



Department of English Language Education
ENG4903 Honours Project II

A Project entitled

**Evaluating the Cultural Representation in Mainland Senior High English Textbooks:
A Mixed Method Study**

Word count: 7,318

Submitted by
Xia Yang

submitted to The Education University of Hong Kong
for the degree of *Bachelor of Education (Honours) (English Language) – Secondary*

in *April 2022*

Declaration

I, *Xia Yang*, declared that this research report represents my own work under the supervision of *Dr. Wong Ming Har, Ruth*, and that it has not been submitted previously for examination to any tertiary institution.

Signed _____

04 April 2022

Table of Content

<u>Cover Page.....</u>	<u>1</u>
<u>Declaration</u>	<u>2</u>
<u>Table of Content.....</u>	<u>3</u>
<u>List of Tables</u>	<u>4</u>
<u>List of Figures</u>	<u>4</u>
<u>List of Appendixes</u>	<u>4</u>
 <u>Abstract.....</u>	 <u>5</u>
1. <u>Introduction</u>	6
2. <u>Literature Review.....</u>	7
2.1. <u>Theoretical Framework in Culture and Cultural Learning.....</u>	7
2.2. <u>Cultural Representations in English Textbooks.....</u>	8
2.3. <u>English Textbooks and Stakeholders</u>	10
2.4. <u>Research Questions</u>	11
3. <u>Methodology.....</u>	11
3.1. <u>Textbook Selection and Content Analysis</u>	12
3.2. <u>Participant Selection and Interview Analysis</u>	14
4. <u>Findings</u>	15
4.1. <u>Research Question 1 - How are the cultures of different countries presented in <i>English</i>?</u>	15
4.1.1. <u>Frequencies of the Cultural Items of Different Countries.....</u>	15
4.1.2. <u>Frequencies of the Four Different Cultural Dimensions.....</u>	17
4.2. <u>Research Question 2 – How do teachers view the cultural learning value of <i>English</i>?</u>	19
4.2.1. <u>Providing Authentic Resources for Cultural Learning.....</u>	19
4.2.2. <u>Enhancing Home Cultural Confidence</u>	20
4.2.3. <u>Promoting Critical Thinking and Intercultural Communication Competence</u>	22
5. <u>Discussion.....</u>	24
5.1. <u>Cultural Representations in <i>English</i>.....</u>	24
5.1.1. <u>Imbalanced Cultural Representation</u>	24
5.1.2. <u>Imbalanced Presentation of Cultural Dimensions.....</u>	25
5.2. <u>Cultural Learning Value of <i>English</i></u>	26
5.2.1. <u>Authentic Materials for Cultural Learning.....</u>	26
5.2.2. <u>Coping with the Cultural Aphasia of Chinese Students</u>	27
5.2.3. <u>Instructional Activities for Cultural Learning.....</u>	28
6. <u>Pedagogical Implications</u>	29
7. <u>Limitations</u>	29
8. <u>Conclusion.....</u>	30
9. <u>References & Textbooks</u>	31

List of Tables

Table 1. Coding examples	13
Table 2. Demographic Information	14
Table 3. Frequencies of the cultural items of different countries across ‘English’ textbooks.....	16
Table 4. Frequencies of the four cultural dimensions across ‘English’ textbooks.	17

List of Figures

Figure 1. The three concentric circles of English.....	9
Figure 2. Diagram of the mixed method research design of the present study	12
Figure 3. Examples of authentic cultural materials from ‘English’	19
Figure 4. Example of textbook activities on cultural comparison.....	22
Figure 5. Examples of textbook activities on intercultural communication competence.....	23
Figure 6. The four scenarios on unsuccessful intercultural communications	23

List of Appendixes

Appendix 1 – Table of the Cultural Representations in English.....	35
Appendix 2 – Interview Transcripts.....	83
Teacher 1.....	83
Teacher 2.....	95
Teacher 3.....	106
Teacher 4.....	115
Teacher 5.....	124
Teacher 6.....	135
Appendix 3 – Consent Form to Participate in Research	143
Appendix 4 – Information Sheet About Research	144
Appendix 5 – Procedure of the Interview & Interview Questions	146

Evaluating the Cultural Representation in Mainland Senior High English Textbooks: A Mixed-Method Study

Abstract

Culture has been argued as an inseparable part of language. In the English language curriculum of mainland China, there has been greater emphasis on including cultural learning in English classrooms. This puts new requests on the design of textbooks, as they are often key materials used in English classrooms. However, little studies have been carried out to draw insight into whether the English textbooks currently used can facilitate students' cultural learning. To fill the research gaps, this study examined the cultural representation in a popular mainland English textbook series and teacher perceptions of the value of the series for cultural learning.

A mixed-method design was employed in the present study, incorporating content analysis and interviews. In the content analysis, Kachru's three circles of English model was adopted to examine the diversity of cultural representation, manifested by the frequencies of the cultural items of different cultures. Yuen's product, practice, person, and perspective framework was applied to evaluate the depth of cultural representation, reflected by the frequencies of the four cultural dimensions. In the interviews, six teachers who had been using the textbooks to teach English were invited to share their perceptions of whether the textbooks can help to promote cultural learning in classrooms.

The content analysis of the study reveals an imbalanced cultural representation of different cultures focusing on western countries, which aligns with the teachers' responses. In addition, it indicates an underrepresentation of the dimension of perspectives. However, this finding is not confirmed by teacher observations. Moreover, three strengths of the textbooks in promoting cultural learning are identified from the interviews, namely providing authentic cultural input and instructional cultural learning, and enhancing home cultural confidence. The implications of the findings are further discussed in the study.

Keywords: English Textbooks, Cultural Learning, Mainland China, Cultural Representation

1. Introduction

As an international language, English is not only spoken as a mother tongue in some countries where it takes shape (e.g., Britain, America) but is also used for communication in many other regions or countries, for instance, Hong Kong and Singapore (Kachru, 1992). It is considered as a lingua franca with which people from different cultures can communicate with one another (Baker, 2009). In view of its value as a language for intercultural communication, culture has become an important element in teaching and learning the language (Mitchell & Myles, 2004). As mentioned by Han (2019), culture is regarded as the fifth skill along with the four basic language skills of listening, speaking, reading and writing. Lee and Li (2020) have also pointed out that English learning is related to not just linguistic forms but also how the language is used under meaningful socio-cultural contexts. In this regard, it is of great importance to cultivate students' cultural knowledge when teaching English.

In classrooms, English textbooks are seen as a key source of cultural input, especially in countries where learners are seldom exposed to the culture of the target language (Rashidi & Ghaedsharafi, 2015). They transmit various culture-related concepts such as tradition, custom, minorities, and foreigners to students (Heinrich, 2005). Hence, English textbooks play a vital role in cultural learning at school. Under the context of mainland China, cultural learning is emphasized in its latest English curriculum with an aim to develop students' cultural awareness and intercultural communication capacity in a globalized world (Ministry of Education, 2017). However, up to the present, only a few studies have been conducted to examine the cultural content of mainland English textbooks (Lee & Li, 2020; Li, 2016; Xiang & Yenika-Agbaw, 2019), and there seems to be no study focusing on English textbooks for senior high students. Consequently, little has been known about the extent to which the aims set in the curriculum standard for the English subject have been achieved in the design of the English textbooks used at the senior high level in mainland China.

It is beneficial to carry out a cultural study on language textbooks, as such a study can help to reveal some useful information for teachers to make informed decisions in how the textbooks can be used or serve as a reference for textbook writers about how the textbooks can be further

improved (Nguyen, 2011). The present study, therefore, attempts to explore this underexamined field by evaluating the cultural representation in a series of English textbooks for senior high school students in mainland China. By working on this study, it is expected to shed light on the value of the textbooks as cultural learning resources.

2. Literature Review

2.1. Theoretical Framework in Culture and Cultural Learning

Culture can be understood from a great range of perspectives, and a consensus on the concept is hard to reach (Risager, 2006). Thus, it is essential to define the concept first before moving on to a meaningful discussion on cultural learning. According to Brody (2003), cultures can be interpreted as artifacts of civilization. These artifacts can be further divided into the following four dimensions: products, persons, practices, and perspectives (Yuen, 2011). Products, as per Yuen (2011), are what is produced or adopted by the people of a culture, including food (e.g., dim sum, fish and chips), entertainment (e.g., 007, *Superman*), merchandise (e.g., Huawei, Apple), print (e.g., *The Adventures of Tintin*, *Sherlock Holmes*) and travel (e.g., Fujiyama, Big Ben). Persons refer to the members of a culture, such as Jackie Chen and Queen Elizabeth as well as fictional characters (e.g., Li Hua) that appear in textbook simulated discussions (Yuen, 2011). Practices can be described as what the members of a culture do, such as customs (e.g., eating dumplings on Chinese New Year's Eve) (Yuen, 2011). Lastly, perspectives refer to the beliefs, attitudes, or values shared by the people within a culture about the previously discussed three dimensions (Yuen, 2011).

Based on these four dimensions, Moran (2001) has concluded four practices of cultural learning, namely 'knowing about', 'knowing how', 'knowing why', and 'knowing oneself'. 'Knowing about' refers to learning facts about a culture from the four dimensions discussed above (Moran, 2001). This learning can be further divided into two types, the surface learning and the deep learning (Hinkel, 2001). The former is related to acquiring the observable and static elements of the culture (i.e., products, persons, and practices), whereas the latter deals with learning the invisible dimension of the culture (i.e., perspectives) that oftentimes causes

misunderstanding, confusion, and cultural shocks (Hinkel, 2001). Regarding ‘knowing how’, it is about participating in the authentic or simulated experiences with the target culture (Moran, 2001). ‘Knowing why’ refers to the development of an understanding of the underlying beliefs, attitudes or values of the culture (Moran, 2001). Finally, ‘knowing oneself’ involves comparing one’s own culture with others and developing self-awareness about to what extent individuals have adapted to or accepted the target culture (Moran, 2001). Given the aforementioned points, one can summarize that cultural learning is not simply about knowing the facts related to the target culture but also the world views of the culture and our interaction and relationship with it.

2.2.Cultural Representation in English Textbooks

Different scholars have carried out a great many of studies regarding cultural representation in English textbooks, and two major issues have been identified. The first one is an imbalanced representation of cultures. For example, Keles and Yazan (2020) examined the presentation of the cultures in five editions of New Headway elementary level textbooks, which were widely used across 28 countries. In the study, it was found that the textbook showed a preference for the cultures of English-speaking communities in the Western, European, and Anglo-American world with an underrepresentation of the cultures of non-English speaking countries such as Asia and Africa (Keles & Yazan, 2020). Similar findings were also discovered in many studies of other English textbooks (e.g., Ahmed & Narcy-Combes, 2011; Lee, 2005; Shin, Eslami & Chen, 2011; Yuen, 2011).

However, with the growing number of non-native English speakers, there have been doubts about English as the first language countries’ ownership of the language (Pinner, 2016). As illustrated in Kachru’s (1992) three concentric circles of English, there are countries (e.g., the UK, Canada, New Zealand) speaking English as a native language in the Inner Circle, countries (e.g., India, Pakistan, Malaysia) using English as a second language in the Outer Circle, and countries (e.g., China, Korea) learning English as a foreign language in the Expanding Circle. Thus, the dominant representation of the English-speaking cultures in textbooks fails to capture

the diverse linguistic landscape of the use of English.

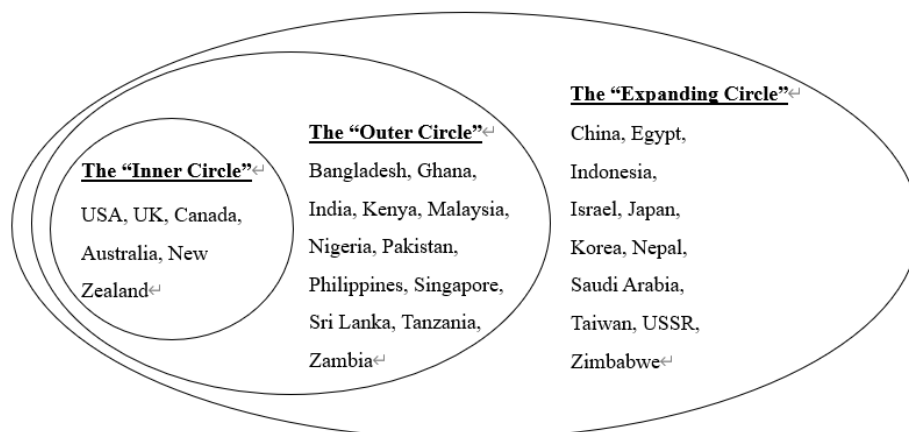


Figure 1. *The three concentric circles of English* (Kachru, 1992).

There are also exceptions to this cultural dominance of the inner circle countries in English language textbooks observed in some studies. For example, Davidson and Liu (2020) analyzed the English textbooks used in primary schools in Japan and found that Japanese cultures were most often featured in these textbooks, which was different from the previous findings. In a similar vein, Xiang and Yenika-Agbaw (2019) examined three series of English textbooks for the ethnic Mongols in junior high schools in China, and their study noticed a dominance of the home culture in these textbooks. This may be because the textbooks intend to advocate the inclusion of the home culture in English teaching materials and strengthen students' ability to express their home culture in the target language (Xiang & Yenika-Agbaw, 2019). Nevertheless, the textbooks in both studies contribute to an imbalanced cultural representation and may not meet the goals set in the English curriculum guides of the countries to promote an international understanding of cultures.

Another problem with English language textbooks may lie in their superficial presentation of cultural contents. As described by Paige, Jorstad, Siay, Klein, and Colby (2003) in a literature review of cultural learning in language education, language textbooks often adopt a "tourist's perspective" (p. 55), focusing on the surface features of cultures such as restaurant meals and public transportation. An example can be seen in the case of Lee and Li's (2020) study in which two series of Hong Kong English language textbooks for primary students were evaluated. The

study showed that products were most frequently presented with entertainment, travel, and food, while the other three dimensions, especially perspectives, are less frequently discussed in the English textbooks (Lee & Li, 2020). A similar pattern has also been observed in other studies on the four dimensions of cultures in language textbooks (e.g., Davidson & Liu, 2020; Gómez Rodríguez, 2015; Yuen, 2011). In general, the cultural content presented in English textbooks is often “fragmented and stereotypical” (Yuen, 2011, p. 460). As a result, the textbooks may not lead to deep cultural learning for students.

2.3.English Textbooks and Stakeholders

Although a content analysis of English textbooks can reveal some potential problems with the cultural representation in the textbooks, studies with stakeholders (e.g., teachers, students) can provide valuable insight into the impacts of these problems on classroom practices and how the cultural representation in the textbooks can be improved. For instance, McConachy (2018) asked eight university students to write an assignment to discuss the limitations of the textbooks they used by the end of their learning. In this assignment, the students mentioned the same problems addressed in the content analyses of language textbooks discussed above, such as a preference for western cultures by treating them as the norm in intercultural interaction and a simplistic and stereotypical depiction of cultures (McConachy, 2018). This adds reliability to the findings in the previous content analyses. Moreover, it is worth noting that the assignments can help to engage the participants in a critical reflection on the textbooks’ cultural content (McConachy, 2018). For example, one student in the study doubted the cultural interpretation of a phrase by the textbook author that Japanese were dependent on others and pointed out this misinterpretation might be because of “an overly literal interpretation” (p. 85) of the phrase (McConachy, 2018). The study exemplifies how a study on stakeholder perspectives can cause a reciprocal effect on both researchers and participants.

While McConachy’s (2018) study focused on students’ views, Davidson and Liu (2020) examined both students’ and teachers’ perspectives. In their study, four primary teachers and ten students in Japan were interviewed regarding their experience with the national English

textbooks they used. In the interviews, the teachers questioned the insufficient representation of non-Japanese cultures, while most of the students did not notice the problem and praised the textbooks for their simple presentation of content (Davidson & Liu, 2020). This difference between teachers and students reflects that young learners may lack criticality about textbooks and overlook cultural complexity by developing a superficial understanding of the cultures presented in the textbooks (Davidson & Liu, 2020).

From a review above, it can be seen that studies with stakeholders can be beneficial by presenting users' perceptions of the cultural content in the language textbooks and enhancing the reliability of the findings from textbook analyses. Furthermore, the stakeholders' opinions may also be used by textbook authors as references for their future design of textbooks or how the textbooks published can be improved in the next edition. At the same time, such studies can be meaningful by providing opportunities for participants to be engaged in a critical reflection about what they have learned from the textbooks and reflecting the textbooks' potential effects in classroom practice. However, despite a number of studies on textbook cultural representation, research seldom consults stakeholders' views, and this gap has also been noted by some other researchers in their studies (Bori, 2021; Davidson & Liu, 2020). To address the gap, this paper attempts to carry out a textbook analysis of the senior high English textbooks used in mainland China, incorporating interviews with teachers. The research questions are proposed below:

1. How are the cultures of different countries represented in the English textbooks for senior high school students in mainland China?
2. How do teachers perceive the value of the textbooks in fostering students' cultural learning according to their experience with the textbooks?

3. Methodology

In order to answer the research questions, a mixed-method design (Morse & Linda, 2016) was adopted in this study by synthesizing both quantitative and qualitative data. Quantitative data was gathered by coding the cultural content of the senior high level English textbooks widely

used in mainland China. Qualitative data was collected through interviews with six in-service teachers from five different senior high schools in Shenzhen, a suburban city in mainland China, where the textbooks were under massive use. Students' perceptions were not considered in the current study because of time constraints that when the research was conducted, the students had not finished their learning with the textbooks yet and might not be able to offer a holistic view of the textbook cultural representation. However, their teachers had used the textbooks for teaching from about one year to two years, so they could provide insightful perceptions on the issue. A summary of the study design is shown in Figure 2.

