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外教社®

英语阅读教学中的跨文化能力培养： 教学模式与活动设计

依涵

北京语言大学 外国语学部

2023年7月

提纲

大学英语课程中跨文化能力的定位

以“英语经典阅读课”为例

基于环境分析的教学模式与活动设计

跨文化教育 与 大学英语教学

大学英语教学指南（2020年版）指出：大学英语课程是普通高等院校通识教育的一个重要组成部分，兼具**工具性**和**人文性**。

其人文性体现在两个方面：

- 第一，**跨文化教育**（增强跨文化交际能力）；
- 第二，培养学生对中国文化的理解和阐释能力，服务**中国文化对外传播**。



跨文化教育 与 外语教学

- 外语教学的本质是跨文化教育（张红玲）
- Language is not simply a reflector of an objective cultural reality. It is an integral part of that reality through which other parts are shaped and interpreted. It is both **a symbol of the whole** and **a part of the whole** which **shapes and is in turn shaped by sociocultural actions, beliefs and values**. In engaging in language, speakers are enacting sociocultural phenomena; in acquiring language, children acquire culture. To teach culture without language is fundamentally flawed.

(Byram 1991: 18)

课程设置中跨文化能力培养的定位

大学英语教学指南（2020年版）课程设置总体框架

- 大学英语教学的主体内容可分为**通用英语**、**专门用英语**和**跨文化交际**三部分，并由此形成相应的三大类程。
- 跨文化交际课程侧重体现大学英语的人文性特征。高校可根据需要**开设不同级别的跨文化交际课程**，也在**通用英语课程中融入跨文化交际的内容**。



课程设置中跨文化能力培养的定位

大学英语教学指南（2020年版）课程设置总体框架

基础级别	提高级别	发展级别
目标：以丰富学生中西方文化知识；培养中西方差异 意识 为目的	目标：提升文化和跨文化意识；提高跨文化 能力	目标：通过 系统 的教学，进一步增强学生的跨文化意识，拓展国际视野，提升综合语言能力和跨文化交际能力。
跨文化交际课： 讲授与中西方文化相关的基础知识	跨文化交际课程	
通用英语课程： 适当导入中西方文化知识； 隐性教学	文化类课程	

各高校应根据高校类型、层次、生源、办学定位、人才培养目标等，遵循语言教学和学习规律，合理安排相应的教学内容和课时，形成反映**本校特色**、**动态开放**、**科学合理**的大学英语体系。



英语经典阅读课

课程定位

- 内容依托型英语课
- 通识教育
- 跨文化能力为导向

可读性

- 可读性
- 思想性
- 学科性

目标导向

- 语言层面：
 - 英语综合运用能力
- 学科知识层面：
 - 人文社科的核心话题
- 思维和素养层面：
 - 学术与思辨
- 跨文化能力：
 - 跨文化理解、有效得体的沟通能力

以赛促教、以赛促学：

“外教社杯”
全国高校学生
跨文化能力大赛

第四届：
北京市赛区特等奖
全国总决赛一等奖

第五届：
北京市赛区特等奖
全国总决赛一等奖



课程改革的动因

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人才培养需求
课程要求



解决教学中
面临的问题



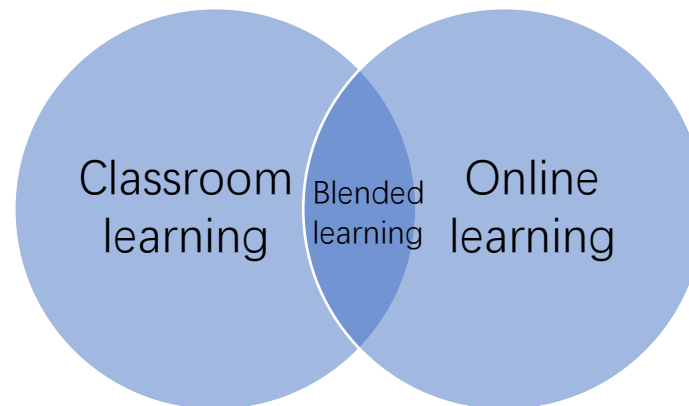
英语阅读课的教学环境分析与跨文化能力培养策略

环境分析	教学设计
对阅读的感受： 单一、枯燥、难度大、不亲近	混合式教学模式（增强互动性、参与感、合作学习、拓展意义建构的空间）
对阅读的认知： 以“读懂”为目标，不了解如何挖掘文本的深层含义	融入跨文化能力培养的阅读活动

混合式学习 (Blended Learning)

A simple definition

- Blended learning is a **thoughtful** integration of classroom face-to-face learning experiences with online learning experiences (Garrison & Kanuka, 2004).



