

新旧人教版高中英语教材语篇中文化自信对比分析

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摘要: 在全球化背景下,我国英语教育策略正在进行重大调整,强调基于本土文化自信的教材设计。通过对新旧教材中相似内容的深度对比,我们得以洞察这种文化自信的具体体现。深入的对比分析不仅有助于教育者理解新教材的核心理念,也为教学实践提供指引,旨在培养学生的国际视角和深刻的文化自信,为其未来在国际舞台上展现自身独特文化身份打下坚实基础。

关键词: 文化自信; 英语教育; 新旧版教材; 对比分析

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一、引言

英语教育是培养文化自信的关键途径,其目标是引导学生对不同文化的感知、鉴赏和批判性思考,从而增强对中华优秀传统文化的理解和鉴赏,形成主动推广中华文化的意识和能力(罗祖兵、廖兴利,2023)。作为英语教育的主要工具,英语教材充当着传播文化的媒介。英语教育过去可能过于强调目的语言文化的学习,而忽视了中华文化的价值,进而可能会削弱学生的文化自信。为了满足现代时代进步的要求,且随着新课改和新高考的实施,新教材的引入成为必然。

对比分析新旧教材中的文化元素,聚焦于2019年人民教育出版社推出的新教材《普通高中教科书 英语》与其2007年的旧教材《普通高中课程标准实验教科书 英语》,有助于揭示新教材中文化内容的具体变化,也为新教材的使用提供有益的参考。在新教材教学中,教师应强调文化自信的培养,突出中华文化的内涵和价值;增强学生的跨文化沟通能力,让他们能够有效地传播中华优秀传统文化。英语教育,作为培养青少年文化自信的关键途径,必须认真对待其在文化传承中的责任,确保在提供国际视野的同时,加强学生的家国情怀和文化自信。

二、英语教育中文化自信教育的价值

1. 在当今日益全球化的背景下,青少年面临着多元文化的冲击和诱惑,对他们的价值观进行适当引导尤为重要。正确的价值观和爱国观不仅是青少年个人发展的基石,还是他们为国家和社会作出贡献的精神支撑。因此,教育部门和社会各界都应当致力于培养青少年的文化信仰,使其在全球多元文化的背景下,拥有一个坚实、明确且持久的文化内核,进而为青少年未来的发展提供坚实的指导和动力。

2. 随着社会的进步和技术的发展,我们所处的环境变得日趋纷繁复杂。在这种环境下,外来的文化元素频繁涌入,对青少年产生了极大的吸引力。而青少年正是一个形成自我认知和价值观的关键时期,他们的心智

尚未完全成熟,容易受到外部因素的影响。因此,他们需要拥有足够的文化自信,这样才能在多元化的文化环境中,抵御那些可能侵蚀他们核心价值观的外来文化元素,保持自己的文化立场和认同。

3. 中华文化,作为世界上最古老且连续的文化之一,包含了丰富的哲学、道德、艺术和历史遗产等。为了确保这一独特的文化得到妥善保护和传承,我们有责任将其继续传递给后代,并将其推向世界。只有在我们充分认识到中华文化的价值并将其视为国家和民族的宝贵资产时,我们才能确保它在全球化的进程中获得应有的尊重和认同,从而在国际舞台上发挥其独特的影响力。