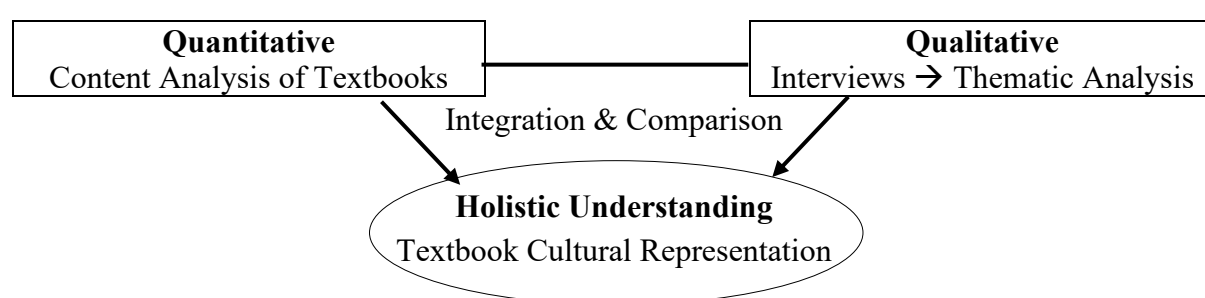


Figure 2. *Diagram of the mixed method research design of the present study.*

3.1. Textbook Selection and Content Analysis

In total, seven textbooks from the series of *English* were chosen for an analysis of their cultural representation. Three of the textbooks were compulsory for studying, while the other four were selective. The series was approved by the national textbook committee and was awarded the national grand prize in textbook design, which ensured its credibility for learning (Chen, 2019). Moreover, it was recently designed by the Foreign Language Research Press in 2019 to respond to the English Curriculum Standard revised and published by the Ministry of Education in 2017 (Shi & Yu, 2019). Following the curriculum standard, the series aimed to cultivate students' intercultural communication ability, broaden their international horizons, and enhance their confidence in home culture, while developing their language skills at the same time (Shi & Yu, 2019). Because of its quality, innovation in design based on the latest curriculum, and emphasis on cultural learning, the series was selected to be analyzed in this study, because it could reflect how cultures were represented and whether the goals of enhancing students' cultural learning stressed in the curriculum had been met in the English textbooks used extensively in mainland

China for senior high students.

To answer Research Question 1, the content analysis described by Krippendorff (2013) was used in the present study. It was a document analysis approach that examines texts, images, or any other expressions created to be read, interpreted, or acted on (Krippendorff, 2013). Hence, such an approach was appropriate for an analysis of the language textbooks that students might interact with through these three steps in classrooms. To obtain a comprehensive understanding of the cultural representation in the textbooks, content including texts, images, audio, and video transcripts that comprised the textbooks were all examined in this study. Following the method of content analysis, two coding systems were developed to analyze the cultural content of the textbooks. The first one was based on Kachru's (1992) three concentric circle framework via which the textual, visual, or audio presentations of cultures were classified into the inner, outer, or expanding circle. For example, a mention of 'Americans talk about putting gas in their cars' would be labeled as American culture and categorized into the inner circle. The second coding system was Yuen's (2011) four Ps model: products, persons, practices, and perspectives. For instance, a mention of 'TU Youyou' would be filed as a member of Chinese culture and put under the category of persons. Coding examples are provided in Table 1.

Table 1. *Coding examples*

Book	Unit	Section	Page/Time	Country	Circle	Dimension	Example
C1	2	Vocabulary	18	America	Inner	Practices	Americans talk about putting gas in their cars ...
C3	1	Writing	23	China	Expanding	Persons	TU Youyou
S1	1	Video	01:57	Vanuatu	Outer	Perspectives	... the boy will not be regarded as a man until he has made the jump.
S4	3	Reading	32	China	Expanding	Products	<i>Dream of the Red Chamber</i>

By adopting the coding systems described above, the cultural elements in the textbooks were counted manually in Microsoft Excel in terms of their frequencies to decide how different cultures were represented in the mainland English textbooks for senior high students. To avoid double counting, each cultural item was only counted once, even though it repeatedly appeared in the same unit. If the item was found again in a new unit, it was coded for another appearance.

3.2.Participant Selection and Interview Analysis

The study adopted convenience sampling and interview invitations were sent to the teachers at five different senior high schools in Shenzhen through emails. A brief introduction to the study along with an informed consent form was attached to the emails. In total, six teachers agreed to participate in the study and returned the informed consent forms with their signatures: three male and three female teachers. Half of them were teaching secondary 1, and the other half were teaching secondary 2. Teachers teaching secondary 3 were not able to be recruited, as the form had not switched to use the textbooks yet. The English teaching experience of the teachers ranged from about one year to 23 years ($M = 9.459$ years, $SD = 14.333$), while their textbook *English* using experience scoped between about one year to three years ($M = 1.5$ years, $SD = 0.837$). Table 2 summarizes the demographic information of the participants.

Table 2. *Demographic Information*

Category	Subcategory	Frequency ($n = 6$)	Percentage (%)
Gender	Male	3	50%
	Female	3	50%
Teaching grade	Secondary 1	3	50%
	Secondary 2	3	50%
Years of teaching English	Novice teacher (≤ 1 Years)	1	16.6%
	Experienced teacher (≥ 5 Years)	5	83.3%
Years of using <i>English</i> for teaching	Novice user (≤ 1 Years)	4	66.6%
	Experienced user (≥ 2 Years)	2	33.3%

To answer Research Question 2, semi-structured interviews were carried out with the teachers. For efficiency, the participants were interviewed online individually through Tencent Meeting in Putonghua, the first language of both the participants and the researcher. The interviews were recorded, and the participants were informed about the recording. All the interview recordings were transcribed and processed via thematic analysis (Guest, MacQueen & Namey, 2012). The transcripts were then analyzed in Microsoft Word to identify and code recurring themes in the participants' responses. The coding process included three major steps. Firstly, meaningful information, for example, recurring words, across the transcripts were highlighted and coded with tags. Secondly, the codes were examined again to filter concepts that were unrelated to the cultural learning value of the textbooks to determine a set of themes

by categorizing similar patterns of the information under the same theme. The last step involved interpreting the bigger themes. Through this thematic analysis of the qualitative data, it was expected to draw insight into the teachers' perceptions of the value of the textbooks for cultural learning.

4. Findings

The content analysis (See Appendix 1) discovered two major themes: high frequencies of inner circle and Chinese culture, and a surface cultural presentation. In subsequent interviews (See Appendix 2), the first theme was identified by many teachers, while the second theme was in contrast with most teachers' perceptions. However, the teachers reported three values of the textbook series for cultural learning, namely providing authentic cultural input, enhancing home cultural confidence, and promoting critical thinking and intercultural communication competency. The results from content analysis and interviews are analyzed together and used to complement each other whenever possible. The findings are summarized and presented in the following sections.

4.1. Research Question 1 - How are the cultures of different countries presented in *English*?

4.1.1. *Frequencies of the Cultural Items of Different Countries*

Through a close examination of the different cultural items in *English*, it is found that there is an imbalanced cultural representation (See in Table 3). Comprising 522 out of 1,239 cultural items, cultures within the inner circle are more frequently mentioned than any other cultures. Among the countries of the inner circle, Britain and America were the dominant cultures. Being slightly lowered than the inner circle cultures in frequency, Chinese culture also received great emphasis with an amount of 454. The figure was followed by the cultures of expanding circle (252) within which European countries such as France, Italy, Germany, Greece, and Spain were more often depicted. Appearing for 11 times, cultures of the outer circle were least frequently described in the textbooks.

Table 3. *Frequencies of the cultural items of different countries across 'English' textbooks.*

Circle	Country	Frequency
Inner circle	Britain (245), America (234), Canada (25), Australia (14), New Zealand (4)	522 (42%)
Home culture	China (454)	454 (37%)
Expanding circle	France (50), Italy (47), Germany (24), Greece (21), Spain (21), Netherland (11), Russia (10), Japan (9), Egypt (6), Brazil (5), Denmark (4), Portugal (4), South Africa (4), Austria (3), Bulgaria (3), Nepal (3), Zimbabwe (3), Argentina (2), Belgium (2), Norway (2), Sweden (2), Czech (2), Cambodia (1), Central Africa (1), Costa Rica (1), Ethiopia (1), Mexico (1), Myanmar (1), Mongolia (1), North Korea (1), Iran (1), Iraq (1), South Korea (1), Switzerland (1), Turkey (1), Vietnam (1)	252 (20%)
Outer circle	India (2), Vanuatu (2), Jamaica (1), Kenya (1), Liberia (1), Singapore (1), Tanzania (1), Uganda (1), Zambia (1)	11 (0.8%)
Total:		1,239

A similar distribution of the cultural items was reported in the later interviews with the teachers, which further enhanced the reliability of the quantitative findings. Three secondary 2 teachers and one Secondary 1 teacher pointed out that the cultural items in *English* mainly focused on the cultures of the countries where English was spoken as the first language, such as America and Britain:

- Teacher 1 (S2)** The textbooks introduce mainstream English-speaking countries such as America, Britain ... including Australia.
- Teacher 3 (S2)** For different countries, ... I think the textbooks are limited to Britain and America. I don't think they cover much about other countries.
- Teacher 4 (S1)** [The textbooks'] focus is on English speaking countries, the inner circle, just the inner circle and very very little on the outer circle.
- Teacher 6 (S2)** The new textbooks focus on the comparison between Chinese and western cultures, especially an introduction to western cultures.

However, the rest of the teachers from Secondary 1 held a different view, commenting that the textbooks provided rich representations of different cultures. For instance, in the interview, Teacher 2 referred to many non-English speaking cultural products in the textbooks, such as 'the pyramids in Egypt' and 'the ballet in Russia' along with the cultures from English-speaking countries and the home country China. Teacher 5 praised the textbook series for its diverse representation of cultures, as seen in the response from the teacher:

- Teacher 5 (S1)** I didn't know that people in some places ate spiders! ... in some

regions of Asia, they fry spider, and eat. ... This helps me get in touch to some foreign cultures.

4.1.2. *Frequencies of the Four Different Cultural Dimensions*

As shown in Table 4, based on Yuen's (2011) product, person, practice, and perspective model, the most repeatedly mentioned dimension is products, manifested mainly by food (e.g., stinky tofu, Sunday roast), films and television programmes (e.g., *Inside Out*, *Home with Kids*), print (e.g., *The Hobbit*, *The Dream of the Red Chamber*, *Harry Potter*), language (e.g., 'youmo' from Ancient Chinese) and places for traveling (e.g., Mount Huang, Yellowstone National Park, Big Ben). Persons are another dominant dimension with an amount of 381. There are also a great many of discussions in the textbooks about customs (e.g., a "capping ceremony" was held when a man turned 20), festivals (e.g., Rose Festival in Bulgaria), language use (e.g., theatre is spelt theater in American English), and daily life (e.g., In Britain, young people start secondary school at the age of 11) of the people from different cultural backgrounds, comprising 215 of all cultural references for practices. Perspectives are the rarest among the four dimensions at a frequency of 47.

Table 4. *Frequencies of the four cultural dimensions across 'English' textbooks.*

	Products	Persons	Practices	Perspectives
Inner circle	247	164	97	14
Home culture	218	114	75	22
Expanding circle	178	102	39	10
Outer circle	3	1	4	1
Total (<i>n</i> = 1,239)	643	381	215	47

In the interviews, the teachers were questioned about their perceptions of the distribution of the different cultural dimensions across the textbooks. Two teachers expressed their explicit disapproval that the textbooks present an equal depiction of the four cultural dimensions. For example, Teacher 4 (S1) described the cultural representations in the textbooks as 'superficial', and Teacher 2 (S1) shared the same perception. Furthermore, Teacher 2 mentioned that some cultural products were briefly depicted in the form of pictures, which puts more demands on teachers because they needed to seek external resources to promote a deeper understanding of the cultures:

Teacher 2 (S1) For example, [the textbooks] may only put six pictures in Unit 4, six different forms of art, but students cannot fully understand the cultures just by looking at the six pictures, so teachers have a lot to do. They need to explain the six pictures.

On the contrary, Teacher 1 from Secondary 2 responded positively to the question that the textbooks could help to cater to students' cultural learning needs at different dimensions:

Teacher 1 (S2) For example, by reading the text about American Civil War, students can know more about Lincoln, about Gettysburg Address, and then develop a better understanding about American history, right? So, by reading texts about British history, Shakespeare, [students] can learn about British cultural icons and cultural giants and enhance their understanding about the country. ... the textbooks can help students understand different aspects of the cultures of other countries.

It was worth noting that although Teacher 1 reported observation of an equal distribution of the four cultural dimensions across the textbooks, most examples the teacher used to support his perception consisted mainly of the superficial dimensions of cultures such as products (e.g., Gettysburg Address) and persons (e.g., Shakespeare). A similar pattern of responses was also discovered in the interviews with Teacher 3, 5 and 6. Both of them reported that they observed sufficient cultural presentations in the four dimensions, but many of the examples cited by them in fact belonged to the product or practice dimensions. This might be because that the teacher could not recall a lot of examples in a limited time or the lack of cultural content at perspective level caused the teachers' difficulties in retrieving the examples.

4.2. Research Question 2 - How do teachers view the cultural learning value of *English*?

4.2.1. *Providing Authentic Resources for Cultural Learning*

When questioned about the value of *English* in facilitating students' cultural learning, five out of six teachers mentioned the authenticity of the cultural content of the textbooks. For example, Teacher 4 commented that the cultural materials in the textbooks were 'real enough', because they 'reflect[ed] real life'. In correspondence with Teacher 4's perception, Teacher 6 mentioned that many cultural issues described in the textbooks, such as 'the change in New Year's Eve

dinner’ happening in recent years, were authentic. Thus, the teacher felt that ‘the design of the textbooks [was] based on full research and scientific evidence’. While the two teachers praised the authenticity of the cultural content of the textbooks, Teacher 2 revealed an important factor contributing to this perception of the authenticity of the materials: [*English*] doesn’t randomly select [its texts]. The selected texts are reliable. Their sources are mainly from literature, so they can offer an original taste of the cultures.

Figure 3. Examples of authentic cultural materials from ‘English’.



Note. Text 1 is from *English Compulsory 1*, p. 33. Text 2 is from *English Compulsory 1*, p. 33. Text 3 is from *English Compulsory 3*, p.14.

Some examples of authentic textbook cultural materials observed in content analysis are presented in Figure 3. As shown in the figure, these cultural materials are based on real people, their work, what they do, and events happening in the real world. For instance, Text 1 is derived from a news report about how two British athletes ‘the Brownlee brothers’ helped each other in the 2016 World Triathlon Series. Text 2 is an extract from the famous American writer O Henry’s work *After Twenty Years*, and Text 3 is a story about a Canadian schoolboy Ryan saving money to build a well for people in Uganda to have freshwater supply. These examples confirm the teachers’ observation of the textbooks’ use of authentic materials for cultural learning.

However, there was one teacher who thought that some texts selected in the textbooks were ‘not natural’ enough. The teacher added that such inauthenticity was most often observed in some texts about Chinese cultures that could be artificial as a result of direct translations of the original text in the first language, leading to distortion to the authenticity of these texts:

Teacher 1 (S2) What I emphasize is the naturality ... the text I mentioned was written by a Chinese tourist, and then it was translated into English with inappropriate use of English ... so I think the text is artificial ... I personally think it is not natural.

On the whole, most of the teachers agreed that the textbooks provide an authentic exposure to different cultures and help students use this exposure to facilitate their communications with counterparts from different cultures.

4.2.2. Enhancing Home Cultural Confidence

Another question asked during the interviews was to what extent the textbooks could enhance Chinese students’ confidence about their home culture. In response to this question, the teachers gave two different answers regarding the way how the textbooks could help them to achieve the goals. Four participants (Teacher 2, 3, 5 and 6) emphasized the function of the textbooks in engaging students in a deep reading about the culture of their home country:

Teacher 2 (S1) Whenever introducing any cultures, the textbooks will also talk about Chinese culture, so they want to indirectly tell students that we have others have ...

Teacher 3 (S2) When we teach the textbook part about Chinese culture, students are very interested in it ... they want to express. Hence, for home culture confidence, I think they can help to enhance.

Teacher 5 (S1) when the textbook is designed... [the writers] want to promote home culture confidence ... the more you read, the more you learn.

Teacher 6 (S2) The textbooks introduce a lot of classic Chinese culture, as Chinese people, we feel proud when reading it.

While the previous teachers focused on input, Teacher 1 (S2) raised a new perspective about how the textbooks can enhance students’ confidence about Chinese culture. The teacher pointed out that ‘instead of learning a foreign language as a tool to learn about western cultures and ideas, one of the most important tasks [was] cultural output’. In other words, through using the

textbooks to learn English and most importantly talking about their own culture, students can increase their confidence about their home culture. As explained by Teacher 1, ‘surely this pride for ones’ own cultures [would] arise naturally.’

Integrated ideas (Compulsory 1, p.31):

- Interviewer: Can you describe what Shenzhen was like when you were young?
Interviewee: At that time, Shenzhen was only a small town surrounded by fields. There were not many people living there. Of course, there were no busy traffic jams. People made a living from fishing and farming.
Interviewer: What’s your impression of Shenzhen’s rapid development since reform and opening up?
Interviewee: Oh, there’s been a huge change! It has developed into an international city with modern skyscrapers all around and a population of over 12 million people. Isn’t that amazing?

The textbooks’ attempt to encourage students to learn more about their home country and teach them how to introduce their culture in English is evidenced in the content analysis. An example can be seen in the listening transcript of the Integrated Ideas section of Compulsory 1. In this listening record, there is an interviewer asking a local resident in Shenzhen about the change that has taken place in the city. Through listening to the record and learning the phrases used by the interviewee, students can develop their skills to introduce the rapid development of Shenzhen in these years.

However, there was one participant (Teacher 4, S1) who doubted the use of a foreign language to learn about the culture of one’s home country: Why and how can we enhance our home cultural confidence by learning a foreign language? I hardly think so.

4.2.3. Promoting Critical Thinking and Intercultural Communication Competence

The teachers’ perceptions of the role of the textbooks in promoting students’ communication skills in a cross-cultural discussion could be divided into two strands. Half of the participants (Teacher 1, 2, 3) stressed the importance of the textbooks in helping students develop a critical insight into different cultures centering on the question of what the differences or similarities between us and others are:

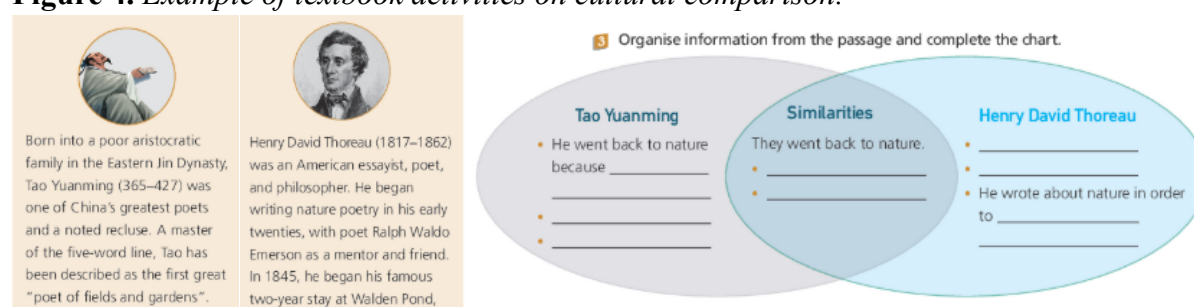
Teacher 2 (S1) The third point is comparison. ... [Students] can learn about the

strengths of the cultures of other countries and realize the good parts about their home culture.