- | | |
|------------------------|-------------------------------|
| • Motivation | • Self-paced study |
| • One-to-one feedback | • Mobility |
| • Personal counselling | • Self-tracking and control |
| • Guidance | • Online assessment |
| • Practice activities | • Group chats and discussions |
| • Team work | • ... |
| • | |

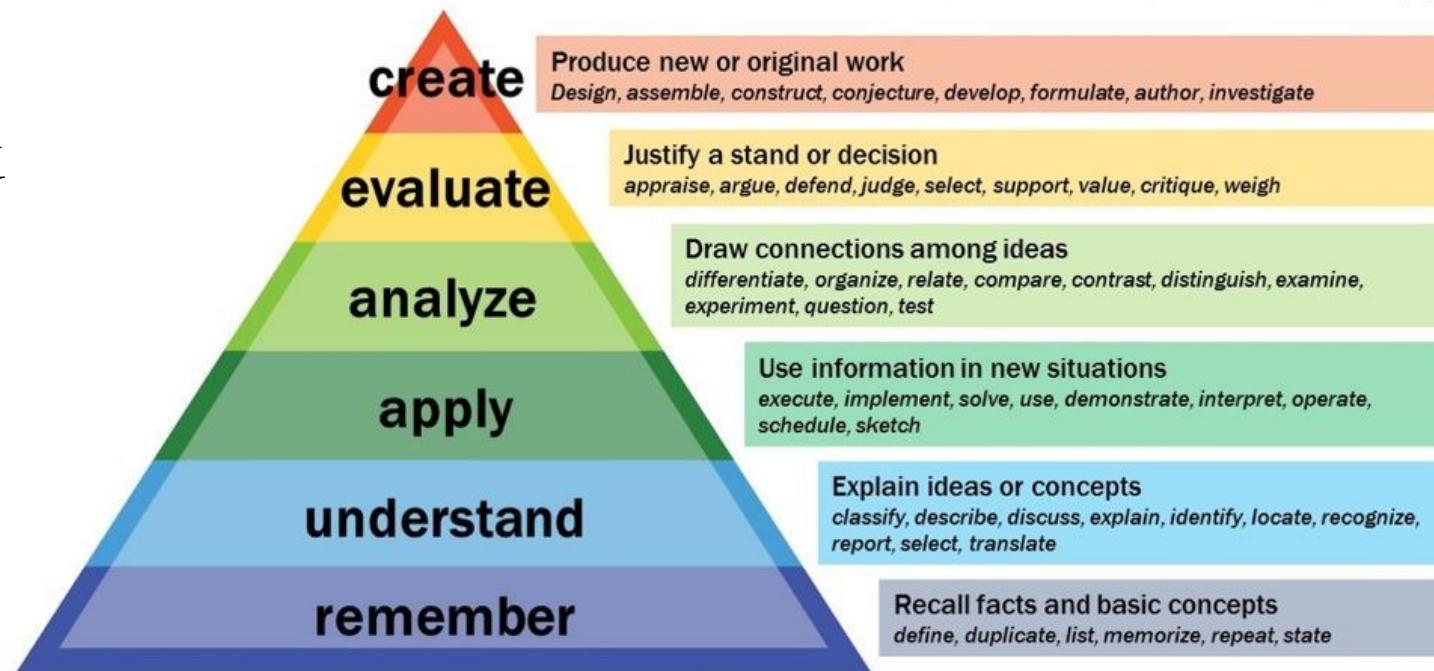
教学设计：横纵结合，三阶式混合式教学模式

课后：
实践、体验与创造

课上：
分析、讨论与应用

课前：
理解、识记与提问

Bloom's Taxonomy





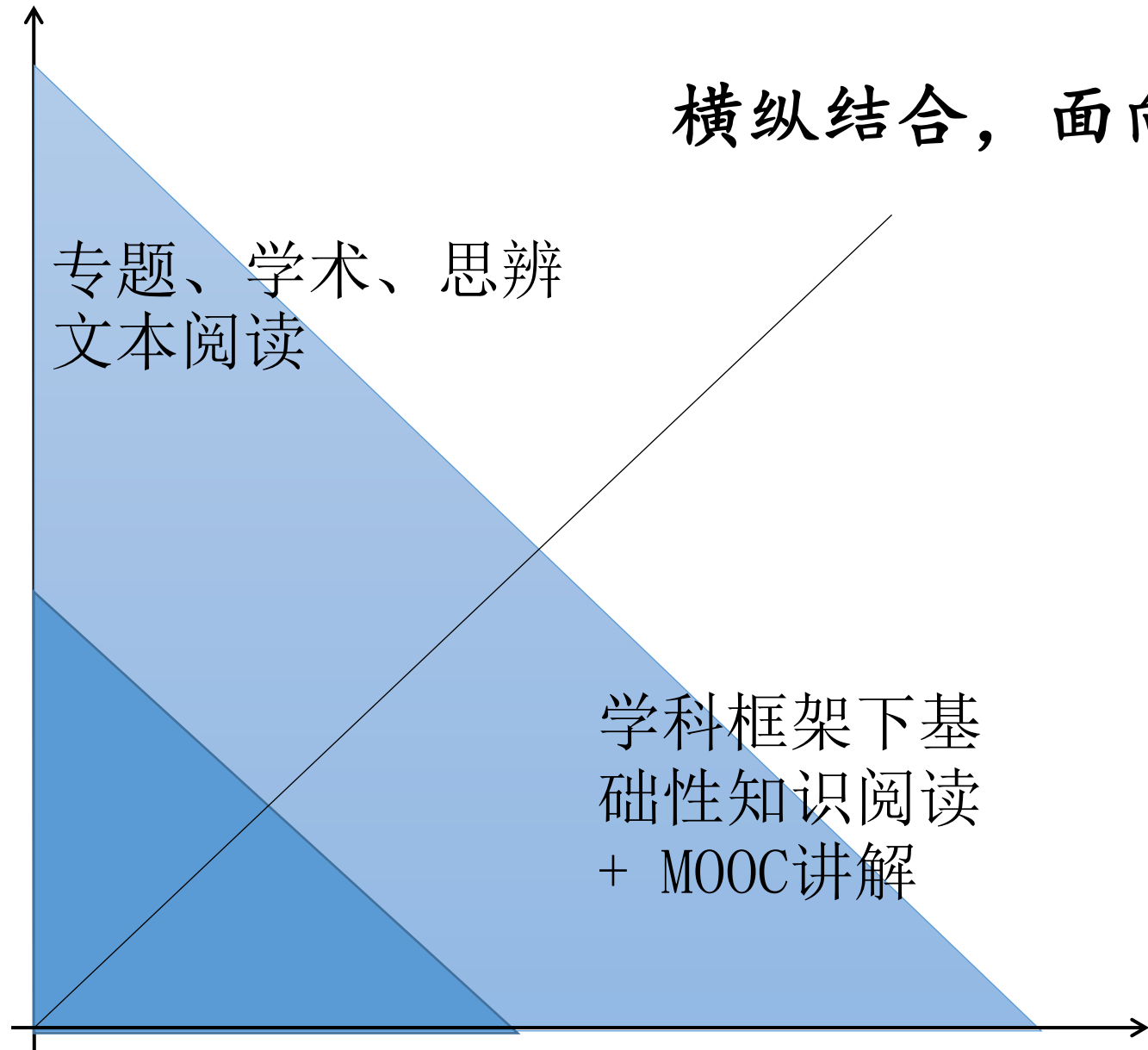
探索深度

横纵结合，面向高阶目标

专题、学术、思辨
文本阅读

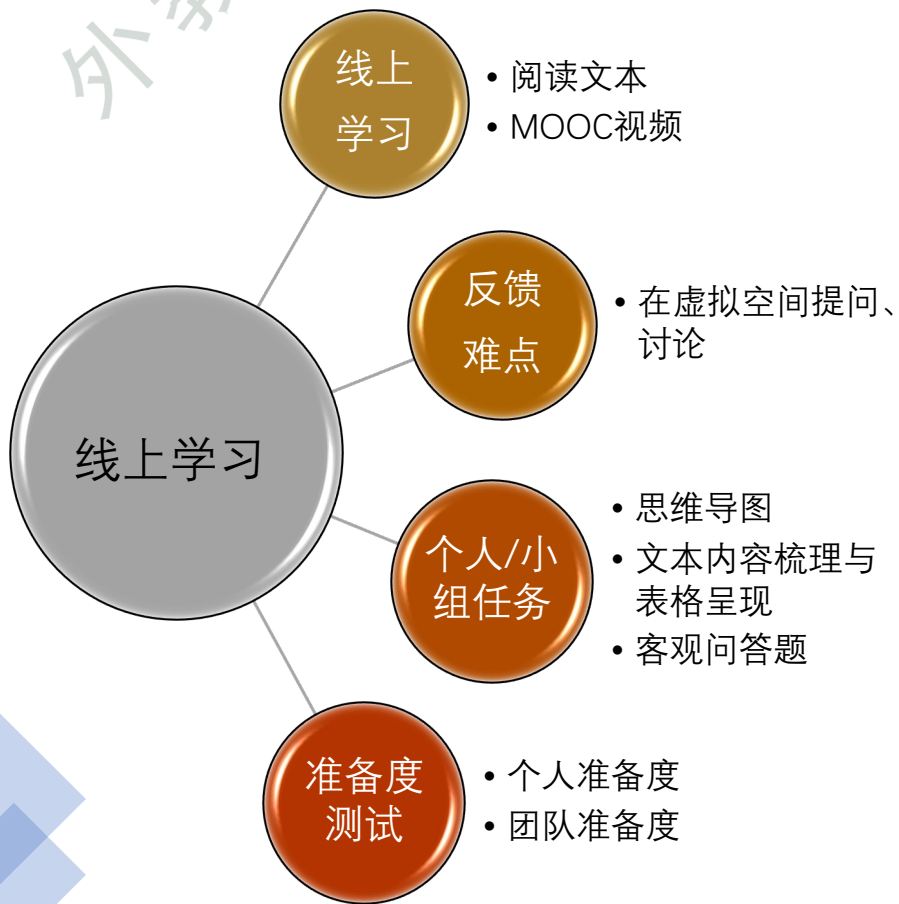
学科框架下基
础性知识阅读
+ MOOC讲解

拓展广度



课前

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发放 统计

第1章 An introduction to intercultural communication

- 1.1 Introduction to IC-HSBC ads ✓
- 1.2 IC in global settings ✓ 100%
- 1.3 What is communication? ✓
- 1.4 What is culture? ✓ 100%
- 1.5 Supplementary reading ✓