三、在新旧教材对比中感受文化自信

下面以新旧人教版高中英语教材三组文章进行对比分析,来具体体现新教材中的文化自信,为英语教育提供教育参考。

1. 对比旧教材(2007版)B1U4 A NIGHT THE EARTH DIDN'T SLEEP和新教材(2019版)B1U4 THE NIGHT THE EARTH DIDN'T SLEEP

	旧教材(2007版)	新教材(2019版)
单元页码	B1U4 P26	B1U4 P50
导语	Pre-reading 1. Imagine your home begins to shake and you must leave it right away. You have time to take only one thing. What will you take? Why? 2. What do you think will happen before an earthquake?	Describe a natural disaster 1. Work in pairs. Discuss what can happen to a city during a big earthquake. 2. Look at the title and photo below and guess what the text is about. Then read and check if you are right.
标题	A NIGHT THE EARTH DIDN'T SLEEP	THE NIGHT THE EARTH DIDN'T SLEEP
增删改	[注: At about 3:00 a.m. on July 28, 1976, some people saw bright lights in the sky. The sound of planes could be heard outside the city of Tangshan even when no planes were in the sky. 附: But the one million people of the city, who thought little of these events, were asleep as usual that night.	At about 3:00 a.m., on 28 July 1976, bright lights were seen in the sky outside the city of Tangshan and loud noises were heard. 附: Tangshan started to revive itself and get back up on its feet. With strong support from the government and the tireless efforts of the city's people, a new Tangshan was built upon the earthquake ruins. The new city has become a home to more than seven million people, with great improvements in transportation, industry, and environment. Tangshan city has proved to China and the rest of the world that in times of disaster, people must unify and show the wisdom to stay positive and rebuild for a brighter future.

图1 旧教材(2007版)B1U4 P26和新教材(2019版)B1U4 P50对比

在深入分析文本内容前,首先值得注意的是标题的微妙变化,由原先的“A Night”转变为“The Night”,也意味着从“An Earthquake”转变为“THE Tangshan Earthquake”,从而明确指代1976年发生的那场具有代表性的灾难性事件。

在文本内容的修订上,旧教材中被删除的句子:

“But the one million people of the city, who thought little of these events, were asleep as usual that night.”带有一定的批判性质,可能意味着当时的唐山市民缺乏对这些异常现象的警觉。然而,考虑到1976年当时的社会背景,我国国力尚在增长之中,人民在面对如此突如其来的天灾时,其实是很难预料并采取预防措施的。

新教材中加入的段落:“With strong support from the government and the tireless efforts of the city’s people, ...Tangshan city has proved to China and the rest of the world that in times of disaster, people must unify and show the wisdom to stay positive and rebuild for a brighter future.”这部分文字强调了国家对灾区的大力支持以及当地人民对抗灾、重建家园的不懈努力。更重要的是,这段话展现了中华民族在面对困境时所展现出的团结、希望和坚韧不拔的精神,这种精神贯穿于中华民族的历史之中。

对于图像内容的改动,旧教材中的图片作为一个视觉增强,对文中描述的救援场景提供了具体和生动的展现。而新教材中的图片,聚焦于特定的救援场景,更为细致地展示了文章中提到的从废墟中救援的真实情境,从而使读者能够更为直观地感受到那时的情境和氛围(闫晨,2022)。

2. 对比旧教材(2007版)B2U4 THE RETURN OF THE MILU DEER和新教材(2019版)B2U2 THE STRANGE TALE OF THE MILU DEER

	旧教材(2007版)	新教材(2019版)
单元页码	B2U4 P65	B2U2 P70
标题	THE RETURN OF THE MILU DEER	THE STRANGE TALE OF THE MILU DEER
增删改	<p>para. 1删: What is even better is when countries help each other and build a good friendship. An excellent example of this happen when Britain and China worked together to bring the Milu deer back to China</p> <p>para. 3改: Luckily before all of them were killed, some were taken to Britain to improve the environment of the beautiful park which belonged to the Duke of Bedford. He liked them so much that he took them from China to Britain.</p> <p>para. 3改: As a result, when in 1985 the government of China wanted to bring back the Milu deer, the Duke of Bedford was able to help.</p> <p>para. 4删: So Britain helped China by bringing back an animal that had disappeared from its homeland. This is a good example of friendship and understanding between these two countries.</p>	<p>para. 3改: However, before all the deer were killed in China, some were taken to Europe. The Duke of Bedford from Britain collected all the milu deer from Europe and put them in his deer park.</p> <p>para. 3改: In 1985, 20 milu deer were reintroduced from Britain to China and placed in the Beijing Nantaidi Milu Park in southern Beijing. The next year another herd of 39 arrived from the UK to the Dafeng Milu Nature Reserve in Jiangsu Province.</p> <p>para. 5增: Soon a new chapter will be added to the strange tale of these special animals. The deer are being trained to survive outside the park so that they can one day all return to the wild. The rescue of the milu deer is already a success story. Now it is up to us to make sure that the deer live happily ever after.</p>