Teacher 3 (S2) I think on the one hand [the textbooks] are using English to introduce Chinese culture. On the other hand, they talk about the stories of foreigners

Teacher 1's responses further revealed the purpose of this design of cultural comparison in the textbooks: 'The ultimate goal is to absorb the good parts and reject the bad parts. ... Students are supposed to develop their own critical thinking skills'. To this end, the teachers believed that through working on the cultural comparison activities provided by the textbooks students could develop a more critical understanding of different cultures.

Figure 4. Example of textbook activities on cultural comparison.



Note. The activity example is derived from *English Selective 3*, p. 56-58.

Several activities focusing on cultural comparison have been noticed during the content analysis of the textbooks and an example can be seen in Figure 4 above. By reading the text provided by the activity shown in the figure, students can learn about the lives of two poets from different cultures but with the same practice of returning to nature. The Chinese poet is called Tao Yuanming, and the other one from America is Henry David Thoreau. After students read the passage, teachers can then use the text diagram following the text to guide students to compare the experiences of the two poets. Activities as such reflect the textbooks' attempt to draw students' attention to the differences and similarities that may exist in the lives of people from two different cultural backgrounds.

The other half of the participants (Teacher 4, 5 & 6) held the view that language skills were the key to effective intercultural communication and praised the value of textbooks in providing rich resources about the appropriate use of certain expressions in cross-cultural discussion:

- Teacher 5 (S1)** Because [the textbooks] offer students resources for communication, and provide these expressions, and they can help students learn how to express.
- Teacher 6 (S2)** Without the introduction from the textbooks, many students may not know that [G2G] means ‘got to go’ ... These abbreviations are very common for people from English-speaking countries.

Figure 5. Examples of textbook activities on intercultural communication competence.

American and British English

4 Look at the pictures and get to know the American English words and their British equivalents.



Now complete the passage with the words above.

Today, American English is in common international use. It is different from British English in several ways, mostly in spelling and vocabulary. Some American spellings were created by Noah Webster, who made one of America's first dictionaries. He changed "-re" spellings to "-er", which is why ¹ _____ is spelt ² _____ in American English.

The Americans and the British also use different words for everyday things. For example, Americans talk about putting ³ _____ in their cars and driving along the ⁴ _____, whereas in the UK, people put ⁵ _____ in their cars and drive along the ⁶ _____. Americans take the ⁷ _____ to the top floor of a building, but the British use the ⁸ _____. In the US, they take the ⁹ _____, but in the UK, people travel on the ¹⁰ _____. Americans live in a(n) ¹¹ _____, while the British live in a(n) ¹² _____.

It's not as confusing as it seems: usually people from the two countries can understand each other from the context. But that doesn't stop them having a friendly argument about which word is the "right" one!

Note. The activity example is derived from *Compulsory 1 English*, p. 18

Through the content analysis, it can also be found that the textbooks include activities that can help to enhance students' communication competence with people from different cultures. As shown in an example presented in Figure 5, in this language activity, some expressions that are different in American and British English are introduced. Teachers can use the activity to teach students how to modify their language when they are talking with a British or American speaker. To help students better understand the impact of cultures on language, the textbooks then show four scenarios about how the use of some expressions that are common in a particular culture but can be confusing for a person from another culture:

Figure 6. The four scenarios on unsuccessful intercultural communications.

People say that the British always play safe with what they eat. Not true! I went to a summer school in Manchester and my English teacher was called Maggie. One day, a different teacher took our class. He told us that Maggie couldn't teach that day COZ she had a frog in her throat. Poor Maggie – but why did she try to eat such a big frog?

135 comments

I've got an English penfriend, who I finally got to meet in London this summer. He had told me that his grandfather was "really wicked". But when I met his grandfather, I liked him a lot. I found it very odd. Why did my friend use a negative word about such a nice man?

63 comments

When I first visited New York, I went to a downtown shopping centre to buy some winter boots. At the information desk at the entrance, I asked a lady where the shoe section was. She said that it was on the first floor. So I went up to the first floor, but couldn't find any shoes. I decided to leave. When I was looking for the exit, I saw that shoes were actually sold downstairs on the ground floor, not the first floor. Why did she give me the wrong information? X-(

128 comments

The British must have really high standards. I was part of a student exchange programme between a university in England and my university in China. I spent days preparing and writing my first English paper. I knew I had done a good job and was looking forward to getting a positive comment. When I got the paper back, I found my teacher had written the comment "Not bad!" Not bad? But there weren't any errors in my paper. :-)

85 comments

Note. The texts are derived from *Compulsory 1 English*, p. 21

5. Discussion

In this section, the antecedent quantitative and qualitative results of this study are reinterpreted and compared with the findings from other textbooks studies discussed in the literature review. Through this discussion, it is aimed to discuss how the study has added to the previous findings and what pedagogical implications the findings can provide.

5.1. Cultural Representation in *English*

5.1.1. *Imbalanced Cultural Representation*

From the quantitative results, it can be concluded that the cultural representation of different countries in *English* is imbalanced with more frequent discussions of the inner circle dominated by the two English-speaking countries, America and Britain. Although the cultures of the outer and expanding circles are also mentioned in the textbooks, the proportions of these cultures are much lower. Later interviews with the teachers who have been using the textbooks for teaching further verify this conclusion with four out of six of them reporting such imbalanced cultural representations. This focus on inner circle cultures has also been noticed in a number of other English textbooks used in Asian regions such as *Side by Side* and *New Headway English course*, to just name a few (Shin, Eslami & Chen, 2011). As mentioned by Keles and Yazan (2020), the concept of “English becoming the language of all cultures and communities” (p. 18) stressed in recent studies has not yet been responded to by most textbook writers.

In addition, the results show that ranked as the second most frequently mentioned home culture is another group of culture paid with great attention in the textbooks. Such an emphasis of the culture of home country where the textbooks are produced has also been noted in a few other studies (Davidson & Liu, 2020; Xiang & Yenika-Agbaw, 2019). Xiang and Yenika-Agbaw’s (2019) have mentioned that this high frequency of home culture can be explained by an attempt to strengthen “a sense of cultural solidarity” (p. 10) and address the issue of the lack of cultural representation for Chinese culture in many English textbooks. This explanation may have some reference for the present study, as both studies examine the textbooks used in the same cultural context.

Overall, the results of the present study confirm the previous findings about the cultural representations of different countries. The textbooks can broaden Chinese students' horizons to some foreign cultures, especially those of the inner circle represented by America and Britain, as required by the curriculum standard for the English subject (Ministry of Education, 2017). At the same time, they can also foster students' love for their home culture by filling the void of its appearance in most English textbooks, which is another goal set in the curriculum (Ministry of Education, 2017).

5.1.2. Imbalanced Presentation of Cultural Dimensions

Another aim of analyzing the cultural content of the textbooks is to examine the depth of the presentation of different cultures. Based on the quantitative data of the distributions of the four cultural dimensions, it can be found that the superficial aspect of culture comprised mainly of products, persons, and practices are more frequently mentioned in the textbooks. Conversely, the deeper dimension 'cultural perspectives' is seldom depicted, suggesting a knowledge-based presentation (Hinkel, 2001). This finding aligns with the observations in previous studies that the perspectives of different cultures are often underrepresented (Gómez Rodríguez, 2015; Lee & Li, 2020; Yuen, 2011). The quantitative data shows that the textbooks present cultures from a 'tourist's perspective', as described in the literature review, but interviews with the teachers show contrasting findings with four out of six teachers indicating that they have observed an equal distribution of the four cultural dimensions. Thus, the quantitative findings summarized are not well supported by the qualitative data from the interviews.

There can be two interpretations behind such a distribution of the four cultural dimensions in the textbooks. As pointed out in the interviews by some of the teachers, 'students need ... motivation to learn more about other cultures' and 'the textbooks emphasize more on arousing students' interest.' Through incorporating the quantitative findings and the responses from the teachers, it can be summarized that the primary goal of the textbooks is to cultivate students' interest in cultural learning, which may explain why the textbooks are designed in this way with a strong focus on 'tourist attractions' such as food, travel places, and festivals.

Nevertheless, it is worth noting the hidden nature of some cultural knowledge. Perspectives consisting of beliefs, values, and perceptions are often the implicit or unconscious elements of culture in contrast to the surface elements such as food, language, and festivals (López-Rocha, 2016). Therefore, the intangible perspectives may not be easily presented through the pictures or texts in the textbooks but may be perceived by teachers as a result of their interpretations and active comparison of different cultural materials in the textbooks. This may contribute to an understanding of the discrepancy between the quantitative findings and the teachers' reports.

5.2.Cultural Learning Value of *English*

5.2.1. *Authentic Materials for Cultural Learning*

Although the previous quantitative data supplemented by teachers' reports show some general patterns of the cultural presentation in *English*, further interviews with teachers about the value of the textbooks for cultural learning reveal in what ways the textbooks can facilitate them to teach students about different cultures through English as an international language. From the responses of the teachers, it can be seen that the authenticity of the cultural materials plays a vital role in promoting cultural learning in classrooms, and the textbooks oftentimes offer an accurate picture of different cultures in the real world by using famous novels and news reports as materials. This observation of the authenticity of the cultural materials is different from the previous findings in Lee and Li's (2020) textbook study in which cultural presentation is more frequently based on artificial dialogues without any meaningful context and students are not supported with sufficient content to develop cultural knowledge.

The textbooks demonstrate a possible way of how cultural learning can be promoted in English classrooms by including authentic cultural materials for students to discuss. In fact, there has been an increasing interest in using authentic materials for teaching English in recent years, as these materials can expose students to how the language is used in the real world (Gilmore, 2007). In the English curriculum, it is also suggested that textbook editors can create more authentic situations for language use and develop a strong link to students' life (Ministry of Education, 2017). In this regard, the textbooks can benefit students' learning in two ways.

On the one hand, the textbook materials can engage students with more authentic use of English. On the other hand, the materials can provide students with ‘an original taste of the cultures’.

5.2.2. *Coping with the Culture Aphasia of Chinese Students*

In addition to providing quality exposure to different cultures, one of the values of the textbooks for cultural learning mentioned by the teachers is enhancing students’ understanding of their home culture through the lens of a foreign language. Such a perception is relevant to the large proportion of home culture observed in the quantitative analysis. As evidenced in the interviews, the teacher responses indicate that the representation of Chinese cultures in the textbooks can promote students’ confidence about the culture of their own country by reading more about it. Moreover, the introduction of a variety of Chinese culture in English presented in the textbooks can enhance students’ ability to talk about their home cultures in discussions with people from different cultural backgrounds, which may help to solve the problem of Chinese culture aphasia, the incapability of the Chinese students to effectively express their cultures in any language except for their native language (Cong, 2000).

It is important for individuals to develop the skills of expressing ones’ own culture in a cross-cultural discussion, as intercultural communication should be a two-way process instead of one culture overwhelming others (Holliday, Hyde & Kullman, 2021). By including content about Chinese culture, the textbooks can teach students how to introduce their home culture and prepare them to be engaged in reciprocal intercultural communication about both home and foreign cultures that may be carried out in an international language such as English. This study contributes to insight into the intention behind the high proportion of home culture in the language textbooks and the impact of the content on students’ cultural learning in classroom practices, which may not have been addressed in the previous studies despite a finding of a high percentage of home culture (Davidson & Liu, 2020; Xiang & Yenika-Agbaw, 2019).

5.2.3. *Instructional Activities for Cultural Learning*

Lastly, another strength of *English* that can be identified from the interviews with the teachers

is the instructional activities for cultural learning provided in the language textbooks. Based on the interview responses, two categories of instructional activities can be summarized: activities for cultural comparison and activities for intercultural communication competence.

The first type of textbook activities involves drawing students' attention to the differences and similarities between different cultures, which can be helpful for students' cultural learning. As pointed out by Baker (2008), "the ability to compare cultures for similarities and differences" (p. 141) is one of the crucial aspects of the development of cultural awareness. Nevertheless, according to the findings in previous studies, activities for cultural comparison have been rare in many English textbooks, even though these textbooks also value the importance of cultural learning along with language acquisition (Lee & Li, 2020; Shin, Eslami & Chen, 2011). In comparison to the textbooks examined in the previous studies, the latest textbook series *English* show its attempt to address students' need for a deeper cultural learning through engaging them in cultural comparison instead of simply presenting cultures.

The second type focuses on students' ability to use the target language to communicate in an appropriate way under different cultural contexts. This flexible use of language is important in intercultural communication, as the context in which the communication occurs matters and may add meaning to the messages expressed (Holliday, Hyde & Kullman, 2021). By including instructional activities on how to use English in certain contexts, such as how to use internet slang or talk with a British or American, the textbooks can help students communicate more effectively with people from different cultures under a variety of contexts. On the whole, the textbooks can enhance students' awareness of the differences and similarities between cultures and their ability to use English based on the cultural context for communication, as stressed in the English curriculum (Ministry of Education, 2017).

6. Pedagogical Implications

If cultural learning is planned to be a new trend for the English classrooms in mainland China, there are a few questions that need to be considered before implementing the practice. One of the questions central to the concern can be what cultures to be introduced in classrooms for

cultural learning. As English is used as a lingua franca in this increasingly globalized world, it is important to extend the scope of cultural learning via the language from Chinese, American and British cultures mainly to a wider range of cultures, including those from the outer and expanding circles. Countries from these two circles, such as Singapore and Japan, are nearer to China, and there can be more opportunities for intercultural communications between these cultures. However, American and British cultures can be a good beginning for cultural learning in the world of English and starting with learning about home cultures before expanding to unknown entities can be another choice (Yamada, 2010). Therefore, teachers can make the decision according to their students' needs, for example, which culture they are more interested in and comfortable to begin with and then gradually expose them to other cultures to move on. Moreover, if there is a lack of enough exposure to the outer and other expanding cultures in the textbooks, teachers can prepare their own materials for cultural learning, as suggested in the English curriculum (Ministry of Education, 2017).

Another question that needs to be addressed can be how to integrate cultural learning with language learning in English classrooms. Based on the findings of the study, it can be seen that cultural learning is not in conflict with language learning. Although directed by different goals, both types of learning can be benefited from the use of authentic materials through an accurate reflection of the culture and language use in the real-world (Gilmore, 2007). This ensures the possibility of incorporating the two learning objectives together in English classrooms. When encountering a text that deals with different cultural products, persons, practices or perspectives, teachers can take the chance to introduce the cultures after teaching the target language features in the text. For example, teachers can include some post-reading activities focusing on cultural comparison to involve students in deeper cultural learning and help them to be aware of the differences and similarities between cultures. By following this approach, teachers can promote a shift from learning language as forms only to learning language for communication in English classrooms (Erfani, 2012).

7. Limitations

Some limitations should be noted in the present study. First of all, the cultural representations in the textbooks were coded and analyzed by the investigator alone. Other investigators can be invited to conduct cross-checking so that any confusion or discrepancy can be discussed and resolved together to enhance the reliability of the coding of the textbook cultural elements in content analysis. Another limitation of the study is the small sample size of participants in the interviews. As a result, the interview responses may not represent the general perception. It is thereby suggested that future studies can interview more teachers to gain a more comprehensive understanding of the impact of language textbooks on students' cultural learning. Moreover, studies on student perceptions can also be carried out by interviewing students who have just graduated from school and completed their learning with textbooks. Students are an important textbook user in classrooms and their perceptions of textbooks are also valuable and insightful.

8. Conclusion

In conclusion, this study provides insight into the cultural representation in an English textbook series designed for senior high school in mainland China and teachers' perceptions of the value of these textbooks in facilitating cultural learning in English classrooms. The content analysis indicates an imbalanced cultural representation with inner circle cultures more frequently being mentioned. There is also a surface presentation of cultures focusing on products, practices, and persons. However, the interview responses reveal that this superficial cultural presentation can be overcome by active interpretation and comparison of how foreign cultures can be related to one's own culture. Three strengths of the textbooks are perceived by the teachers – providing authentic cultural input, enhancing home cultural confidence, and promoting critical thinking and intercultural communication skills. It is of great importance to foster students' intercultural awareness and competence to prepare them to be citizens in an increasingly globalized world. Textbooks can include more varieties of cultures to capture the diverse linguistic landscape of English. Activities on cultural comparison can also be designed in textbooks to engage students in deep learning of culture and develop intercultural communication competence.

References

- Ahmed, F., & Narcy-Combes, M. F. (2011). An analysis of textbooks from a cultural point of view. *TESOL Journal*, 5, 21-37.
- Baker, W. (2008). A critical examination of ELT in Thailand: The role of cultural awareness. *RELC Journal*, 39(1), 131-146.
- Baker, W. (2009). The cultures of English as a lingua franca. *TESOL Quarterly*, 43(4), 567-592.
- Bori, P. (2021). Neoliberalism and global textbooks: a critical ethnography of English language classrooms in Serbia. *Language, Culture and Curriculum*, 34(2), 183-198.
- Brody, J. (2003). A linguistic anthropological perspective on language and culture in the second language curriculum. In D. L. Lange, & R. M. Paige (Ed.), *Culture as the core: Perspectives on culture in second language learning* (pp. 37-52). Greenwich, Conn.: Information Age Pub.
- Cong, C. (2000, Oct 19). 中国文化失语症:我国英语教学的缺陷 [Chinese Culture Aphasia: English Language Teaching Defect in China]. *Guang Ming Ri Bao*.
- Davidson, R., & Liu, Y. (2020). Reaching the world outside: cultural representation and perceptions of global citizenship in Japanese elementary school English textbooks. *Language, Culture and Curriculum*, 33(1), 32-49.
- Erfani, S. M. (2012). The rationale for introducing ‘Global Issues’ in English textbook development. *Theory and Practice in Language Studies*, 2(11), 2412–2416.
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97-118.
- Gómez Rodríguez, L. F. (2015). The cultural content in EFL textbooks and what teachers need to do about it. *Profile Issues in Teachers Professional Development*, 17(2), 167-187.
- Guest, G., MacQueen, K. M., & Namey, E. E. (2012). *Applied thematic analysis*. Thousand Oaks, Calif.: Sage Publications.
- Han, Y. (2019). Exploring multimedia, mobile learning, and place-based learning in linguacultural education. *Language Learning & Technology*, 23(3), 29-38.