第6章 Nonverbal Communication (1)

- 6.1 预习作业 ✓ 98%
- 6.2 Appearance ✓ 93%
- 6.3 Body Language ✓ 94%
- 6.4 Touch ✓ 93%
- 6.5 Paralanguage ✓ 90%
- 6.6 Review-Are facial expressions universal? ✓



完成度测评

阅读理解测试题

1.[Single Choice]According to Edward T.Hall, the ___depicts a culture with the visible part above water representing the behavior or results of culture.



- A.The icebox.
- B.The waterfall.

文本概要、总结

Activity Orientation		<ul style="list-style-type: none"> ● Main goal and joy of life 	
	Being in Becoming	<ul style="list-style-type: none"> ● Development and growth of self ● Value a spiritual life 	Hinduism Buddhism
Hall's High-Context And Low-Context Orientation	Doing	<ul style="list-style-type: none"> ● Stress activity and action ● Accomplishments are measurable 	America
	High-Context	<ul style="list-style-type: none"> ● Communicate in an indirect fashion ● Not necessary to say everything explicitly ● Share common values and assumptions 	Japan China Latin America
	Low-Context	<ul style="list-style-type: none"> ● Perfect clear description ● Communicate directly ● Do not rely or trust relationship in business communication 	America Canada Western Europe

学生答案:

题目分值: 100.0 分
 快速打分: A B C D E
 回答正确 回答错误 回答基本正确
 得分: 96.0 分
[添加批语](#) [转发至讨论](#)

学生答案:

题目分值: 100.0 分
 快速打分: A B C D E
 回答正确 回答错误 回答基本正确
 得分: 95.0 分
[添加批语](#) [转发至讨论](#)

思维导图、语义网

课堂教学

Similarities and Differences

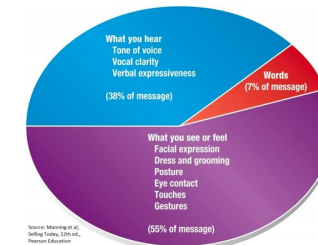


Verbal codes 语言的功能

- ✓ To give information
- ✓ To express feelings
- ✓ To define people's relationship
- ✓ To express identity



Nonverbal codes 非语言功能

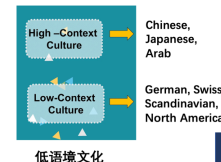


核心概念梳理

专题讨论： 语言与非语言的异同 与互动关系

文本分析

高语境文化



低语境文化

Discussion
Which group of people tend to rely on nonverbal codes for communication?