图2 旧教材(2007版)B2U4 P65和新教材(2019版)B2U2 P70对比

在新修订的教材中,文本明显体现了对中国文化和历史传统的自信与尊重。

旧教材的标题“THE RETURN OF THE MILU DEER”以及其内容似乎过于强调英国在麋鹿保护过程中的角色,特别是使用“luckily”、“was happy to help”和“Britain helped China”等具有感情色彩的词汇,这无疑放大了英国对于麋鹿回归的贡献。这种描述方式容易使学生误解,认为中国在保护麋鹿这一过程中所起

的作用是微乎其微的,从而过于崇拜西方。(骆丹,2022)

相比之下,新教材的标题“THE STRANGE TALE OF THE MILU DEER”与其内容明显转向了麋鹿与中国的深厚历史联系。这种叙述方式更为客观,详细描绘了麋鹿的历史轨迹以及中国在麋鹿保护工作中所做出的巨大努力和取得的成果。通过系统地梳理麋鹿的历史经历和对中国在动物保护上的努力进行展现,新教材为学生提供了一个更加全面和均衡的视角,鼓励他们对本国的文化与传统感到自豪。

综上所述,新教材不仅为学生提供了一个关于麋鹿的全面叙述,而且强调了中国在动物保护和生态恢复方面的努力和成就,从而增强了文化自信心。

3. 对比旧教材(2007版)B7U5 KEEP IT UP, XIE LEI——Chinese student fitting in well和新教材(2019版)XB2U2 “WELCOME, XIE LEI!” BUSINESS STUDENT BUILDING BRIDGES

通过对比分析,显而易见,教材经历了明显的修订。原先的教材在导读部分描绘了“Xie Lei: a Chinese student who goes to study in England”,而新版则描述为“Xie Lei’s experience on an exchange programme”,突显她作为一名交换学生的身份。这反映了当下背景,随着中国的经济和文化崛起,不仅有越来越多的中国人赴海外学习,也有大量外国人选择来华深造。

标题对比也尤为鲜明。旧教材的标题是“KEEP IT UP, XIE LEI——Chinese student fitting in well”,而新版则为“WELCOME, XIE LEI!”“BUSINESS STUDENT BUILDING BRIDGES”。前者更强调适应留学生活的困难,后者则突出文化交流的角色。

在第三段描述英语学习的经验时,新旧教材的侧重点也有所不同。旧版中,谢蕾的挑战在于与课堂英语的巨大差异,而新版则更多地突出了积极应对的态度。第五段论及学术诚信的部分,旧版偏于指责,新版则更为中立,同时更具前瞻性,强调个人观点的价值。