- Heinrich, P. (2005). Language ideology in JFL textbooks. *International Journal of Sociology of Language*, 175/176, 213-232.
- Hinkel, E. (2001). Building awareness and practical skills to facilitate cross-cultural communication. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 443-358). Boston, MA: Heinle Cengage Learning.
- Holliday, A., Hyde, M., & Kullman, J. (2021). *Intercultural communication: An advanced resource book for students*. Milton: Taylor & Francis Group.
- Kachru, B. B. (1992). World Englishes: Approaches, issues and resources. *Language Teaching*, 25(1), 1-14.
- Keles, U., & Yazan, B. (2020). Representation of cultures and communities in a global ELT textbook: A diachronic content analysis. *Language Teaching Research*, 1-22. Retrieved from <https://journals.sagepub.com/doi/full/10.1177/1362168820976922>.
- Krippendorff, K. (2018). *Content analysis: An introduction to its methodology*. Thousand Oaks, Calif.: Sage publications.
- Lee, K. Y. (2005). A content analysis of Korean adolescent EFL conversation textbooks regarding their treatment of culture. *English Teaching*, 60(3), 139-166.
- Lee, J. F., & Li, X. (2020). Cultural representation in English language textbooks: A comparison of textbooks used in mainland China and Hong Kong. *Pedagogy, Culture & Society*, 28(4), 605-623.
- Li, J. (2016). The transmission of cultural values via EFL textbooks in China. *Journal of Educational Media, Memory, and Society*, 8(2), 128-144.
- López-Rocha, S. (2016). Intercultural communicative competence: creating awareness and promoting skills in the language classroom. In C. Gorla, O. Speicher, & S. Stollhans (Eds.), *Innovative language teaching and learning at university: Enhancing participation and collaboration* (pp. 105-111). Dublin: Researchpublishing.net.
- McConachy, T. (2018). Critically engaging with cultural representations in foreign language textbooks. *Intercultural Education*, 29(1), 77-88.
- Ministry of Education. (2017). *English curriculum standards for nine-year compulsory*

- education* [义务教育英语课程标准]. Beijing: Beijing Normal University Publishing Group.
- Mitchell, R., & Myles, F. (2004). *Second language learning theories* (2nd ed.). London: Arnold.
- Moran, P. (2001). *Teaching culture: Perspectives in practice*. Boston: Heinle & Heinle.
- Morse, J. M., & Linda, N. (2016). *Mixed method design: Principles and procedures* (Vol. 4). London: Routledge.
- Nguyen, M. T. T. (2011). Learning to communicate in a globalized world: To what extent do school textbooks facilitate the development of intercultural pragmatic competence?. *RELC Journal*, 42(1), 17-30.
- Rashidi, N., & Ghaedsharafi, S. (2015). An investigation into the culture and social actors' representation in summit series ELT textbooks within van Leeuwen's 1996 framework. *SAGE Open*, 5(1), 1-10.
- Risager, K. (2006). The concept of culture: An introduction. In K. Risager (Ed.), *Language and culture: Global flows and local complexity* (pp. 32-53). Buffalo, N.Y.: Multilingual Matters.
- Shi, X. L., & Yu, D. (2019). Textbook Writers Talking About the New Edition of *English* published by the Foreign Language Research Press — Interview with the Chef Editor of *English* Chen Lin, the Vice Editor Zhang Lianzhong, the Editorial Board Member Xu Hao, the Chef of Elementary Education Branch Office Zhang Lixin [新编外研版高中《英语》教材编者谈教材——专访外研社普通高中教科书《英语》主编陈琳, 副主编张连仲, 编委徐浩, 基础教育出版分社社长张黎新]. *English Learning* [英语学习], 5, 4-9.
- Paige, R. M., Jorstad, H. L., Siaya, L., Klein F., & Colby, J. (2003). Culture learning in language education: A review of the literature. In D. L. Lange & R. M. Paige (Ed.), *Culture as the core: Perspectives on culture in second language learning* (pp. 173-236). Greenwich: Information Age Publishing.
- Pinner, R. S. (2016). *Reconceptualising authenticity for English as a global language*. Tonawanda, NY: Multilingual Matters.

- Xiang, R., & Yenika-Agbaw, V. (2021). EFL textbooks, culture and power: A critical content analysis of EFL textbooks for ethnic Mongols in China. *Journal of Multilingual and Multicultural Development*, 42(4), 327-341.
- Yamada, M. (2010). English as a multicultural language: Implications from a study of Japan's junior high schools' English language textbooks. *Journal of Multilingual and Multicultural Development*, 31(5), 491-506.
- Yuen, K. M. (2011). The representation of foreign cultures in English textbooks. *ELT Journal*, 65(4), 458-466.

Textbooks

- Chen, L. (2019). *English Compulsory 1* [英语 必修一]. Beijing: Foreign Language Teaching and Research Press.
- Chen, L. (2019). *English Compulsory 2* [英语 必修二]. Beijing: Foreign Language Teaching and Research Press.
- Chen, L. (2019). *English Compulsory 3* [英语 必修三]. Beijing: Foreign Language Teaching and Research Press.
- Chen, L. (2019). *English Selective 1* [英语 选修一]. Beijing: Foreign Language Teaching and Research Press.
- Chen, L. (2019). *English Selective 2* [英语 选修二]. Beijing: Foreign Language Teaching and Research Press.
- Chen, L. (2019). *English Selective 3* [英语 选修三]. Beijing: Foreign Language Teaching and Research Press.
- Chen, L. (2019). *English Selective 4* [英语 选修四]. Beijing: Foreign Language Teaching and Research Press.

Appendix 1 – Table of the Cultural Representations in *English*

Note:

C = Compulsory

S = Selective

... = The omitted content from the textbooks that are not relevant to culture.

< > = Description produced by the researcher about the visual mention of cultural (e.g., picture, chart, video shot) or additional information are bracketed.

Book	Unit	Section	Page/Time	Country	Circle	Dimension	Example
C1	1	Video	00:10	Britain	Inner	Practices	In Britain, young people start secondary school at the age of 11 when they go into Year 7. ...
			00:27	Britain	Inner	Products	King Alfred's School
			00:36	Britain	Inner	Practices	A typical day begins with pupils arriving for classes which start at 8:45.
			00:46	Britain	Inner	Practices	Most young people live in the town and walk or bike to school. There are more than 10 school busses for those who live further away.
			00:57	Britain	Inner	Practices	At this school, there are four classes every day. Each class lasts one hour and fifteen minutes, with many different subjects on the curriculum, including maths, ... and catering.
			01:29	Britain	Inner	Practices	Practical work is very important for teaching and learning at this school.
			02:00	Britain	Inner	Practices	The first two classes stop at 11:15 when there is a break for 25 minutes. Students have a quick snack and catch up with their friends.
			02:10	Britain	Inner	Practices	All pupils must wear a school uniform until the age of 16, no trainers.
			02:21	Britain	Inner	Practices	In the art class, students are making sculptures. Their work helps make the school look interesting and beautiful.

			02:33	Britain	Inner	Practices	Lunch is at 12:55 and pupils can buy a hot meal or sandwiches or can bring something to eat from home.
			02:44	Britain	Inner	Practices	Registration is at 1:35 until 1:55, which gives the students time to spend with their class tutors or go to assembly to hear school news and announcements.
			02:58	Britain	Inner	Practices	There is just one class after lunch.
			03:02	Britain	Inner	Practices	The last class ends at 3:10 and while some students go to one of the many afterschool activities and clubs, most make their way home.
		Understanding ideas	3	China	Expanding	Persons	Meng Hao <textbook fictitious character>
			3	China	Expanding	Persons	Mr Meng <textbook fictitious character>
		Listening and Speaking	7	Britain	Inner	Practices	In the UK and the US, senior high school students take part in various after-school activities.
			7	America	Inner	Practices	In the UK and the US, senior high school students take part in various after-school activities.
			9	America	Inner	Persons	Lisa Osborne <textbook fictitious character>
	2	Video	00:10	Britain	Inner	Products	<shot of Houses of Parliament>
			00:15	Britain	Inner	Practices	English is the most common language in the world. It is the first language in the UK, ...
			00:23	America	Inner	Practices	English is the most common language in the world. It is the first language in ... the USA ...
			00:23	America	Inner	Products	<picture of Golden Gate Bridge>
			00:27	Canada	Inner	Practices	English is the most common language in the world. It is the first language in ... Canada, ...
			00:31	New Zealand	Outer	Practices	English is the most common language in the world. It is the first language in ... New Zealand
			00:31	New Zealand	Outer	Products	<picture of the flag of New Zealand>

			00:34	Australia	Inner	Practices	English is the most common language in the world. It is the first language in ... and Australia.
			00:34	Australia	Inner	Products	<shot of the Sydney Opera House>
			02:18	France	Expanding	Persons	William of Normandy
		Starting out	13	China	Expanding	Practices	<chart of English learners in China>
		Understanding ideas	16	Spain	Expanding	Products	The word “pineapple” developed from the Spanish word “piña”, which means pine cone.
			16	Britain	Inner	Products	When it came to England, “apple” was added to show it is a kind of fruit.
		Vocabulary	18	America	Inner	Products	... which is why ¹ theatre is spelt ² theater in American English.
			18	America	Inner	Persons	Noah Webster
			18	America	Inner	Practices	Americans talk about putting ³ gas in their cars and ...
			18	America	Inner	Practices	... driving along the ⁴ highway, ...
			18	Britain	Inner	Practices	... whereas in the UK, people put ⁵ petrol in their cars and ...
			18	Britain	Inner	Practices	... drive along the ⁶ motorway.
			18	America	Inner	Practices	Americans take the ⁷ elevator to the top floor of a building, ...
			18	Britain	Inner	Practices	... but the British use the ⁸ lift.
			18	America	Inner	Practices	In the US, they take the ⁹ subway, ...
			18	Britain	Inner	Practices	... but in the UK, people travel on the ¹⁰ underground.
			18	America	Inner	Practices	Americans live in a(n) ¹¹ apartment, ...
			18	Britain	Inner	Practices	... while the British live in a(n) ¹² flat.
		Listening and Speaking	19	China	Expanding	Products	dim sum
		Reading	21	China	Expanding	Persons	Zheng Xu <textbook fictitious character>
		Writing	23	Britain	Inner	Persons	<picture of a fictitious British family: the Mother>
			23	Britain	Inner	Persons	<picture of a fictitious British family: the Son>
			23	Britain	Inner	Persons	<picture of a fictitious British family: the Father>

			23	Britain	Inner	Products	We'll have toad-in-the-hole for dinner ...
	3	Video	00:00-04:01	America	Inner	Practices	<clip of an American family welcoming Grandpa and exchanging presents with him>
		Starting out	25	Germany	Expanding	Products	<i>Father and Son</i>
			25	Austria	Outer	Products	<i>The Sound of Music</i>
			25	China	Expanding	Products	<i>Home with Kids</i>
			25	America	Inner	Products	<i>The Incredibles</i>
		Understanding ideas	26	Britain	Inner	Products	Like Father, Like Son
		Reading	32	Britain	Inner	Persons	Alistair Brownlee
			32	Britain	Inner	Persons	Jonny
	4	Video	00:35	China	Expanding	Perspectives	One of the most famous sayings about friendship in China ... "Isn't it a joy when friends visit from faraway places?"
			00:39	China	Expanding	Persons	<picture of Confucius>
			00:48	Britain	Inner	Products	<picture of Big Ben>
			01:07	Britain	Inner	Products	<i>Auld Lang Syne</i>
			01:15	Britain	Inner	Products	<picture of a man wearing Scottish custom>
			01:23	Britain	Inner	Persons	the great Scottish poet Robert Burns
			02:08	American	Inner	Products	<clip of <i>Waterloo Bridge</i> >
		Grammar	41	China	Expanding	Persons	Wang Lei <textbook fictitious character>
		Listening and Speaking	43	America	Inner	Products	Yale University
			43	America	Inner	Products	the University of California
		Reading	44	America	Inner	Persons	William Sydney Porter
			44	America	Inner	Products	After Twenty Years
			50	America	Inner	Persons	Eli Shlizerman
	5	Video	00:19	Britain	Inner	Practices	Nearly 50% of British homes have a pet ...
			00:34	Britain	Inner	Practices	There are about 8 million cats and 8.5 million dogs in the UK.
			01:05	Britain	Inner	Practices	Because people in the UK like dogs and cats so much, there are special shows where people come to watch them.
			01:13	Britain	Inner	Products	Crufts Dog Show
			01:45	Britain	Inner	Practices	Other popular pets in the UK include fish ... rabbits, guinea pigs and caged birds.



			02:05	Britain	Inner	Practices	As well as looking after their own pets, many British people support charities that help protect animals throughout the UK.
			02:16	Britain	Inner	Products	RSPCA, the Royal Society for the Prevention of Cruelty to Animals
		Understanding ideas	50	America	Inner	Persons	Eli Shlizerman
			50	America	Inner	Products	University of Washington
		Grammar	53	China	Expanding	Products	... two giant pandas from China arrived at a zoo in the Netherlands.
			53	China	Expanding	Products	... they were welcomed to the Chinese-style compound...
		Reading	56	America	Inner	Products	Yellowstone National Park
		Writing	59	China	Expanding	Perspectives	The red-crowned crane is a symbol of long life and good luck in Chinese culture.
	6	Video	00:09	Italy	Expanding	Practices	Located in the north-east of Italy, Venice is known as “The Floating City”.
			00:18	Italy	Expanding	Practices	But Venice is not one single island. It is made up of over 100 small islands, which are connected by waterways and bridges.
			00:33	Italy	Expanding	Practices	Water has always been a big part of life in Venice.
			00:47	Italy	Expanding	Products	gondola
			00:53	Italy	Expanding	Practices	Unfortunately, water is also putting Venice in great danger. Saltwater is slowly damaging the bases of Venice’s buildings.
			01:09	Italy	Expanding	Practices	More problems are caused by floods, ... But these floods could now be a thing of the past thanks to a new flood prevention project.
			01:45	Italy	Expanding	Practices	Dozens of gates have been build to hold back the sea.
		Starting out	61	Russia	Expanding	Products	<picture of a house in Russia>
			61	Britain	Inner	Products	<picture of a park in the UK>
			61	China	Expanding	Products	<picture of Chinese cave dwelling>
			61	Myanmar	Expanding	Products	<picture of a strew house in Myanmar>

		Understanding ideas	62	China	Expanding	Products	Longji Rice Terraces
			62	China	Expanding	Practices	These terraces were built by the local Zhuang and Yao people, to whom Guangxi is home.
			62	China	Expanding	Persons	<picture of Zhuang people in customs: Man>
			62	China	Expanding	Persons	<picture of Zhuang people in customs: Woman>
			62	China	Expanding	Persons	<picture of a Yao people in her customs>
			63	China	Expanding	Practices	... people have worked in harmony with nature ...
			63	China	Expanding	Practices	... these terraces still mean a lot to the local people for whom traditions hold much value.
			63	China	Expanding	Practices	This knowledge is passed down through families, which means that new generations continue to use ancient methods of agriculture to maintain the terraces.
		Vocabulary	66	Australia	Inner	Products	The Great Barrier Reef
			66	America	Inner	Products	The Grand Canyon
			66	China	Expanding	Products	Huangguoshu Water fall.MP4
			66	China	Expanding	Products	Huangguoshu National Park
			66	China	Expanding	Products	Next week we are flying to the Turpan ³ Basin in Xinjiang, which is famous for its sweet grapes.
		Listening and Speaking	67	Arctic	Expanding	Practices	Around four million people live in the Arctic region, of whom around 170,000 are Inuit.
			67	Arctic	Expanding	Products	Igloo
			67	Arctic	Expanding	Practices	Eating a lot of fish and meat keeps our bodies strong so that we can ³ fight the cold.
		Reading	68	Britain	Inner	Products	British gardens
			68	Britain	Inner	Products	<i>The Secret Garden</i>
			68	Britain	Inner	Practices	Today, millions of Brits ... with around half the population spending their free time gardening.
			70	Britain	Inner	Perspectives	For many people in the UK, their garden is their own private world.
		Writing	71	Britain	Inner	Practices	British people love to make tea with fruit and herbs.

			71	Britain	Inner	Practices	Many people grow their very own tea gardens, in which they plant easy-to-grow herbs such as mint and lemongrass.
			71	Britain	Inner	Practices	Flavours such as lemon and ginger have long been popular in the UK.
		Unit 2 Project	73	China	Expanding	Products	<picture of Chinese signs: 某景区>
			73	China	Expanding	Products	<picture of Chinese signs: 行平安路回幸福家>
			73	China	Expanding	Products	<picture of Chinese signs: 小心碰头>
		Learning aid 1	88	America	Inner	Practices	In the United States, there is an Orientation Day at the beginning of the school year for new students.
			89	America	Inner	Persons	Maya Angelou (1928–2014) was an American poet, writer and civil rights activist.
		Learning aid 2	92	Britain	Inner	Practices	In Britain, the floor of a building at the bottom level is called the “ground floor” and the floor above it is called the “first floor”.
			92	America	Inner	Practices	In America, just like in China, the “first floor” is at the bottom level and the one above it is the “second floor”.
			92	Britain	Inner	Practices	“Not bad!” here means “very good”. This way of making something seem less important or impressive than it actually is, is called understatement, and British people often use it.
			92	America	Inner	Practices	Americans use understatement too, but less than British people do.
		Learning aid 4	96	Greece	Expanding	Persons	Aristotle (384–322 BC) was an Ancient Greek philosopher and scientist.
			97	America	Inner	Practices	America’s Westward Expansion
C2	1	Video	00:15	China	Expanding	Practices	While travelling across China, I’m starting to realise that its variety of food is as vast as its land. Different regions in China have different cooking styles and unique dishes.
			00:27	China	Expanding	Products	Beijing duck
			01:10	China	Expanding	Products	dazhaxie

			02:17	China	Expanding	Products	<shot of Bingtanghulu>
			02:27	China	Expanding	Products	Sichuan hot pot
		Starting out	1	China	Expanding	Products	dim sum
			1	Britain	Inner	Products	fish and chips
			1	India	Outer	Products	curry
			1	Italy	Expanding	Products	pasta
			1	Canada	Inner	Products	maple syrup
			1	Mexico	Expanding	Products	black bean salad
		Understanding ideas	2	Britain	Inner	Products	black pudding: a type of dark sausage mainly made from pig's blood and fat, famous in the UK and some other parts of Europe
			2	Britain	Inner	Products	haggis: a Scottish dish made from the liver, heart and lungs of a sheep
			2	Britain	Inner	Practices	Growing up in England with a British father ... I was able to hold a knife and fork ...
			2	China	Expanding	Practices	Growing up in England with ... a Chinese mother, ... I was able to hold ... chopsticks!
			2	China	Expanding	Practices	Mum has ever sweet memories of the food from her home town in Sichuan, and often cooks spicy dishes.
			3	China	Expanding	Practices	... the Chinese ate almost every part of an animal.
			3	Britain	Inner	Products	full English breakfast" of bacon, eggs, beans, sausages and toast with butter ...
			3	China	Expanding	Products	Stinky tofu, a horrible grey thing that looked and smelt like a burnt sports shoe.
			3	Britain	Inner	Products	English biscuits
			3	China	Expanding	Products	Chinese oolong tea
			3	China	Expanding	Products	a fine china cup
			4	China	Expanding	Persons	<picture of the Chinese mother>
			4	Britain	Inner	Persons	<picture of the British father>
		Grammar	5	Britain	Inner	Practices	... wait until everyone else has been served before you start eating.