展示、分享与讨论

- ✓ 思维导图
- ✓ 小组作业 (体演非语言文化)

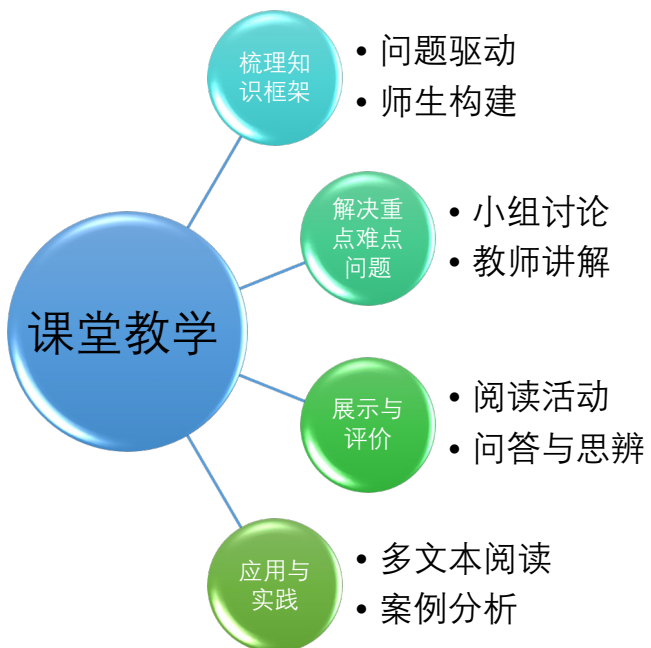
Case Study

应用：案例分析

◆ 用文化符号讲好中国故事

Peter is the general manager of an American company in China. Recently, Chen Jun, one of the Chinese manager, made a mistake that work that caused some difficulties that required a lot of efforts to fix. Chen Jun was very upset about what had happened and he went to Peter's office after being told to, smiling before he spoke "Peter, I've been feeling very upset about the trouble I've caused for the company. I'm here to apologize for the mistake. I'm terribly sorry about it and I want you to know that it will never happen again." Chen Jun said, looking at Peter with the smile he had been wearing since he walked into the office. Peter found it hard to accept the apology. He looked at Chen Jun, and asked, "Are you sure?" "Yes, I'm very sorry and I promise this won't happen again," Chen Jun said, with a smile even broader than before. "I'm sorry I just can't take your apology. You don't look sorry at all!" Peter said angrily.

Case Study Smile



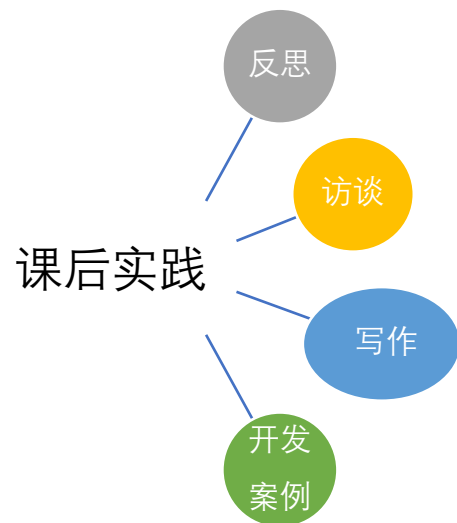
Case Analysis 案例分析

- ✓ What is the story about?
- ✓ What **types of nonverbal codes** are employed to tell the story?
- ✓ Are there any **Chinese cultural elements** involved? What are they?



Group work – research and analysis

课后：
反思日志、
写作项目、案例开发



英语阅读的活动设计

环境分析

对阅读的感受：
单一枯燥、内容难、不亲近

对阅读的认知：
“读懂”为目标，不了解如何挖掘文本的
深层含义

教学设计

混合式教学模式（增强互动性、参与感、
合作学习、拓展意义建构的空间）

融入跨文化教学能力培养的阅读活动

阅读过程的复杂性

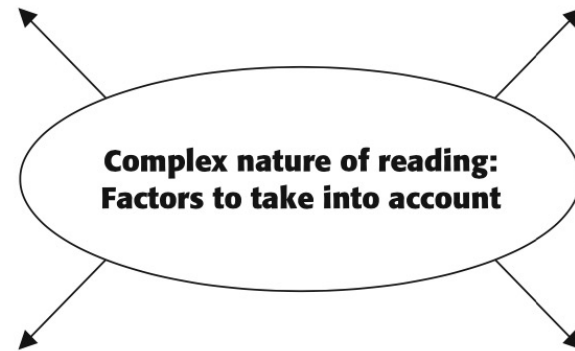
(Grabe & Stoller 2019)

Purposes for reading

- Reading to search for simple information
- Reading to skim quickly
- Reading to learn from texts
- Reading to integrate information
- Reading to write (or to search for information needed for writing)
- Reading to critique texts
- Reading for general comprehension

