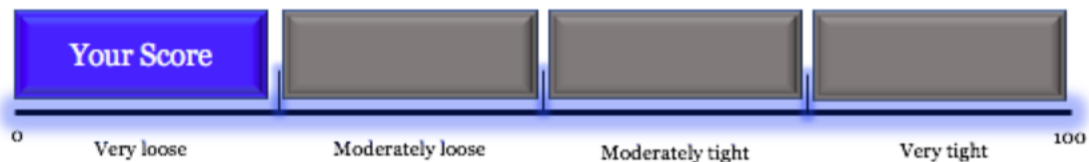


# Some Teaching & Learning Activities

## Which Mindset Do You Have?

### YOUR RESULTS - Very Loose Mindset

SCORE: 37 / 100.



Your score on this test is consistent with Americans who generally have very loose mindsets.

<https://www.michelegelfand.com/tl-quiz>

# Some Teaching & Learning Activities

Para. 1

## Read & Retell

Some examples of cultural differences have been introduced in this paragraph. **Would you please explain each of these examples in your own words?**

# Some Teaching & Learning Activities

- It's 11:00 p.m. in Berlin. Not a single car is in sight, yet a pedestrian waits patiently at the crosswalk until the light turns green.
- In Boston, at rush hour, commuters flout the “Do Not Cross” sign as they dart in front of cabs.
- In São Paulo, where it's 8:00 p.m., locals are frolicking in string bikinis in public parks.
- In Silicon Valley, it's midafternoon and T-shirted employees at Google are playing a game of Ping-Pong.
- In Zurich, at the Swiss bank UBS, which for years mandated a forty-four-page dress code, executives burning the midnight oil have barely loosened their ties.

# Some Teaching & Learning Activities

## Para. 2

The **diversity** of human behavior is astonishing,...

**diversity**: the fact of many different types of things or people being included in something; a range of different things or people.

**cultural diversity**: the existence of a variety of cultures in a specific region, or in the world as a whole.



# Some Teaching & Learning Activities

**Translate the following sentences into English.**

1) 该节日促进了文化多样性，发展了不同民族，不同社会的友好关系。

The holiday contributes to cultural **diversity** and friendship among peoples and different communities.

2) 文明是多彩的，人类文明因多样才有交流互鉴的价值。

Civilizations have come in different colors, and such **diversity** has made exchanges and mutual learning among civilizations relevant and valuable.

# Some Teaching & Learning Activities

## Para. 3

But somehow, despite all of our technical prowess, we've made surprisingly little progress in understanding something equally important: our own cultural differences.

**Question:** Why is it important to understand cultural differences?

# Some Teaching & Learning Activities

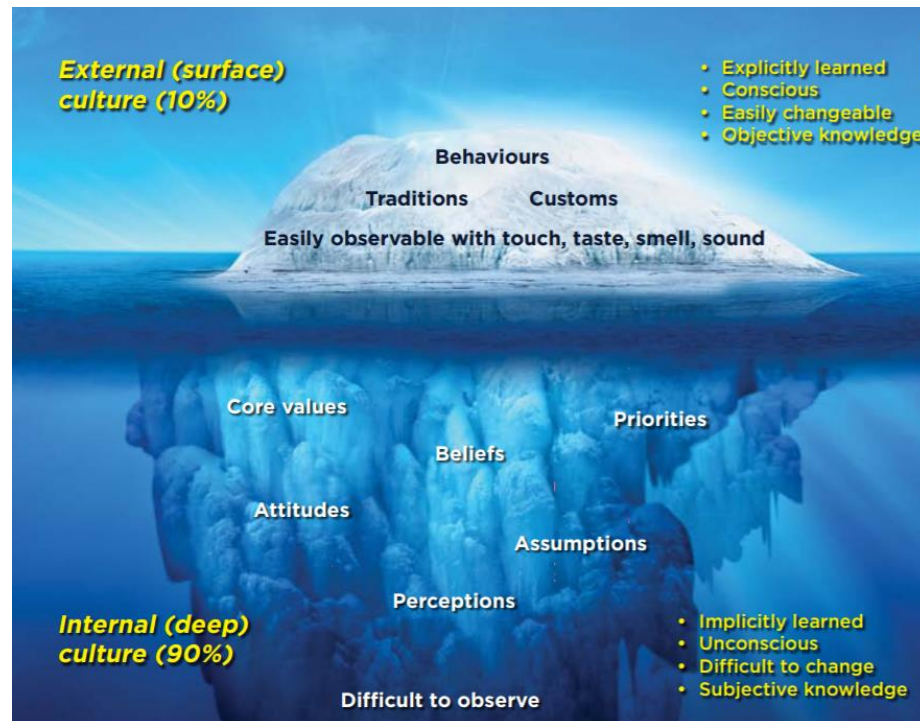
## Para. 4

**Question:** According to the author, what is the problem in previous approaches to explaining cultural differences?

People focused too much on surface-level cultural differences and missed the deep-level ones.

# Some Teaching & Learning Activities

The majority of the iceberg is hidden beneath the surface. In 1976, Edward T. Hall suggested that culture was similar to an iceberg. He proposed that culture has two components and that only about 10% of culture (external or surface culture) is easily visible; the majority, or 90%, of culture (internal or deep culture) is hidden below the surface.





# Some Teaching & Learning Activities

## **What's in your cultural iceberg?**

Invite one student to present one of his or her cultural traditions.

Ask the class to tell what elements of culture have been touched upon in the speaker's presentation.

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# Some Teaching & Learning Activities

## Para. 6

**Question:** How did the author explain the rationale of classifying cultures into “loose” and “tight”?

Cultures vary in the strength of their social norms, with profound consequences for people’s worldviews, environments, and brains.

# Some Teaching & Learning Activities

Do you know many different social norms across the world?

Watch the video clip and find out ...



# Some Teaching & Learning Activities

- **In Croatia**, people are supposed to clean not only their own house but also the outside of their house.
- **In Ireland**, it is considered rude to accept any food item from the host the first time it is offered to them.
- **In Lebanon**, traffic rules tend to be loose.
- **In Jordan, Iran and many Arab countries**,
  - 1) If someone compliments about something you are wearing, it is considered rude.
  - 2) If you want to accept the gift, don't say yes before you have said no at least thrice.

# Some Teaching & Learning Activities

## Para. 7

Read this paragraph carefully and list the examples illustrating the characteristics of tight cultures and loose cultures.

<b>Tight Cultures</b> (have strong norms and little tolerance for deviance)	<b>Loose Cultures</b> (have weak social norms and are highly permissive)

# Some Teaching & Learning Activities

Scholars have compiled a variety of **cultural pattern typologies**.

Suggested reading materials

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## Project

Country:

Cultural pattern:

Communication Style:

Communication Strategies:

...

- Presentation
- ePortfolio

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Thank you!