			5	Britain	Inner	Practices	Sometimes there are so many knives and forks ... the trick is to start with the ones on the outside.
			5	Britain	Inner	Practices	When you finish your meal, ... place the knife and fork together on your plate with the handles at the four o'clock position.
			5	Britain	Inner	Practices	Table manners, however, can differ in different situations. For example, you ⁴ <u>needn't</u> use a knife and fork when eating a hamburger or pizza.
		Vocabulary	6	America	Inner	Products	Backyard BBQ, Kansas City, US ... The most tender steak I've ever had!
			6	China	Expanding	Products	Bund 59, Shanghai, China ... A bowl of soup with a large, round meatball!
			6	Britain	Inner	Products	Antonio's Pizzeria, London, UK ... I ordered a large vegetarian pizza ...
			6	France	Expanding	Products	Madame Laurent's Bakery, Paris, France ... You've got to try the strawberry cheesecake.
		Listening and Speaking	7	France	Expanding	Products	French fries
		Writing	11	China	Expanding	Products	Gong Bao Chicken
			11	China	Expanding	Persons	Ding Baozhen
			11	China	Expanding	Products	Dujiangyan Irrigation System
		Presenting ideas	12	China	Expanding	Products	roast duck
			12	China	Expanding	Products	green tea
			12	China	Expanding	Products	mooncake
	2	Video	00:22	Japan	Expanding	Products	<picture of Mount Fuji>
			00:27	Japan	Expanding	Products	<picture of Sakura>
			00:30	Japan	Expanding	Products	<picture of kimono>
			00:30	Japan	Expanding	Practices	It is time for "hanami", which in English means flower viewing".
			00:50	Bulgaria	Expanding	Practices	In Bulgaria, people welcome summer by celebrating the Rose Festival.
			00:56	Bulgaria	Expanding	Products	<shot of the traditional custom of Bulgaria>



			01:25	China	Expanding	Practices	Mid-Autumn Day in China is also known as the Moon Festival.
			01:57	China	Expanding	Products	<picture of mooncakes>
			02:10	China	Expanding	Practices	Harbin International Ice and Snow Festival
		Starting out	13	China	Expanding	Practices	Dragon Boat Festival
			13	China	Expanding	Persons	Qu Yuan, a poet and statesman in Ancient China.
			13	South Africa	Expanding	Practices	Freedom Day
		Understanding ideas	14	Britain	Inner	Persons	J.R.R. Tolkien
			14	Britain	Inner	Products	<i>The Hobbit</i>
			14	Britain	Inner	Products	<i>The Lord of the Rings</i>
			14	Britain	Inner	Products	<i>Letters from Father Christmas</i>
		Grammar	17	America	Inner	Products	Batman
			17	America	Inner	Practices	Black Friday
		Vocabulary	18	China	Expanding	Practices	Lantern Festival celebrations
			18	China	Expanding	Products	Rice balls
			18	China	Expanding	Products	The lantern fair
			18	China	Expanding	Products	red envelope
			18	China	Expanding	Products	Renmin Square
		Audio	00:23	America	Inner	Practices	... celebrating Thanksgiving.
		Reading	20	China	Expanding	Practices	<picture of celebrating Spring Festival: pasting Fu and couplets, lighting firework, etc.>
			20	China	Expanding	Practices	A family dinner is an important tradition to celebrate Spring festival.
			20	China	Expanding	Persons	Wang Peng <textbook fictitious character>
			21	China	Expanding	Persons	Liu Yonghui <textbook fictitious character>
			21	China	Expanding	Perspectives	It was not only for the delicious food that we seldom got to eat, but for the opportunity to have our whole family gathered together.
			21	China	Expanding	Products	dumplings
			21	China	Expanding	Products	She'd put tokens in some dumplings ...
			21	China	Expanding	Perspectives	candies for a sweet life
			21	China	Expanding	Perspectives	peanuts for a long and healthy one
			21	China	Expanding	Products	<picture of lion dance>



	3	Video	00:11	Britain	Inner	Practices	The British spend a lot of their free time watching and playing sport.
			00:16	Britain	Inner	Practices	One of the most popular sports is, of course, football or soccer.
			00:39	Britain	Inner	Products	Wembley Stadium
			00:45	Britain	Inner	Persons	<shot of the Queen Elizabeth>
			01:03	Britain	Inner	Practices	Cricket is another sport that is very popular in the UK.
			01:11	India	Outer	Practices	It is also played widely across the world, mainly in former British colonies, like India ...
			01:12	Australia	Inner	Practices	It is also played widely across the world, mainly in former British colonies, ... Australia ...
			02:13	Britain	Inner	Practices	... rugby ... The game is very popular all over Britain.
			02:48	Britain	Inner	Products	Everyone knows about Wimbledon, the home of tennis.
			02:52	Britain	Inner	Products	The Wimbledon Championship
			03:07	Britain	Inner	Practices	There are a lot of marathon races all over the UK ...
		Understanding ideas	26	China	Expanding	Products	cuju (kick ball)
			26	Britain	Inner	Products	Football as we know it today started in Great Britain, where the game was given new rules.
		Listening and Speaking	31	China	Expanding	Products	Tai chi
		Reading	32	China	Expanding	Persons	Li Yue <textbook fictitious character>
			33	Canada	Inner	Persons	Sarah <textbook fictitious character>
			33	America	Inner	Persons	David <textbook fictitious character>
			33	Britain	Inner	Persons	Grace <textbook fictitious character>
			33	Britain	Inner	Practices	the Great Gorilla Run in London
	4	Video	00:35	China	Expanding	Products	The Deheyuan Grand Theatre
			00:38	China	Expanding	Products	Summer Palace
			00:51	China	Expanding	Products	Peking Opera
			00:59	China	Expanding	Persons	Yang Xiaolou
			01:01	China	Expanding	Persons	Tan Xinpei
			02:21	Britain	Inner	Persons	William Shakespeare



			02:16	Britain	Inner	Products	Globe Theatre
			02:41	Britain	Inner	Products	River Thames
		Starting out	37	Russia	Expanding	Products	The Nutcracker
			37	America	Inner	Persons	Lisa Brown
			37	China	Expanding	Products	Sichuan Opera Face-changing
			37	China	Expanding	Practices	Chinese Spring festival
			37	France	Expanding	Products	Waiting for Godot
			37	China	Expanding	Products	Chinese Crosstalk Show
		Understanding ideas	38	Britain	Inner	Products	<i>Hamlet</i>
			38	China	Expanding	Products	<i>The Revenge of Prince Zidan</i>
			38	China	Expanding	Products	<i>jinghu</i>
		Grammar	41	China	Expanding	Products	<i>The Peony Pavilion</i>
		Using language: Vocabulary	42	China	Expanding	Products	<i>Monkey King</i>
			42	Britain	Inner	Products	<picture of Mr. Bean>
		Listening and Speaking	43	Britain	Inner	Practices	Glastonbury Festival
		Reading	44	China	Expanding	Products	<i>Dream of the Red Chamber</i>
			44	China	Expanding	Persons	Cao Xueqin
			44	Britain	Inner	Product	<i>The Complete Sherlock Holmes</i>
			44	China	Expanding	Products	<i>Rickshaw Boy</i>
			44	China	Expanding	Persons	Lao She
			44	China	Expanding	Products	<i>Moment in Peking</i>
			44	China	Expanding	Persons	Lin Yutang
			45	Britain	Inner	Products	Harry Potter
		Writing	47	America	Inner	Products	The Princess Diaries
	5	Video	00:24	Italy	Expanding	Products	<shot of the flag of Italy>
			00:26	Italy	Expanding	Products	<shot of Colosseum>
			00:30	Italy	Expanding	Products	<shot of Torre di Pisa>
			00:35	Italy	Expanding	Products	<shot of Trevi Fountain>
			00:42	Italy	Expanding	Products	Italy offers so many choices of wonderful food. It's the home of pizza ...
			00:48	Italy	Expanding	Products	... and there's nothing quite like a delicious Italian ice cream.
			01:00	Spain	Expanding	Persons	Antoni Gaudí

			01:00	Spain	Expanding	Products	<picture of the Sagrada Familia>
			01:03	Spain	Expanding	Persons	Pablo Picasso
			01:03	Spain	Expanding	Products	<picture of a Picasso's painting>
			01:08	Spain	Expanding	Products	Spain has inspired many of the world's greatest artists. Travel to Barcelona to take a look at the unique buildings around the city.
			01:24	Spain	Expanding	Products	flamenco dancing
			01:27	Spain	Expanding	Products	the running of the bulls
			01:46	America	Inner	Products	<picture of Golden Gate Bridge>
			02:03	America	Inner	Products	Hollywood Walk of Fame
			02:13	America	Inner	Products	Yellowstone National Park
			02:16	America	Inner	Products	The Grand Canyon.
		Understanding ideas	50	Australia	Inner	Persons	Lauren Elizabeth Pirie Bath
			51	Australia	Inner	Products	<i>Kimberly Quest</i>
		Grammar	53	Switzerland	Expanding	Products	Bernina Express
		Audio	01:09	Britain	Inner	Products	fish and chips
			01:35	Britain	Inner	Practices	the boat race between Oxford and Cambridge universities
			01:42	Britain	Inner	Products	River Thames
		Reading	57	Canada	Inner	Practices	We reached Quebec ... where most people speak French. ... they speak Quebecois, which is a type of Canadian French.
			57	Canada	Inner	Products	To cheer up, we went to a typical Quebec restaurant for lunch. We had the famous "poutine", which is a dish of French fries, fresh cheese and a hot brown sauce called "gravy".
		Writing	59	China	Expanding	Products	Yulong Snow Mountain
		Presenting ideas	60	China	Expanding	Products	<picture of the symbol of a Chinese city 1>
			60	China	Expanding	Products	<picture of the symbol of a Chinese city 2>
			60	China	Expanding	Products	<picture of the symbol of a Chinese city 3>
	6	Understanding ideas	62	America	Inner	Products	<i>Jaws</i>
		Grammar	65	China	Expanding	Persons	Lin Feng <textbook fictitious character>
			65	China	Expanding	Products	Sanjiangyuan National Nature Reserve (SNNR)



			65	China	Expanding	Products	Yellow River
			65	China	Expanding	Products	Changjiang River
			65	China	Expanding	Products	Lancang River
		Unit 5 Project	77	Egypt	Expanding	Products	<picture of pyramids>
		Communication bank Unit 1	81	China	Expanding	Practices	Double Ninth Festival ... People celebrate the festival by climbing mountains, appreciating chrysanthemum flowers and drinking chrysanthemum wine.
		Communication bank Unit 3	82	China	Expanding	Practices	Traditional sports in China ... dragon boat racing
		Communication bank Unit 4	82	Argentina	Expanding	Persons	Argentina's Famous Mime Comedian ... Nana Stuart
		Communication bank Unit 6	84	China	Expanding	Practices	China plans to introduce household waste classification and sorting in the first batch of cities by 2020.
		Learning aid 1	89	Britain	Inner	Products	Sunday roast is a traditional British main meal, typically served on Sunday. It consists of roast meat, roast potatoes and vegetables. Traditional accompaniments such as Yorkshire pudding, sausages, stuffing and gravy are also served.
			89	China	Expanding	Perspectives	According to traditional Chinese medicine, "heat inside our bodies" is a general condition of hyperactivity that arises as a result of a fundamental physical imbalance.
		Learning aid 3	95	America	Inner	Persons	Neil Armstrong was born in the US in 1930.
			96	Brazil	Expanding	Persons	Edson Arantes do Nascimento, known as Pelé, was born in 1940 in Brazil ...
			98	Britain	Inner	Persons	Bill Shankly (1913–1981) was one of Britain's most successful and respected football managers.
		Learning aid 4	103	Greece	Expanding	Persons	Homer is traditionally regarded as the author of two epic poems from Ancient Greece, ...
			103	Greece	Expanding	Products	<i>The Iliad</i>
			103	Greece	Expanding	Products	<i>The Odyssey</i>



			103	America	Inner	Products	<i>The Great Gatsby</i>
			103	America	Inner	Persons	... American author F. Scott Fitzgerald ...
			103	Britain	Inner	Products	Alice's Adventures in Wonderland
			103	Britain	Inner	Persons	... English mathematician Charles Lutwidge Dogson ...
			104	America	Inner	Products	<i>Troy</i> is a 2004 American movie ...
			104	America	Inner	Persons	Wolfgang Petersen
			105	Britain	Inner	Products	<i>Sherlock</i> is a crime drama series ...
			105	America	Inner	Products	<i>Mad Men</i> is an American television drama series.
		Learning aid 5	106	Australia	Inner	Practices	Broome ... It is one of Western Australia's most popular tourist destinations, ...
			106	Australia	Inner	Practices	The Kimberley region ... is well known for its spectacular wilderness.
			106	Australia	Inner	Practices	... Vancouver is known as both a popular tourist attraction and a good place to live in. It is also ethnically diverse, and has a high proportion of immigrants from China.
		Learning aid 6	110	America	Inner	Products	<i>Jaws</i> is a 1975 American film, ...
			110	America	Inner	Persons	Steven Spielberg
			110	America	Inner	Products	<i>The Deep</i>
			110	America	Inner	Products	<i>The Island</i>
			110	America	Inner	Products	<i>White Shark</i>
C3	1	Video	01:53	Italy	Expanding	Products	It's an Italian restaurant. ... the pizza with lots of cheeses
		Understanding ideas	3	America	Inner	Perspectives	There is an old American saying, "Loose lips sink ships"
		Grammar	5	America	Inner	Products	<i>Inside Out</i>
		Writing	11	Germany	Expanding	Persons	Schopenhauer
		Presenting ideas	12	China	Expanding	Perspectives	Do not do to others what you do not want others to do to you.
			12	China	Expanding	Persons	Confucius
			12	America	Inner	Products	The most basic of all human needs is the need to understand and be understood.

			12	America	Inner	Persons	Ralph G. Nichols
	2	Video	00:13	China	Expanding	Practices	On 5 September 2016, China celebrated its first Charity Day ...
			00:32	China	Expanding	Practices	Caring for others and being ready to help are traditional Chinese moral virtues
		Starting out	13	China	Expanding	Persons	Bai Fangli
			13	Britain	Inner	Persons	Florence Nightingale
			13	America	Inner	Persons	Red Adair
		Understanding ideas	14	Uganda	Outer	Persons	<picture of a Uganda Children>
			14	Canada	Inner	Persons	... a six-year-old Canadian schoolboy, Ryan ...
		Listening and Speaking	19	Britain	Inner	Practices	On most UK high streets, for example, you will often come across people raising money and looking for volunteers ...
			19	China	Expanding	Practices	In China, volunteers are also playing an increasingly important role in environmental protection, disability assistance and many other fields.
		Reading	20	Czech	Expanding	Products	Prague's Wilson Station
			20	Britain	Inner	Persons	Nicholas Winton was born on 19 May 1909 in London, to German-Jewish parents. The family later took British nationality.
			20	Britain	Inner	Products	Britain's Royal Air Force
			21	Britain	Inner	Products	the British television programme <i>That's Life</i>
			21	China	Expanding	Perspectives	A kind-hearted person lives a long life.
		Writing	23	China	Expanding	Persons	Tu Youyou
			23	China	Expanding	Products	Beijing Medical College
			23	China	Expanding	Products	... <i>qinghaosu</i> from a Chinese herb ...
	3	Starting out	25	Britain	Inner	Products	<i>Harry Potter and the Philosopher's Stone</i>
			25	Britain	Inner	Products	<i>The Time Machine</i>
			25	Britain	Inner	Products	<i>The Machine Stops</i>
			25	France	Expanding	Products	<i>In the Year 2889</i>
		Understanding ideas	26	China	Expanding	Products	... the four great inventions in Ancient China: gunpowder, papermaking, printing and the compass.