Processes required for fluent reading

- A rapid process
- An efficient process
- An interactive process
- A strategic process
- A flexible process
- An evaluating process
- A purposeful process
- A comprehending process
- A learning process
- A linguistic process



Components of reading

- Working memory processing
- Lower-level components
 - Lexical access
 - Syntactic parsing
 - Semantic proposition formation
- Higher-level components
 - Text model of comprehension
 - Situation model of reader interpretation
 - Background knowledge use and inferencing
 - Executive control processes

Models of reading

- Metaphorical models of reading
 - Bottom-up models
 - Top-down models
 - Interactive models
- Specific models of reading
 - Interactive Compensatory Model
 - Word Recognition Model
 - Simple View of Reading Model
 - Dual-Coding Model

阅读过程的组成要素

- An increasingly common view in the research literature is that reading is essentially divided into two components: **decoding** (word recognition) and **comprehension**. The latter is often described as consisting of **parsing sentences, understanding sentences in discourse, building a discourse structure, and then integrating this understanding with what one already knows** (Alderson 2000, p. 12) .



英语阅读教学与跨文化能力培养路径

Decoding (word recognition) :

显性：引入以文化(比较)为内容的文本

Comprehension:

隐性：在文本分析中纳入跨文化分析的角度和方法



活动设计 - 以文化内容为素材的阅读课程

(2) 概念导向式阅读

概念导向式阅读教学

(Concept-oriented Reading

Instruction, CORI) 由美国国

家阅读研究中心发展出的阅读

模式。



活动设计 - 以文化内容为素材的阅读课程

(3) 案例阅读 (文本、新闻热点话题、微视频、影视作品)

Case Study Smile

Peter is the general manager of an American company in China.

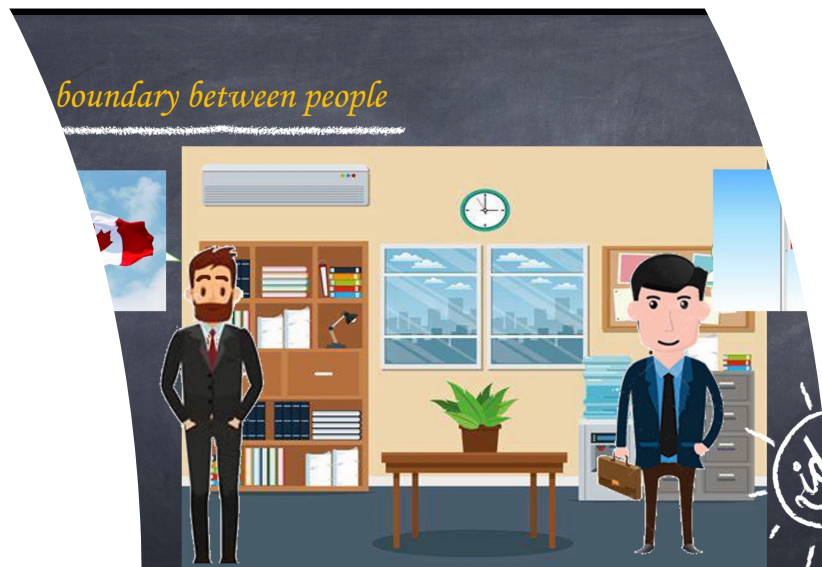
Recently, Chen Jun, one of the Chinese manager, made a mistake at work that caused some difficulties that required a lot of efforts to fix.

Chen Jun was very upset about what had happened and he went to Peter's office after being told to, smiling before he spoke "Peter, I've been feeling very upset about the trouble I've caused for the company. I'm here to apologize for the mistake. I'm terribly sorry about it and I want you to know that it will never happen again." Chen Jun said, looking at Peter with the smile he had been wearing since he walked into the office.

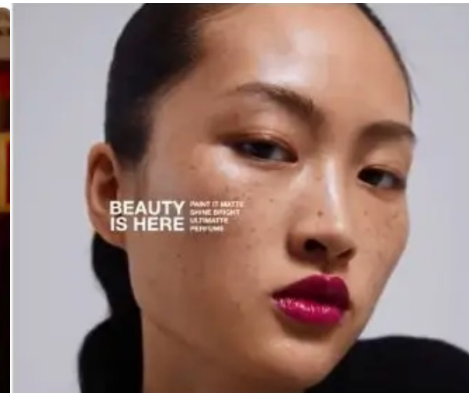
Peter found it hard to accept the apology. He looked at Chen Jun, and asked, "Are you sure?"

"Yes, I'm very sorry and I promise this won't happen again," Chen Jun said, with a smile even broader than before.