新教材的增补内容更加注重文化输出,如第四段谢蕾与寄宿家庭的文化交流,第六段她在学业展示中对传统艺术的介绍,以及第七段她在日常生活中扮演的文化传播者角色。

在形象展示上,新教材的图片选择更为时尚,展现了一名自信、张扬的现代青少年,反映了当代青少年的新时代态度与风格变迁。

四、结语

近年来,高中英语教材的修订反映了我国对文化自

	旧教材 (2007版)	新教材 (2019版)
单元/页码	B7U5 P38-39	XB2U2 P14-15
导读	You are going to read a newspaper article about a Chinese student who goes to study in England. What do you think she will find different from studying at a Chinese school? What do you think she might find difficult?	Read about Xie Lei's experience on an exchange programme. Before you read, look at the title and picture below. Where do you think this article is from? What do you think the article is about?
标题	KEEP IT UP, XIE LEI Chinese student fitting in well	"WELCOME, XIE LEI!" BUSINESS STUDENT BUILDING BRIDGES
		para. 2增: "I chose the exchange programme because I wanted to learn about global business and improve my English. My ambition is to set up a business in China after graduation," she explained.
	para. 3改: "I had to learn how to use the phone, how to pay bus fare and how to ask a shopkeeper for things I didn't know the English for. When I got lost and had to ask a passerby for directions, I didn't always understand. They don't talk like they do on our listening tapes," she said, laughing.	para. 3 "I had to learn how to use public transport and how to ask for things I didn't know the English names for. When I got lost, I had to ask passers-by for help, but people here speak fast and use words I'm not familiar with. I ask them to repeat themselves a lot!"
		para. 4增: "When there's something I don't know or understand, I can ask them. They are also keen to learn about China. Laura, the daughter of my host family, wants to study in China in the future. We take turns to cook each evening. They really love my stir-fried tomatoes and eggs! Laura says she always feels hungry when she smells it, so I taught her how to cook it, too."
	para.5删改: Xie Lei's preparation course is helping her to get used to the academic requirements of a Western university. "I remember the first essay I did for my tutor," she told me. "I found an article on the Internet that seemed to have exactly the information I needed. So I made a summary of the article, revised my draft and handed the essay in. I thought I would get a really good mark but I got an E. I was numb with shock! So I went to my tutor to ask the reason for his revision. First of all, he told me, I couldn't write what other people had said without acknowledging them. Besides, as far as he was concerned, what other people thought was not the most important thing. He wanted to know what I thought, which confused me because I thought that the author of the article knew far more than I did.	para.5改: Another challenge for Xie Lei is the academic requirements. The first time that she had to write an essay, her tutor explained that she must acknowledge what other people had said if she cited their ideas, but that he mainly wanted to know what she thought!
		para. 6增: Xie Lei also found many courses included students' participation in class as part of the final result. Students need to generate ideas, offer examples, apply concepts, and raise questions, as well as give presentations. At first, Xie Lei had no idea what she should say, but what surprised her was that she found herself speaking up in class after just a few weeks. "My presentation on traditional Chinese art was a great success, which boosted my confidence," she said. "I'll use these skills back home for presentations. They'll help me build a strong business in the future."
		para. 7增: Now halfway through her exchange year, Xie Lei feels much more at home in the UK. What seemed strange before now appears quite normal to her. "Engaging in British culture has helped," she said. "As well as studying hard, I've been involved in social activities. British people are fascinated by our culture and eager to learn more about it, so I'm keen to share my culture with them. While I'm learning about business, I'm also acting as a cultural messenger building a bridge between us."
图片解读	图片内人物显得拘谨, 风格比较过时。	人物自信有朝气, 风格比较时尚。

图3 旧教材 (2007版) B7U5 P38-39和新教材 (2019版) XB2U2 P14-15对比

信的重视以及对传统文化教育的推崇。通过对比新旧教材, 我们可以看到明确的转变: 从过度强调西方文化到更加平衡地展现中西文化的交融与对话。新版教材不仅更为客观地展现了我国在多个领域的努力和成就, 也更加强调了中华文化在世界舞台上的独特地位和价值。

这种变化不仅体现了我国文化自信的逐步增强, 也为青少年提供了更为全面、均衡的国际视角, 帮助他们树立正确认知, 为自己的民族文化而骄傲。当今时代, 国际交往日益加强, 与此同时, 我们需要不断弘扬和传播中华优秀传统文化, 使其在全球化背景下继续发扬光

大。

教材的修订不仅满足了教育的需要, 也响应了国家对文化自信的倡导。作为一线教育者, 我们应该看到这些变化, 并利用好新教材, 培养学生的全面发展和文化自信。

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