		Vocabulary	30	China	Expanding	Persons	Guo Shoujing
			30	Britain	Inner	Persons	Charles Darwin
			30	Britain	Inner	Persons	<i>On the Origin of Species</i>
			30	China	Expanding	Persons	Li Daoyuan
			30	Britain	Inner	Persons	Marie Curie
			30	China	Expanding	Persons	Chen Jingrun
			30	China	Expanding	Products	Chen's Theorem
		Reading	32	America	Inner	Products	Benjamin Franklin
			32	America	Inner	Products	the Declaration of Independence
			32	America	Inner	Products	US Constitution
			32	Britain	Inner	Persons	Newton
	4	Video	00:24	Italy	Expanding	Practices	the Renaissance
			00:37	Italy	Expanding	Persons	Michelangelo
			00:39	Italy	Expanding	Persons	Botticelli
			00:42	Italy	Expanding	Products	<picture of the sculpture David by Michelangelo>
			00:42	Italy	Expanding	Products	<picture of a painting by Botticelli>
			01:12	America	Inner	Products	the Museum of Modern Art
			01:13	America	Inner	Products	the Guggenheim Museum
			01:23	America	Inner	Products	the art galleries of Chelsea
			01:28	America	Inner	Products	the Lower East Side
			01:45	China	Expanding	Products	<shot of Chinese paper cutting>
			01:54	China	Expanding	Products	the Palace Museum
			02:00	China	Expanding	Products	798 Art Zone
		Starting out	37	China	Expanding	Products	<i>The Peacock</i>
			37	China	Expanding	Persons	Yang Liping
			37	Spain	Expanding	Products	<i>The Persistence of Memory</i>
			37	Spain	Expanding	Persons	Salvador Dalí
			37	France	Expanding	Products	<i>The Thinker</i>
			37	France	Expanding	Persons	Auguste Rodin
			37	Italy	Expanding	Products	<i>Turandot</i>
			37	Italy	Expanding	Persons	Giacomo Puccini
		Understanding ideas	38	France	Expanding	Products	the Louvre Museum

			38	Greece	Expanding	Products	<i>Winged Victory of Samothrace</i>
			38	Iraq	Expanding	Products	<i>The Code of Hammurabi</i>
			38	France	Expanding	Products	<i>Liberty Leading the People</i>
			38	Greece	Expanding	Products	<i>Venus de Milo</i>
			39	Italy	Expanding	Products	<i>Mona Lisa</i>
			39	Netherland	Expanding	Persons	Rembrandt
		Vocabulary	42	China	Expanding	Products	<i>qinghua bowl</i>
			42	China	Expanding	Products	Chinese ¹ porcelain
			42	China	Expanding	Products	² paper cutting
			42	China	Expanding	Products	³ embroidery
			42	China	Expanding	Products	⁴ Chinese painting
			42	China	Expanding	Products	Chinese ⁵ calligraphy
			42	China	Expanding	Products	⁶ seal cutting
		Listening and Speaking	43	Britain	Inner	Persons	British artist Tracey Emin
			43	Britain	Inner	Products	<i>My bed</i>
		Reading	44	China	Expanding	Persons	Han Gan
			44	China	Expanding	Products	<i>Night-Shining White</i>
			44	America	Inner	Products	Metropolitan Museum of Art
			45	China	Expanding	Persons	Wang Wei
			45	China	Expanding	Persons	Emperor Xuanzong
			45	China	Expanding	Persons	Su Shi
		Writing	47	Netherland	Expanding	Products	<i>Sunflowers</i>
			47	Netherland	Expanding	Persons	Vincent van Gogh
			47	France	Expanding	Persons	Paul Gauguin
	5	Video	00:11	China	Expanding	Persons	Xu Xiake
			02:02	China	Expanding	Products	Jinsha River
			02:04	China	Expanding	Products	Yangtze River
			02:11	China	Expanding	Products	Xu's diaries
		Starting out	49	Portugal	Expanding	Persons	Ferdinand Magellan
			49	Portugal	Expanding	Persons	Vasco da Gama
			49	South Africa	Expanding	Products	the Cape of Good Hope
			49	Italy	Expanding	Persons	Christopher Columbus
		Understanding ideas	50	New Zealand	Inner	Persons	Edmund Hillary

			50	Nepal	Expanding	Persons	Tenzing Norgay
			50	Britain	Inner	Persons	George Mallory
			51	America	Inner	Persons	Alan Arnette
			51	America	Inner	Persons	Frank Farley
			51	America	Inner	Products	<i>LA Times</i>
		Listening and Speaking	55	China	Expanding	Products	China's National Highway 318
		Audio	00:15	China	Expanding	Persons	Wang Tao <textbook fictitious character>
			00:16	China	Expanding	Persons	Zhang Jing <textbook fictitious character>
		Reading	56	France	Expanding	Persons	Jules Verne (1828–1905) was a French writer best known for his adventure stories.
			56	France	Expanding	Products	<i>Journey to the Centre of the Earth</i>
			56	France	Expanding	Products	<i>Twenty Thousand Leagues Under the Sea</i>
			56	France	Expanding	Products	<i>Around the World in Eighty Days</i>
		Writing	59	Britain	Inner	Products	Farne Islands
	6	Video	00:36	Italy	Expanding	Products	Mount Vesuvius
		Starting out	61	America	Inner	Products	THE DAY AFTER TOMORROW
			61	America	Inner	Products	INTO THE STORM
			61	America	Inner	Products	Aftershock
			61	America	Inner	Products	POSEIDON
			63	Britain	Inner	Products	Thames
		Grammar	65	China	Expanding	Products	China International Search and Rescue Team
		Listening and Speaking	67	Greece	Expanding	Persons	Aristotle
		Unit 4 Project	76	China	Expanding	Products	<i>Gallop Horse</i>
			76	China	Expanding	Persons	Xu Beihong
			76	America	Inner	Products	<i>Campbell's Soup Cans</i>
			76	America	Inner	Persons	Andy Warhol
			76	France	Expanding	Products	<i>Water Lilies and Japanese Bridge</i>
			76	Italy	Expanding	Products	Claude Monet
			76	Britain	Inner	Products	the National Portrait Gallery
			76	Italy	Expanding	Products	the Uffizi Gallery
			76	Italy	Expanding	Products	Picasso
			76	China	Expanding	Persons	Wu Guanzhong
		Communication bank Unit 3	82	America	Inner	Persons	Jackson Pollock



			82	America	Inner	Products	<i>Summertime: Number 9A</i>
			85	America	Inner	Persons	Alexander Graham Bell
		Communication bank Unit 5	83	China	Expanding	Products	Qingdao/ Zhanqiao Pier
			83	China	Expanding	Products	Hangzhou/ West Lake
			83	China	Expanding	Products	Dongpo Pork
			83	China	Expanding	Products	Xiamen/ Gulangyu Island
		Learning aid 1	90	Britain	Inner	Persons	Sir Walter Scott (1771–1832) was a Scottish novelist, poet, historian, and biographer ...
			90	Britain	Inner	Persons	<i>Marmion: A Tale of Flodden Field</i> ... “Oh, what a tangled web we weave, / When first we practice to deceive!”
		Learning aid 2	96	Britain	Inner	Products	A knighthood is a title in the British honours systems, and is often granted to those who have made a significant contribution to the country.
			96	Czech	Expanding	Products	The Order to the White Lion ... is now awarded to Czech citizens and foreigners alike for outstanding services to the Czech Republic.
			93	Uganda	Expanding	Practices	Poverty is widespread and many local people have limited access to clean water.
		Learning aid 3	100	Britain	Inner	Products	<i>Memoirs of Sir Isaac Newton's Life</i>
			100	Britain	Inner	Persons	William Stukeley
		Learning aid 4	102	France	Expanding	Persons	Louis XIV
			102	Italy	Expanding	Persons	Da Vinci
			102	France	Expanding	Persons	Delacroix
			102	Greece	Expanding	Persons	Alexandro
			103	France	Expanding	Persons	Charles Champoiseau
S1	1	Video	00:08	Greece	Expanding	Products	The word “comedy” first appeared in Ancient Greece.
			00:18	Britain	Inner	Persons	Shakespeare
			00:35	Britain	Inner	Products	<i>Measure for measure</i>
			00:37	Britain	Inner	Products	<i>The Merchant of Venice</i>
			00:40	Britain	Inner	Products	<i>All's Well That Ends Well</i>
			00:50	Britain	Inner	Practices	In 19th Victorian England, comedy acts with clowns were popular.

			01:26	Italy	Expanding	Perspectives	The Ancient Romans didn't think it was funny to laugh at oneself.
			01:31	Italy	Expanding	Perspectives	While the 16th-century Italians loved a good practical joke, even they were the victim of it.
			1	Greece	Expanding	Persons	Aristotle
		Grammar	5	Britain	Inner	Products	Sherlock Holmes and Dr Watson
		Audio	00:12	Japan	Expanding	Products	<i>My Crazy family</i>
		Integrated skills	7	Britain	Inner	Practices	April Fool's Day ... The jokes traditionally last until noon in the UK.
			7	America	Inner	Practices	April Fool's Day ... But in some other countries, such as the US, they can last all day!
		Audio	00:41	Britain	Inner	Products	the Tower of London
			01:24	Britain	Inner	Products	The BBC News Channel
			02:44	Britain	Inner	Products	BBC joke
		Reading	8	America	Inner	Persons	Mark Twain
			8	America	Inner	Persons	<i>The Adventures of Tom Sawyer</i>
			8	America	Inner	Persons	<i>Adventures of Huckleberry Finn</i>
			8	China	Expanding	Persons	Lin Yutang
			8	China	Expanding	Products	<i>My Country and My People</i>
			8	China	Expanding	Products	<i>The Importance of Living</i>
			8	China	Expanding	Products	... "youmo" from Ancient Chinese as the translation for the English word "humour".
		Writing	11	Britain	Inner	Persons	Charlie Chaplin
			11	America	Inner	Products	<i>Modern Times</i>
	2	Video	00:11	Britain	Inner	Persons	Stephen Hawking
			00:54	Britain	Inner	Products	<i>A Brief History of Time</i>
			01:16	South Africa	Expanding	Persons	Nelson Mandela
			02:20	China	Expanding	Persons	Xu Beihong
			03:18	China	Expanding	Products	... a new form of national art that combined traditional Chinese painting techniques with Western composition, to reflect a modern China.
			03:33	China	Expanding	Products	<picture of a modern Chinese painting that depicts a cat>



			03:33	China	Expanding	Products	<picture of a modern Chinese painting that depicts four women>
			03:33	China	Expanding	Products	<picture of a modern Chinese painting that depicts a girl with a flute>
			03:37	China	Expanding	Products	<picture of a modern Chinese painting that depicts a child with her mother and grandfather>
			03:37	China	Expanding	Products	<picture of a modern Chinese painting that depicts an old man>
			03:37	China	Expanding	Products	<picture of a modern Chinese painting that depicts a young lady>
		Starting out	13	America	Inner	Products	Don't quit
			13	America	Inner	Persons	Edgar Albert Guest
		Understanding ideas	14	America	Inner	Persons	J.D. Salinger
			14	Britain	Inner	Persons	Emily Brontë
			14	Britain	Inner	Persons	J.K. Rowling
			15	Britain	Inner	Products	<i>Harry Potter</i>
			15	America	Inner	Products	<i>The Catcher in the Rye</i>
			15	America	Inner	Persons	Robert Southey
			15	Britain	Inner	Persons	Charlotte Brontë
			15	Britain	Inner	Products	<i>Jane Eyre</i>
			15	Britain	Inner	Products	<i>Wuthering Heights</i>
			15	Britain	Inner	Persons	Anne Brontë
			15	Britain	Inner	Products	<i>Agnes Grey</i>
		Grammar	17	China	Expanding	Persons	Liu Wei
			17	China	Expanding	Products	<i>China's Got Talent</i>
		Audio	00:01	China	Expanding	Persons	Dawei <textbook fictitious character>
			01:06	China	Expanding	Persons	Liu Jing <textbook fictitious character>
		Reading	20	America	Inner	Practices	<chart of the percentage of adults with a disability in the US>
			21	America	Inner	Products	"Three Days to See"
			21	America	Inner	Persons	Helen Keller
	3	Video	00:38	Greece	Expanding	Products	Records show that the ancient Olympic Games were first held in 776 BC in Greece.



			00:54	Russia	Expanding	Products	<picture of the symbol of Moscow Olympics>
			00:54	America	Inner	Products	<picture of the symbol of Los Angeles Olympics>
			00:54	Korea	Expanding	Products	<picture of the symbol of Seoul Olympics>
			00:54	Spain	Expanding	Products	<picture of the symbol of Barcelona Olympics>
			00:54	America	Inner	Products	<picture of the symbol of Atlanta Olympics>
			00:54	Australia	Inner	Products	<picture of the symbol of Sydney Olympics>
			00:54	Greece	Expanding	Products	<picture of the symbol of Athens Olympics>
			00:54	China	Expanding	Products	<picture of the symbol of Beijing Olympics>
			00:54	Britain	Inner	Products	<picture of the symbol of London Olympics>
			00:54	Brazil	Expanding	Products	<picture of the symbol of Rio Olympics>
			01:44	China	Expanding	Products	<picture of the Bird's Nest>
			01:49	China	Expanding	Products	<picture of Chinese transport links>
			01:53	China	Expanding	Products	<picture of Chinese broadcasting systems>
			03:22	France	Expanding	Products	<shot of France national flag>
			03:30	America	Inner	Products	The Super Bowl is the ultimate championship of American football.
			04:00	America	Inner	Products	Philadelphia Eagles
			04:02	America	Inner	Products	the New England Patriots
			04:05	America	Inner	Products	the Pittsburgh Steelers
			04:07	America	Inner	Practices	... it is the most widely watched American TV broadcast of the year ...
		Starting out	25	China	Expanding	Persons	Xu Haifeng
			25	Canada	Inner	Persons	Wayne Gretzky
			25	Russia	Expanding	Persons	Yelena Isinbayeva
		Understanding ideas	26	America	Inner	Persons	Stephen Curry
			26	America	Inner	Persons	Dell Curry
			27	America	Inner	Products	Davidson College
			27	America	Inner	Products	Golden State Warriors
		Grammar	29	Ethiopia	Expanding	Persons	Etenesh Diro
		Integrated skills	31	Brazil	Expanding	Persons	Pelé
			31	China	Expanding	Persons	Yao Ming
			31	China	Expanding	Persons	Li Na
		Audio	00:18	Jamaica	Outer	Persons	Usain Bolt



			00:20	America	Inner	Persons	LeBron James
			00:24	Britain	Inner	Persons	Andy Murray
		Reading	32	China	Expanding	Persons	Zhang Changning
			32	China	Expanding	Persons	Hui Ruoqi
			33	China	Expanding	Persons	Zhu Ting
			33	China	Expanding	Perspectives	Teamwork is the key to China's victory.
			33	China	Expanding	Persons	Lang Ping
			34	China	Expanding	Perspectives	The spirit of the Chinese women's volleyball team.
		Writing	35	China	Expanding	Persons	Li Chong <textbook fictitious character>
		Presenting ideas	36	France	Expanding	Persons	Pierre de Coubertin
			36	America	Inner	Persons	Mia Hamm US soccer player
	4	Video	00:10	Italy	Expanding	Persons	Leonardo da Vinci
			00:19	Italy	Expanding	Products	<picture of a panting by Leonardo da Vinci>
			00:19	Italy	Expanding	Products	<picture of a panting by Leonardo da Vinci>
			00:19	Italy	Expanding	Products	<picture of a panting by Leonardo da Vinci>
			00:29	Italy	Expanding	Products	<picture of an invention by Leonardo da Vinci>
			00:29	Italy	Expanding	Products	<picture of an invention by Leonardo da Vinci>
			00:29	Italy	Expanding	Products	<picture of an invention by Leonardo da Vinci>
			00:58	Italy	Expanding	Products	<picture of an observation note by Leonardo da Vinci>
			00:58	Italy	Expanding	Products	<picture of an observation note by Leonardo da Vinci>
			00:58	Italy	Expanding	Products	<picture of an observation note by Leonardo da Vinci>
			01:20	Italy	Expanding	Products	<picture of an invention by Leonardo da Vinci>
			01:20	Italy	Expanding	Products	<picture of an invention by Leonardo da Vinci>
			01:20	Italy	Expanding	Products	<picture of an invention by Leonardo da Vinci>
			01:40	Italy	Expanding	Products	<picture of the observation note about birds by Leonardo da Vinci>
			01:40	Italy	Expanding	Products	<picture of the observation note about birds by Leonardo da Vinci>
			01:40	Italy	Expanding	Products	<picture of the observation note about birds by Leonardo da Vinci>

			01:26	Italy	Expanding	Products	<i>Mona Lisa</i>
			01:54	Italy	Expanding	Products	<picture of an invention by Leonardo da Vinci: parachute>
			01:54	Italy	Expanding	Products	<picture of an invention by Leonardo da Vinci: helicopter>
			01:54	Italy	Expanding	Products	<picture of an invention by Leonardo da Vinci: a strange flying machine with flapping wings>
		Starting out	37	Germany	Expanding	Persons	Richard Wagner
			37	China	Expanding	Persons	Mo Yan
			37	France	Expanding	Persons	Auguste Rodin
			37	Spain	Expanding	Persons	Pablo Picasso
		Understanding ideas	39	Netherland	Expanding	Persons	Florentijn Hofman
			39	Netherland	Expanding	Products	<i>Rubber Duck</i>
			39	Netherland	Expanding	Products	<i>Floating Fish</i>
			39	China	Expanding	Products	Wuzhen West Scenic Zone
			39	China	Expanding	Products	Chinese folk tales ... the old story about a fish jumping through the “Dragon Gate”.
			39	China	Expanding	Persons	Tan Dun
			39	China	Expanding	Products	<i>Crouching Tiger, Hidden Dragon</i>
			39	Britain	Inner	Products	<i>Nine Songs</i>
			39	China	Expanding	Persons	Yang Liping
			39	China	Expanding	Products	<i>Spirit of the Peacock</i> dance
			39	China	Expanding	Persons	the Dai people
		Grammar	41	Netherland	Expanding	Products	<i>Girl with a Pearl Earring</i>
			41	Netherland	Expanding	Persons	Vermeer
			41	Netherland	Expanding	Products	Mauritshuis
			41	China	Expanding	Persons	Wu Guanzhong
		Integrated skills	43	China	Expanding	Persons	Feng Zikai
			43	Spain	Expanding	Persons	Pablo Picasso
			43	Spain	Expanding	Products	<i>Guernica</i>
			43	China	Expanding	Products	<i>The Battlefield in Spring</i>
		Reading	44	France	Expanding	Products	the Louvre
			44	China	Expanding	Products	the Palace Museum
			44	America	Inner	Persons	Janet Echelman



			44	Italy	Expanding	Persons	Michelangelo
			44	China	Expanding	Products	<i>Along the River During the Qingming Festival</i>
			45	China	Expanding	Products	Bian River
	5	Understanding ideas	50	Britain	Inner	Persons	Charles Darwin
			51	Britain	Inner	Products	<i>On the Origin of Species</i>
		Grammar	53	China	Expanding	Persons	Yuan Longpin
			53	Austria	Expanding	Persons	Gregor Mendel
		Integrated skills	55	China	Expanding	Products	Yak <marked in the middle of China>
			55	China	Expanding	Products	Diversiform-leaved poplar <marked in the Northern west of China>
			55	China	Expanding	Products	Peacock <marked in of the Southwest of China>
			55	China	Expanding	Products	Siberian tiger <marked in the Northern east of China>
			55	China	Expanding	Products	Dawn redwood <marked in the Southern east of China>
		Reading	56	Greece	Expanding	Persons	Alexander the Great
			56	Italy	Expanding	Persons	Marco Polo
		Presenting ideas	60	Britain	Inner	Products	<i>Life</i> (2009, UK)
			60	China	Expanding	Products	<i>Born in China</i> (2016, China, US & UK)
			60	Britain	Inner	Products	<i>Born in China</i> (2016, China, US & UK)
			60	America	Inner	Products	<i>Born in China</i> (2016, China, US & UK)
			60	Britain	Inner	Products	<i>The Private Life of Plants</i> (1995, UK)
			60	Britain	Inner	Products	<i>Big Cats</i> (2018, UK)
	6	Video	01:17	Egypt	Expanding	Products	Giza Pyramid Complex
			01:30	Egypt	Expanding	Products	the Great Pyramid
			01:34	Egypt	Expanding	Persons	Khufu
			01:43	Egypt	Expanding	Products	the Great Sphinx
			02:25	Russia	Expanding	Products	Lake Baikal
			03:00	China	Expanding	Products	Mount Tai
			03:01	China	Expanding	Products	Mount Huang
			03:03	China	Expanding	Products	Mount Wuyi
			03:04	China	Expanding	Products	Mount Emei
		Starting out	61	China	Expanding	Products	Huanglong