"I'm sorry I just can't take your apology. You don't look sorry at all!" Peter said angrily.



Dolce & Gabbana [@dolcegabbana](#) · Nov 17
Welcome to episode 3 with Dolce&Gabbana's "eating with chopsticks". We will be tackling the Italian Spaghetti al pomodoro! Now even though you think they may be similar to Chinese noodles, there is a GREAT difference in the way you eat them.
#DGLovesChina
#DGTheGreatShow

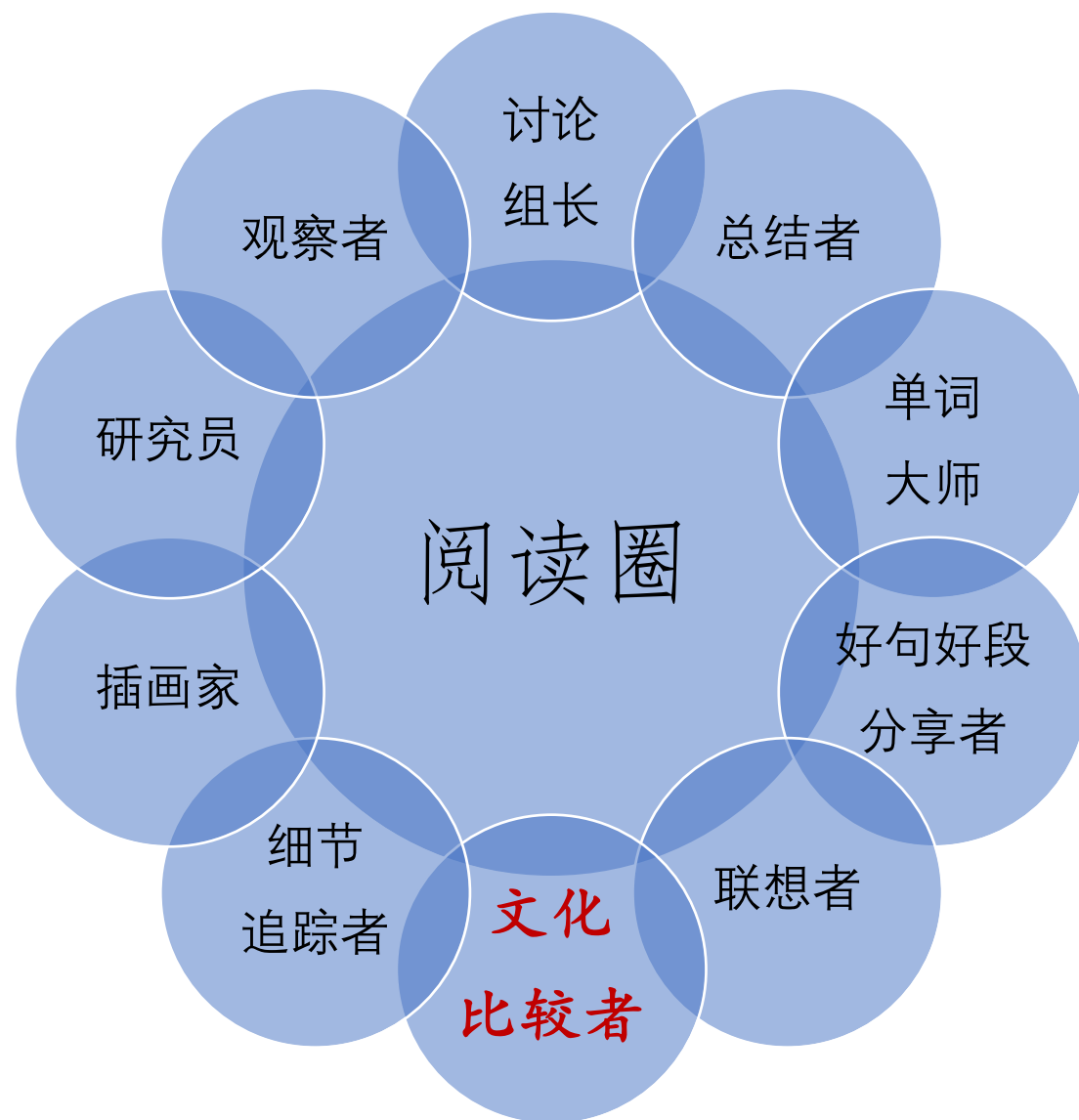


活动设计 - 其他阅读课程

(1) 阅读圈

阅读圈 (reading circle) 最早开始于20世纪70至80年代的美国，主要用于文学作品的阅读与分享。它是一种由学生自主阅读、自主讨论与分析，在对话中建构新的意义的教学模式 (陈则航等 2022)。

