





Integrating Culture into Language Teaching
- Using the Methodology of TBLT (Task-Based Language Teaching)

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Plan for this 50-minute workshop

- Experience about how to integrate Culture into Language Teaching
 - using the methodology of TBLT (by H Yan)
 - through a project-based approach (by L.Liu)
- To contribute your own ideas and approaches to the discussion
- To lead discussion as to how the CI might help on the cultural front



学习语言与学习文化的关系

- 1 理解语言需要借助一些文化知识。
- 2 学习语言的过程也是了解文化的过程。
- 3 学习语言的终极目的是完整理解该国文化。
- 4 整合语言和文化的教学，不仅必要，而且可行。



学习语言与学习文化的关系

The Chinese have created the single most extensive and enduring civilization in the world. Their language, spoken and written in the same forms over nearly four thousand years, binds their vast country together and links the present with the past, expressing a unified culture unmatched elsewhere.



----- The British Museum · China Gallery



学习语言与学习文化的关系

抛砖引玉 pāo zhuān yīn yù

Literally: to throw out a brick to attract a jade

Explanation: a modest spur to induce others to come forward with valuable contributions



采用“任务型语言教学法”整合语言和文化的教学

任务有两种: Pedagogical Tasks & Real-world Tasks David Nunan (2004)

No 1 - Pedagogical Task: 以《年的来历》的教学为例

No 2 - Pedagogical Task: 从《舌尖上的中国》开始
仿《舌尖上的宿舍》写《舌尖上的昂道》
再到《舌尖上的英国》的配音

No 3 - Real-world Task: 仿老舍的《住的梦》写《夏天一定要来英国看看》



采用“**任务型语言教学法**”整合语言 and 文化的教学

对以上三个任务的执行情况作个总结:

我们在英国教学中国语言文化的时候, 是不是可以尝试着与学生熟悉的、知道的、可能发生在他们身边的事情联系起来?

我个人的体会是, 有了这样的相关性,

- 1) 教学内容会更有吸引力,
- 2) 学生的积极性会大大提高,
- 3) 最终能加强他们对内容的学习和理解.



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