			61	Argentina	Expanding	Products	Iguazú Falls
			61	Brazil	Expanding	Products	Iguazú Falls
			61	Tanzania	Outer	Products	Mount Kilimanjaro
			61	Australia	Inner	Products	Uluru
		Understanding ideas	62	China	Expanding	Products	Qinghai-Tibet Railway
			63	China	Expanding	Products	Qingshuihe Bridge
			63	China	Expanding	Products	Tanggula Station
			63	China	Expanding	Products	Cuona Lake
			63	China	Expanding	Products	Qinghai-Tibet Plateau
		Integrated skills	66	Costa Rica	Expanding	Products	For countries such as Costa Rica, ... ecotourism is an important part of the economy.
			66	Kenya	Outer	Products	For countries such as ... Kenya ... ecotourism is an important part of the economy.
			66	Nepal	Expanding	Practices	For countries such as ... Nepal, ecotourism is an important part of the economy.
		Reading	68	Britain	Inner	Persons	Ben Southall
		Writing	71	China	Expanding	Products	Taihu Lake
			71	China	Expanding	Products	Welcoming-Guest Pine
			71	China	Expanding	Products	Sichuan's National Nature Reserve
			71	China	Expanding	Products	Mount Yuntai
			71	China	Expanding	Products	Mount Yuntai's Red Stone Gorge
		Unit 5 Project	77	China	Expanding	Products	Beijing Museum of National History
			77	America	Inner	Products	National Museum of Natural History
			77	Britain	Inner	Products	Natural History Museum
		Learning aid 1	82	America	Inner	Products	Professional clown doctors began working in hospitals in 1986 in the US ...
		Learning aid 2	87	America	Inner	Products	Columbia University
			88	America	Inner	Persons	Anne Sullivan
			89	Britain	Inner	Persons	Ernest Shackleton
		Learning aid 3	90	America	Inner	Products	The National Basketball Association (NBA) is the main professional basketball league in the United States.
			94	America	Inner	Products	Today, the first thing you see when you drive into the small town of McFarland, California,



							is a welcome poster. “Home of the State Champions,” ...
			94	America	Inner	Persons	Jim White
		Learning aid 4	97	Netherlands	Expanding	Persons	Rembrandt van Rijn
			98	Germany	Expanding	Products	<i>Heiligenstadt Testament</i>
			98	Germany	Expanding	Products	<i>Ludwig van Beethoven</i>
		Learning aid 5	99	Britain	Inner	Products	Theory of Evolution
			101	Italy	Expanding	Products	<i>The Travels of Marco Polo</i>
			101	America	Inner	Products	<i>Avatar</i>
			101	Canada	Inner	Persons	James Cameron
		Learning aid 6	104	China	Expanding	Products	Nu River
			104	Australia	Inner	Products	The Great Barrier Reef is located off the coast of Queensland, Australia.
			105	America	Inner	Products	The National Geographic Channel is an American digital cable and satellite television network.
S2	1	Video	00:26	China	Expanding	Practices	In Ancient China, a traditional “capping ceremony” was held when a man turned 20.
			00:53	China	Expanding	Practices	For a young woman, a “hair-pinning ceremony” was held around her 15th birthday.
			01:05	China	Expanding	Perspectives	Both these ceremonies signified that the wears were ready to join adult society.
			01:012	Vanuatu	Outer	Practices	On the South Pacific island of Pentecost, ... every year, boy as young as nine or ten take part in the ceremony of land diving.
			01:57	Vanuatu	Outer	Perspectives	... the boy will not be regarded as a man until he has made the jump.
			02:19	America	Inner	Practices	Many girls celebrate this newfound independence with a sweet 16 party. Some boys celebrate their 16th birthdays in similar ways.
			02:43	America	Inner	Perspectives	A celebration of at the age of 16 is typically the biggest and most memorable of a girl’s or

							boy's teenage years, marking the beginning of a new stage in life.
		Starting out	1	Britain	Inner	Products	Excerpts from <i>If</i>
			1	Britain	Inner	Persons	Rudyard Kipling
			3	Australia	Inner	Persons	Bethany <textbook fictitious character>
			3	China	Expanding	Persons	Lin Ning <textbook fictitious character>
			3	America	Inner	Persons	Morgan <textbook fictitious character>
		Reading	8	France	Expanding	Persons	Antoine de Saint-Exupéry
			8	France	Expanding	Products	<i>The Little Prince</i>
	2	Understanding ideas	14	China	Expanding	Practices	On average, Chinese Internet users each spend two hours a day on social media ...
			14	China	Expanding	Practices	The average age of social media users in China in 2017 was 33.1 years old ...
			14	China	Expanding	Perspectives	The top four negative aspects of social media as ranked by Chinese users are: reduced time for reading printed books, poorer eyesight, privacy and information security concerns, and reduced sleep time.
		Listening and Speaking	19	China	Expanding	Persons	Ms Wu <textbook fictitious character>
		Audio	00:00	China	Expanding	Perspectives	Honesty is a traditional value for the Chinese.
		Reading	20	America	Inner	Persons	Khloe Thompson
			21	America	Inner	Practices	A 2016 study said 17 states of the US require high school students to take course in personal finances.
			21	America	Inner	Persons	Jerry Witkovsky
			22	China	Expanding	Products	<i>yuan</i>
		Presenting ideas	24	China	Expanding	Persons	<i>Zeng Zi</i>
			24	Britain	Inner	Persons	<i>Christopher Parker</i>
			24	Greece	Expanding	Persons	<i>Epictetus</i>
			24	America	Inner	Persons	<i>Norman Vincent Peale</i>
			24	America	Inner	Persons	Helen Keller
			24	France	Expanding	Persons	Pasteur
			24	Italy	Expanding	Persons	Michelangelo
			24	Italy	Expanding	Persons	Leonardo da Vinci

			24	America	Inner	Persons	Thomas Jefferson
			24	Germany	Expanding	Persons	Albert Einstein
			24	America	Inner	Persons	<i>H. Jackson Brown Jr</i>
	3	Presenting ideas	26	China	Expanding	Practices	Sales made by physical bookstores in China
			26	China	Expanding	Practices	Sales made by online bookstores in China
		Integrated skills	30	China	Expanding	Practices	More than 40 years ago, China began to implement the reform and opening-up policy, starting out on a journey that would pave the way for China to become a fully-modernised socialist country.
			30	China	Expanding	Practices	the Belt and Road Initiative
			30	China	Expanding	Products	Tech-Hub Business Park
			31	China	Expanding	Persons	<picture of a Shenzhen resident> <textbook fictitious character>
		Audio	00:13	China	Expanding	Products	As the first special economic zone, Shenzhen has undergone rapid development over the decades.
			01:07	China	Expanding	Practices	At that time Shenzhen was only a small town surrounded by fields. ... People made a living from fishing and farming.
			01:34	China	Expanding	Practices	It has developed into an international city with modern skyscrapers all round and a population of over 12 million people.
			01:53	China	Expanding	Practices	... life is busier, and everything is changing all the time. ... always on the move.
			02:21	China	Expanding	Perspectives	the pace is faster, life is easier, and it's certainly interesting! ... I'm proud to live here.
		Reading	32	Japan	Expanding	Products	sushi
			32	Italy	Expanding	Products	pizza
			33	Japan	Expanding	Products	When first introduced in Japan in 1999, emojis were limited to 176 simple designs.
			33	Britain	Inner	Persons	William Shakespeare
		Writing	35	America	Inner	Products	SUPERMAN
	4	Video	00:54	China	Expanding	Practices	China is a big country with a lot of people.



			01:00	China	Expanding	Products	Putonghua
		Understanding ideas	38	France	Expanding	Products	Médecins Sans Frontières (MSF), or Doctors Without Borders in English, was founded in Paris in 1971 ...
			40	China	Expanding	Persons	Xi Jinping
			40	China	Expanding	Products	the 19th CPC National Congress
		Grammar	41	America	Inner	Practices	... to get roles in American film and television is no longer quite so difficult for women and minorities.
			41	America	Inner	Practices	Leading roles are likely to be given to white actors. Asian American actors, in particular, still face problems.
		Audio	00:10	Britain	Inner	Practices	Katie: ... Do you know what this word means? "Grockle". Robbie: <i>[looking and laughing]</i> Oh, it's a word used in Devon. It refers to a tourist.
			00:54	China	Expanding	Products	Cantonese
			01:03	China	Expanding	Products	chow mein
			01:04	China	Expanding	Products	Wonton
			01:05	China	Expanding	Products	chop suey
			01:48	China	Expanding	Products	bamboo shoots
		Reading	44	America	Inner	Persons	Abraham Lincoln
			44	America	Inner	Practices	At that time, America was bitterly divided. For two years, its people had been deep in a civil war between the slave-owning Confederate Southern State and the "free" Northern States of Union.
			45	America	Inner	Products	<i>The Gerrtysburg Address</i>
		Writing	47	America	Inner	Persons	Edgar Snow
			47	China	Expanding	Persons	Mao Zedong
			47	China	Expanding	Practices	Long March
	5	Grammar	53	China	Expanding	Products	Saihanba National Forest Park
		Reading	56	China	Expanding	Products	Shennongjia
			57	China	Expanding	Products	Golden Snub-nosed Monkey



			57	China	Expanding	Products	Clouded Leopard.
		Presenting ideas	59	China	Expanding	Products	Fanjing Mountain
			60	China	Expanding	Persons	Xi Jinping
			60	China	Expanding	Perspectives	Clear Waters and Lush Mountains Are as Valuable as Gold and Silver.
	6	Understanding ideas	62	South Africa	Expanding	Products	The crime took place in a seaside suburb of Cape Town. ... You see, this was no ordinary criminal: it was a chacma baboon.
			62	Britain	Inner	Products	foxes in London
			62	America	Inner	Products	mountain lions in San Francisco
			62	China	Expanding	Products	wild pigs in Hong Kong
		Integrated skills	66	Britain	Inner	Products	<i>Robinson Crusoe</i>
			66	Britain	Inner	Persons	Daniel Defoe
		Reading	68	America	Inner	Products	<i>The Day After Tomorrow</i>
			68	America	Inner	Products	<i>The Martian</i>
			68	America	Inner	Products	... the Mars Desert Research Station in the Utah desert of the US ...
			68	China	Expanding	Products	... the Mars Village in North-west China's Qinghai Province.
		Learning aid 1	84	America	Inner	Persons	<i>Samuel Ullman</i>
			84	America	Inner	Products	Youth
		Learning aid 2	84	Britain	Inner	Products	Sense and Sensibility
			84	Britain	Inner	Persons	<i>Jane Austen</i>
		Learning aid 4	95	America	Inner	Persons	John Adams
			95	America	Inner	Persons	Samuel Adams
			95	America	Inner	Persons	Benjamin Franklin
			95	America	Inner	Persons	Francis Hopkinson
			95	America	Inner	Persons	Thomas Jefferson
			95	America	Inner	Persons	George Walton
			97	America	Inner	Products	Uncle Tom's Cabin
			97	America	Inner	Persons	<i>Harriet Beecher Stowe</i>
		Learning aid 5	100	America	Inner	Products	<i>Thinking Like a Mountain</i>
			100	America	Inner	Persons	<i>Aldo Leopold</i>
		Learning aid 6	103	America	Inner	Products	<i>The Coming Global Superstorm</i>



			103	America	Inner	Persons	Art Bell
			103	Britain	Inner	Persons	Ridley Scott
			103	America	Inner	Persons	Matt Damon
			104	America	Inner	Products	Roughing It
			104	America	Inner	Persons	Mark Twain
S3	1	Video	00:06	China	Expanding	Products	Peking Opera
			00:45	China	Expanding	Products	A red mask ... symbolizes that this character is a hero and has positive characteristics, such as honesty and loyalty.
			00:59	China	Expanding	Persons	Guan Yu
			01:04	China	Expanding	Products	The dominant use of black on a mask suggests a bold but rough character, ...
			01:11	China	Expanding	Persons	Zhang Fei
			01:12	China	Expanding	Persons	Bao Zheng
			01:19	China	Expanding	Products	... a blue mask ... expect this character to be upright and brave in the face of challenges.
			01:28	China	Expanding	Products	... a yellow mask ... This is a fierce character.
			01:37	China	Expanding	Products	A white mask declares that the character cannot be trusted.
			01:56	China	Expanding	Persons	Cao Cao
			01:57	China	Expanding	Persons	Jiang Gao
			02:05	China	Expanding	Products	<i>xiaohualian</i>
		Understanding ideas	2	Japan	Expanding	Practices	Japanese people are the most self-critical, with over one in ten “not at all satisfied”.
			2	America	Inner	Products	<i>Ugly Betty</i>
		Grammar	5	China	Expanding	Persons	Ma Xu
		Integrated skills	7	Britain	Inner	Products	Jane Eyre
			7	America	Inner	Products	Cowardly Lion
			7	America	Inner	Products	Harry Potter
			7	China	Expanding	Products	Monkey King
		Reading	8	France	Expanding	Persons	Victor Hugo
			8	France	Expanding	Products	<i>The Hunchback of Notre-Dame</i>
		Writing	11	Britain	Inner	Products	The Picture of Dorian Gray
			11	Britain	Inner	Persons	Oscar Wilde



		Presenting ideas	12	Russia	Expanding	Products	Uncle Vanya
			12	Russia	Expanding circle	Persons	Anton Pavlovich Chekhov
	2	Video	00:00-03:04	China	Expanding	Persons	<story of Cook Ding and the Ox>
		Starting out	13	Germany	Expanding	Persons	<i>Albert Einstein</i>
			13	America	Inner	Persons	<i>Frank Lloyd Wright</i>
			13	Germany	Expanding	Persons	<i>Johannes Brahms</i>
		Grammar	17	China	Expanding	Persons	Mei Lanfang
			17	China	Expanding	Products	Kunqu Opera
			17	China	Expanding	Products	Peking Opera
		Audio	00:26	America	Inner	Persons	Ruth Bancroft
			00:13	Britain	Inner circle	Practices	Guest: Well, the UK was once known as the “workshop of the world”.
			19	China	Expanding	Products	In October 1964, China exploded its first atomic bomb,
			19	China	Expanding	Persons	Deng Jiaxian
			19	China	Expanding	Persons	Yu Min
			19	China	Expanding	Persons	Qian Xuesen
		Reading	20	China	Expanding	Products	Xi San Suo
			20	China	Expanding	Products	the Forbidden City
			20	China	Expanding	Persons	Wang Jin
			20	China	Expanding	Persons	Qi Haonan
			20	China	Expanding	Products	the Palace Museum
			20	China	Expanding	Persons	Emperor Qianlong
		Writing	23	China	Expanding	Products	the Summer Palace, Yuanmingyuan
			23	China	Expanding	Products	Chengde Mountain Resort
	3	Video	00:36	Britain	Inner	Products	<picture of the flag of Britain>
			00:36	France	Expanding	Products	<picture of the flag of France>
			00:36	Russia	Expanding	Products	<picture of the flag of Russia>
			00:36	Germany	Expanding	Products	<picture of the flag of Germany>
			00:36	Italy	Expanding	Products	<picture of the flag of Italy>
			00:36	Turkey	Expanding	Products	<picture of the flag of Turkey>

			01:36	China	Expanding	Practice	China was the main battlefield in Asia in the war against fascism, with the Chinese efforts contributing greatly towards the final victory.
		Starting out	25	China	Expanding	Persons	<i>Laozi</i>
			25	America	Inner	Persons	<i>Benjamin Franklin</i>
			25	China	Expanding	Persons	<i>Sunzi</i>
			25	America	Inner	Persons	<i>Albert Einstein</i>
		Grammar	29	America	Inner	Products	<i>Saving Private Ryan</i>
			29	America	Inner	Persons	Steven Spielberg
		Audio	03:12	China	Expanding	Practices	Every year on the fifth of June, the air raid warning is sounded across the city.
		Integrated skills	30	Japan	Expanding	Practices	The Japanese used terror bombing in China, especially in Chongqing, which they bombed more than 200 times over the duration of five and a half years (1938–1943), killing thousands of Chinese civilians.
			30	China	Expanding	Persons	Gao Li <textbook fictitious character>
			30	China	Expanding	Persons	Gao Ming <textbook fictitious character>
			31	China	Expanding	Practices	China is playing an increasingly important role in UN peacekeeping, and it has trained 8,000 troops who are kept on standby for UN missions. Chinese peacekeeping forces are highly-valued in conflict zones and have received praise for their professionalism.
			31	Liberia	Outer	Practices	Liberia suffered two ¹ civil wars from 1989 to 2003, causing half the population to flee their homes, and the economy to collapse.
		Reading	32	Japan	Expanding	Practices	In 1937, the aggression of the Japanese army brought disaster to China's three great universities ...
			32	China	Expanding	Products	Peking University
			32	China	Expanding	Products	Tsinghua University
			32	China	Expanding	Products	Nankai University
			32	China	Expanding	Products	National Southwest Associated University

			32	China	Expanding	Practices	Professors and students alike in the three universities made an epic journey over a distance of more than 2,000 kilometers, ...
			32	China	Expanding	Persons	Yang Zhening
			32	China	Expanding	Persons	Li Zhengdao
			32	China	Expanding	Practices	With the country at war, students at Lianda were not going to shirk their duty.
			33	China	Expanding	Persons	Zha Liangzheng
			33	China	Expanding	Persons	Xu Yuangchong
			33	China	Expanding	Products	<i>Softly, on the hillside forgotten by all, A misty rain falls in a gentle breeze; There is no trace of the footprints of history; Where brave souls once stood, breathing new life into the trees.</i>
			33	China	Expanding	Practices	In 2017, representatives from Peking University, Tsinghua, University, Nankai University and Yunnan Normal University gathered to commemorate the 80th anniversary of its founding.
		Writing	35	China	Expanding	Persons	Yang Jingyu
			35	China	Expanding	Products	The Communist Party of China (CPC)
	4	Video	00:20	America	Inner	Persons	Orville Wright (00:20)
			00:55	Britain	Inner	Products	the Royal Society
			01:32	Britain	Inner	Persons	H.G. Wells
			01:38	Britain	Inner	Products	<i>The World Set Free</i>
			01:44	Britain	Inner	Persons	Arthur C. Clarke
			02:00	America	Inner	Persons	Thomas Watson
			02:16	America	Inner	Products	<i>The New York Times</i>
		Starting out	37	America	Inner	Products	INTERSTELLAR
			37	Britain	Inner	Products	INTERSTELLAR
			37	America	Inner	Products	AVATAR
			37	America	Inner	Products	READY PLAYER ONE
			37	America	Inner	Products	WALL•E