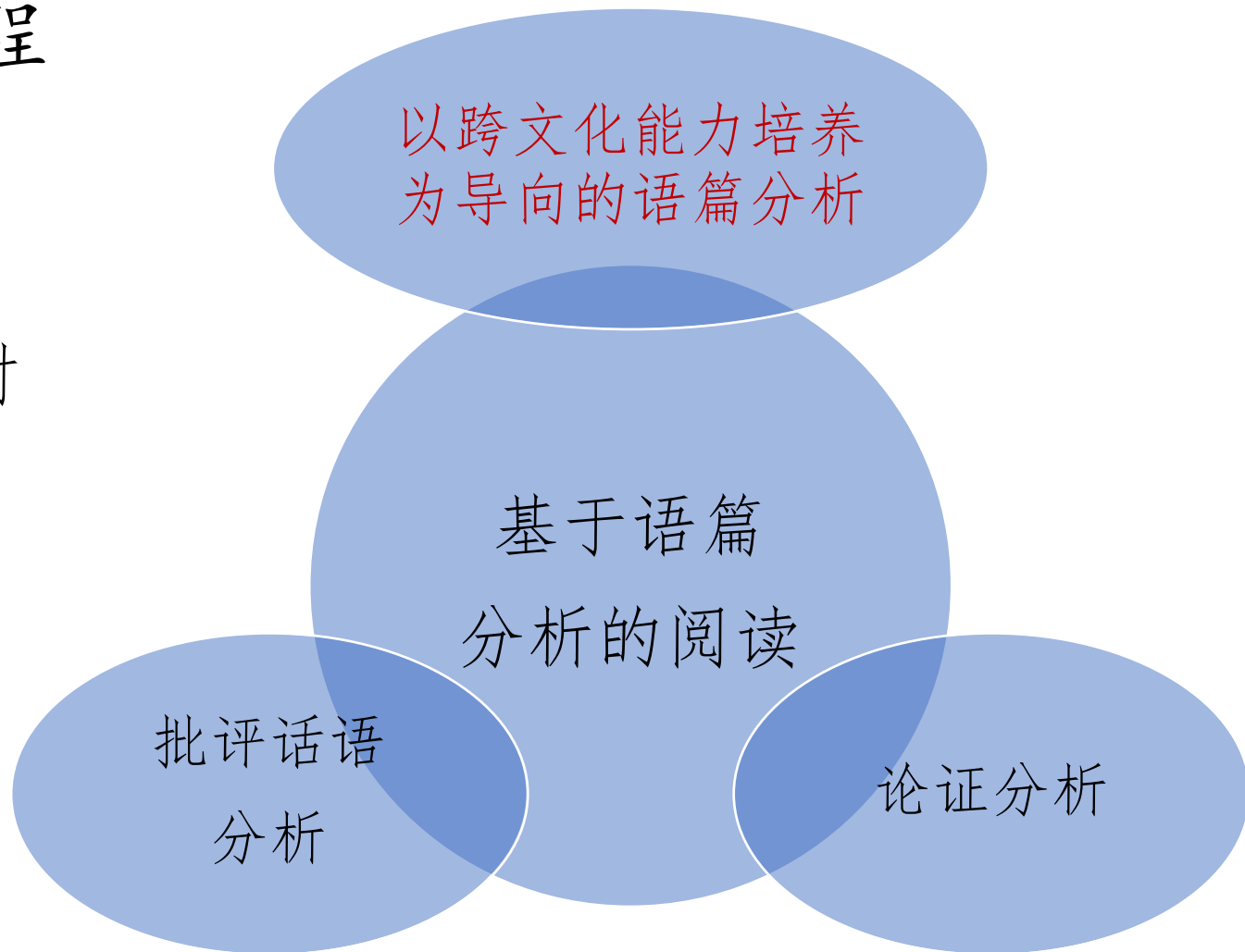
阅读圈往往由4-5人组成，小组成员阅读同一篇文本，但成员扮演不同的角色。



活动设计 - 其他阅读课程

(2) 基于语篇分析的阅读

阅读者从语篇整体出发，对语言形式，语言功能，语篇的社会意义，以及文化因素等方面进行分析。



思考

1. 跨文化教育 与 外语教学 天然耦合，与 课程思政 天然耦合，跨文化教育的本质是人格的培养。
2. 跨文化能力培养的课程载体不同，教学环境不同，因此，跨文化教学内容的多与少、方式与方法因课而已、因学生而异、因教师而异，其基础目标在于培养学习者的“跨文化意识”。