		Understanding ideas	38	Britain	Inner	Persons	Alan Turing
			38	America	Inner	Persons	John McCarthy
			38	America	Inner	Products	Shakey, the first Mobile robot able to make decisions according to reason ...
			38	Sweden	Expanding	Products	The Electrolux Trilobite, the first robotic vacuum cleaner designed for home use ...
			38	Britain	Inner	Products	AlphaGo
			38	Britain	Inner	Products	AlphaGo Zero
			38	Britain	Inner	Persons	Stephen Hawking
		Reading	45	America	Inner	Products	<i>A Boy's Best Friend</i>
			45	America	Inner	Persons	<i>Isaac Asimov</i>
	5	Starting out	49	France	Expanding	Persons	<i>Claude Monet</i>
			49	China	Expanding	Persons	<i>Zhang Daqian</i>
			49	Britain	Inner	Persons	<i>William Wordsworth</i>
			49	America	Inner	Persons	<i>Ralph Waldo Emerson</i>
		Understanding ideas	50	Spain	Expanding	Products	Sagrada Familia
			50	China	Expanding	Products	Beijing's Water Cube
			51	Singapore	Outer	Products	ArtScience Museum
			51	Zimbabwe	Expanding	Products	Eastgate Centre
			51	Zimbabwe	Expanding	Persons	Mick Pearce
			51	Germany	Expanding	Products	The Algae House
		Grammar	53	China	Expanding	Products	Lingering Garden of Suzhou
			53	China	Expanding	Products	Tiantai Mountain
			53	China	Expanding	Products	24 Solar Terms
			53	China	Expanding	Products	Chinese lunar calendar
		Integrated skills	54	America	Inner	Persons	The Wright brothers
			55	China	Expanding	Practices	Chinese martial artists admired the natural instincts, senses and fighting abilities that animals possess in order to survive in the wild.
			55	China	Expanding	Products	Wu Qin Xi, or Five-animal Exercises
			55	China	Expanding	Persons	Hua Tuo
		Reading	56	China	Expanding	Persons	Tao Yuanming
			56	America	Inner	Persons	Henry David Thoreau
			56	America	Inner	Products	<i>Walden</i>



			56	China	Expanding	Products	... he would not “bow like a servant in return for five <i>dou</i> of grain”.
			57	China	Expanding	Products	<i>Beyond the dark and distance lies a village, The smoke above reluctant to depart. A dog is barking somewhere down the lane, And chickens sit atop the mulberry tree.</i>
			57	America	Inner circle	Products	<i>Live in each season as it passes; breath the air, drink the drink, taste the fruit, and resign yourself to the influences of each. Let them be your only diet, drink and botanical medicines.</i>
	6	Video	00:25	China	Expanding	Products	Shanshui poetry
			01:01	Britain	Inner	Products	English Lake Poets
			01:13	Britain	Inner	Practices	In the 17th and 18th centuries, wealthy young people from England often spent several years travelling around Europe—an experience which became known as the “Grand Tour”.
			01:44	America	Inner	Persons	Ralph Waldo Emerson
			01:46	America	Inner	Products	<i>Nature</i>
			01:48	America	Inner	Persons	Thoreau
			01:50	America	Inner	Products	<i>Walden</i>
			02:05	America	Inner	Products	<i>Moby Dick</i>
			02:14	America	Inner	Persons	Jack London
			02:15	America	Inner	Products	<i>The Call of the Wild</i>
			61	America	Inner	Products	<i>White Fang</i>
		Starting out	61	America	Inner	Products	“Nature” Is What We See
			61	America	Inner	Persons	Emily Dickinson
		Understanding ideas	62	Britain	Inner	Persons	John Boynton Priestley
			62	Britain	Inner	Products	Cambridge University
			62	Britain	Inner	Products	<i>An Inspector Calls</i>
			62	Britain	Inner	Persons	Robert Lynd
			62	Britain	Inner	Persons	Jane Austen
			63	Britain	Inner	Products	Mr Woodhouse
			63	Denmark	Expanding	Persons	Hans Anderson
			63	Britain	Inner	Products	First Snow



	Grammar	65	Britain	Inner	Products	the Lake District of England
		65	Britain	Inner	Persons	Robert Southey
		65	Britain	Inner	Persons	William Wordsworth
		65	Britain	Inner	Persons	Samuel Coleridge
		65	Britain	Inner	Products	<i>Lyrical Ballads</i>
	Integrated skills	66	Britain	Inner	Products	The Pickwick Papers
		66	Britain	Inner	Persons	<i>Charles Dickens</i>
		67	Britain	Inner	Products	Landmarks
		67	Britain	Inner	Persons	Robert Macfarlane
	Reading	68	America	Inner	Persons	Rachel Carson
		68	America	Inner	Persons	<i>Silent Spring</i>
	Writing	71	America	Inner	Products	A Leaf Falls with Loneliness
		71	America	Inner	Persons	E.E. Cummings
		71	Britain	Inner	Products	The Star
		71	Britain	Inner	Persons	Jane Taylor
		71	Britain	Inner	Products	Daffodowndilly
		71	Britain	Inner	Persons	A.A. Milne
	Unit 1 Project	73	France	Inner	Products	<i>The Hunchback of Notre Dame</i>
		73	America	Inner	Products	<i>Wonder</i>
		73	Britain	Inner	Products	<i>The Elephant Man</i>
		73	France	Expanding	Products	<i>The Phantom of the Opera</i>
	Unit 6 Project	78	Britain	Inner	Persons	Shakespeare
	Learning aid 1	81	America	Inner	Products	ABC
		82	America	Inner	Persons	Tess Holliday
		83	Britain	Inner	Products	Of Beauty
		83	Britain	Inner	Persons	Francis Bacon
		84	Italy	Expanding	Persons	Augustus Caesar
		84	Italy	Expanding	Persons	Titus Vespasianus
		84	France	Expanding	Persons	Philip le Belle
		84	Britain	Inner	Persons	Edward the Fourth
		84	Greece	Expanding	Persons	Alcibiades
		84	Iran	Expanding	Persons	Ismael the Sophy
		84	Greece	Expanding	Persons	Apelles

			84	Germany	Expanding	Persons	Albrecht Durer
		Learning aid 2	85	America	Inner	Persons	Bill Cunningham
			90	China	Expanding	Persons	Lu Gusun
			90	France	Expanding	Products	<i>The Three Musketeers</i>
			90	China	Expanding	Products	Fudan University
			90	America	Inner	Products	<i>The Young Lions</i>
			90	Britain	Inner	Products	<i>The Moneychangers</i>
			90	Britain	Inner	Products	<i>The Death of the Moth</i>
			90	Britain	Inner	Persons	<i>William Shakespeare</i>
			90	China	Expanding	Products	<i>The English-Chinese Dictionary</i>
		Learning aid 3	93	America	Inner	Persons	Dwight D. Eisenhower
			96	Germany	Expanding	Persons	Anne Frank
			96	Germany	Expanding	Products	The Diary of a Young Gril
		Learning aid 4	97	Britain	Inner	Products	<i>A Brief History of Time</i>
			101	Britain	Inner	Products	Frankenstein
			101	Britain	Inner	Persons	<i>Mary Shelley</i>
		Learning aid 5	102	Spain	Expanding	Persons	Picasso
			102	Spain	Expanding	Persons	Antoni Gaudí
			103	Spain	Expanding	Products	Sagrada Familia
			103	China	Expanding	Products	2008 Summer Olympics
			104	America	Inner	Products	Walden Pond
		Learning aid 6	106	Britain	Inner	Products	<i>Sense and Sensibility</i>
			106	Britain	Inner	Products	<i>Pride and Prejudice</i>
			106	Britain	Inner	Products	<i>Emma</i>
			107	Denmark	Expanding	Products	The Emperor's New Clothes
			107	Denmark	Expanding	Products	The Little Mermaid
			107	Denmark	Expanding	Products	The Ugly Duckling
			108	America	Inner	Products	The Environmental Protection Agency, established in 1970, is an independent agency of the US government.
			109	Britain	Inner	Products	I wandered Lonely as a Cloud
			110	Britain	Inner	Products	The Lake Isle of Innisfree
			110	Britain	Inner	Persons	William Butler Yeats

S4	1	Video	1	China	Expanding	Person	Lu Xun is perhaps the most recognizable figure among Chinese writers of the 20th century, ...
			1	China	Expanding	Products	... traditional Chinese medicine failed to cure his father's illness.
			1	China	Expanding	Practices	... other Chinese in the film appeared to be indifferent to this terrible scene.
			1	China	Expanding	Perspectives	... Lu Xun realise that the people of China were more in need of treatment for their minds than their bodies.
			1	China	Expanding	Products	<i>Call to Arms</i>
			1	China	Expanding	Products	<i>Wandering</i>
			1	China	Expanding	Products	<i>Wild Grass</i>
		Understanding ideas	2	America	Inner	Persons	The American author, Ernest Hemingway, ...
			3	Canada	Inner	Products	<i>Toronto Star</i>
			3	America	Inner	Products	<i>The Old Mand and the Sea</i>
			3	Britain	Inner	Persons	... they young Arthur Conan Doyle, born in Scotland in 1859, ...
			3	Britain	Inner	Products	... his fictional detective, Sherlock Holmes, ...
			3	America	Inner	Persons	Steve Jobs
		Grammar	5	Cambodia	Expanding	Products	Cambodia Foundation
			5	Britain	Inner	Persons	David Mason <textbook fictious character>
		Integrated skills	6	China	Expanding	Persons	Li Ling <textbook fictious character>
			6	China	Expanding	Persons	Jia Ying <textbook fictious character>
			7	Britain	Inner	Practices	In the UK, for example, the law states that students aged 15 and 16 are allowed to work a maximum of 12 hours per week during team time, and 35 hours per week during school holidays. They are no allowed to work before 7 am or after 7 pm.
		Reading	8	America	Inner	Persons	Robert Frost (1874–1963) was one of America's most famous poets.
			8	America	Inner	Products	<i>The Road Not Taken</i>
			8	America	Inner	Products	<i>Fire and Ice</i>
			8	America	Inner	Products	<i>Stopping by Woods on a Snowy Evening</i>



			8	America	Inner	Products	<i>Birches</i>
			10	America	Inner	Practices	<i>The Road Not Taken</i> is one of America's best-loved poems, ...
	2	Grammar	17	Greece	Expanding	Products	<i>Aesop's Fables</i>
			17	Greece	Expanding	Persons	... Aesop, a Greek storyteller.
		Integrated skills	19	China	Expanding	Practices	In China, a man from Jiangsu Province graduated from university at the age of 88, making him the oldest university graduate in the country.
		Reading	20	Belgium	Expanding	Products	<i>The Blue Bird</i>
			20	Belgium	Expanding	Persons	... Belgian playwright Maurice Maeterlinck ...
			20	China	Expanding	Practices	Performed in 1921 in Shanghai by Chinese students, it was the first foreign play staged in China.
		Presenting ideas	24	Britain	Inner	Products	Oliver Twist
			24	Britain	Inner	Persons	Charles Dickens
			24	China	Expanding	Persons	The Analects
			24	Britain	Inner	Products	King Lear
			24	Britain	Expanding	Persons	William Shakespeare
			24	France	Expanding	Persons	Madame Curie A Biography
			24	France	Expanding	Persons	Eve Curie
	3	Video	25	China	Expanding	Products	The Silk Road
			25	China	Expanding	Products	In fact, silk made in China comprised a large proportion of the trade along that route.
			25	Germany	Expanding	Persons	... the famous German geographer, Ferdinand von Richthofen.
			25	China	Expanding	Persons	Zhang Qian
			25	China	Expanding	Products	Hexi Corridor
			25	China	Expanding	Products	... including the four great Chinese inventions: gunpowder, papermaking, printing and the compass.
			25	China	Expanding	Practices	China's Belt and Road Initiative
		Understanding ideas	26	China	Expanding	Products	Mogao Grottoes
			26	China	Expanding	Products	murals

			26	China	Expanding	Products	Mingsha Mountain
			26	China	Expanding	Products	Apsaras, or “Flying Immortals”
		Grammar	29	America	Inner	Persons	Yo-Yo Ma is a French-born Chinese American cellist known for his musical talent.
			29	China	Expanding	Products	China’s High Speed Rail (HSR)
			29	China	Expanding	Practices	In 2008, China’s HSR services started.
			29	China	Expanding	Practices	In 2015, a major breakthrough in technology was made, using independent R&D.
			29	China	Expanding	Practices	Now, China cooperates with dozens of countries in the world to develop HSR services overseas.
		Integrated skills	30	China	Expanding	Persons	Zhang Qian
			30	China	Expanding	Persons	Gan Ying
			30	China	Expanding	Persons	Xuanzang
			30	China	Expanding	Products	<i>The Great Tang Dynasty Record of the Western Regions</i>
			30	China	Expanding	Persons	Jianzhen
			30	Italy	Expanding	Persons	Marco Polo
			30	Italy	Expanding	Products	<i>The Travels of Marco Polo</i>
			30	China	Expanding	Persons	Zheng He
			30	China	Expanding	Persons	Qian Zhongshu
			30	China	Expanding	Products	<i>Selected and Annotated Song Dynasty Poetry</i>
			31	China	Expanding	Products	The Confucius Institute
			31	China	Expanding	Persons	Liang Ran <textbook fictitious character>
		Reading	32	China	Expanding	Products	<i>I Ching</i>
			32	China	Expanding	Products	<i>The Analects</i>
			32	China	Expanding	Products	<i>The Art of War</i>
			32	China	Expanding	Products	<i>Journey to the West</i>
			32	China	Expanding	Products	<i>Teahouse</i>
			32	China	Expanding	Products	<i>Legends of the Condor Heroes</i>
			32	China	Expanding	Products	<i>The Three-body Problem</i>
			32	Bulgaria	Expanding	Persons	Petko <textbook fictitious character>
			32	Netherlands	Expanding	Persons	Annelous <textbook fictitious character>
			32	France	Expanding	Persons	Joachim <textbook fictitious character>

			32	Egypt	Expanding	Persons	Mai <textbook fictitious character>
			32	China	Expanding	Products	<i>The Shaolin Temple</i>
			32	China	Expanding	Products	Chinese kung fu
			32	China	Expanding	Products	<i>Song of the Shepherd</i>
			32	China	Expanding	Products	<i>Shi Ji</i>
			32	China	Expanding	Products	<i>Records of the GRAND Historian</i>
			32	China	Expanding	Products	Sima Qian
			32	China	Expanding	Products	<i>Dream of the Red Chamber</i>
			32	China	Expanding	Products	<i>The Romance of the Three Kingdoms</i>
			33	China	Expanding	Persons	Han Han
			33	China	Expanding	Persons	Xu Zechen
			33	China	Expanding	Persons	Mo Yan
			33	China	Expanding	Persons	Xi Murong
			33	China	Expanding	Persons	Bi Shumin
			33	China	Expanding	Products	<i>Thirty-six Stratagems</i>
			33	China	Expanding	Products	Found Memories of Autumn
			33	China	Expanding	Persons	Shi Tiesheng
			33	China	Expanding	Products	Street Scene
			33	China	Expanding	Persons	Zhou Guoping
		Writing	35	America	Inner	Products	Midtown Manhattan
			35	America	Inner	Products	Broadway district
			35	China	Expanding	Products	Peking Opera
			35	France	Expanding	Products	Les Misérables
			35	America	Inner	Products	Peter Pan
			35	America	Inner	Persons	Selena <textbook fictitious character>
			35	China	Expanding	Persons	Jiang <textbook fictitious character>
	4	Video	00:48	Italy	Expanding	Practices	During Roman times, soldiers were paid partly with salt for their work – ...
			01:17	China	Expanding	Products	The earliest metal coins came from China.
			01:22	China	Expanding	Practices	Around the 11th century BC, Chinese people started to use small pieces of bronze to trade things.
			01:55	China	Expanding	Perspectives	This shape expressed ancient Chinese people's belief that the sky was round and the earth was



							square, and also their longing for a harmonious relationship with the universe.
			02:09	China	Expanding	Practices	Around the year 1000, the Chinese began to use paper money.
			02:26	China	Expanding	Products	The Song Dynasty saw the introduction of <i>jiaozi</i> .
			02:45	Italy	Expanding	Persons	Macro Polo
		Understanding ideas	38	China	Expanding	Practices	<a pie chart of Career development of Chinese college students in 2017>
			38	China	Expanding	Practices	<a line graph of the trend of Chinese college graduates starting a business>
			38	China	Expanding	Persons	Zhang Yue
		Integrated skills	42	China	Expanding	Persons	Wang Lin <textbook fictitious character>
		Audio	00:47	China	Expanding	Practices	China started to build a social credit system in 2014.
		Developing ideas	44	China	Expanding	Products	Bird's Nest
			44	China	Expanding	Products	The Chinese cabbage
			44	China	Expanding	Products	Beijing Duck
	5	Video	00:40	America	Inner	Perspectives	Native Americans used to believe that earthquakes were caused by a struggle between a large bird, called the Thunderbird, and a whale.
			00:49	Japan	Expanding	Perspectives	An ancient Japanese belief was that earthquakes were caused by the movements of a giant catfish that carried the world on its back.
			01:24	Vietnam	Expanding	Perspectives	In Vietnam, that creature was a giant frog, ...
			01:27	Norway	Expanding	Perspectives	... in Norway, a wolf, ...
			01:30	China	Expanding	Perspectives	... and in China, it was a huge dog.
			01:34	China	Expanding	Practices	The ancient Chinese would bang on drums to scare away this ferocious creature.
			02:35	China	Expanding	Perspectives	In Ancient China, people believed that this was already caused by the breath of a dragon.
		Understanding ideas	50	Canada	Inner	Persons	15-year-old Canadian William Gadoury



			52	China	Expanding	Practices	... the Maya and Ancient China ... both possessed a detailed understanding of ¹ mathematics and astronomy, ...
		Integrated skills	54	Norway	Expanding	Persons	... Norwegian explorer, Roald Amundsen ...
		Reading	57	China	Expanding	Products	Most notable of these is China's discovery of an ice-like substance, known as "fire ice", under the South China Sea.
			57	China	Expanding	Products	<i>Jiaolong</i>
			57	China	Expanding	Products	<i>Shenhai</i>
		Developing ideas: Writing	59	Egypt	Expanding	Products	pyramids
			59	China	Expanding	Products	Sanxingdui
		Presenting ideas	60	France	Expanding	Products	Remembrance of Things Past (VOL 5): The Captive
			60	France	Expanding	Persons	Marcel Proust
	6	Starting out	61	China	Expanding	Practices	China launched its second space lab, <i>Tiangong-2</i> , into orbit.
			61	China	Expanding	Practices	China launched its third unmanned lunar probe, <i>Chang'e 3</i> , ...
			61	China	Expanding	Products	<i>Chang'e 3</i>
			61	China	Expanding	Practices	<i>Shenzhou V</i> blasted off ... sending China's first astronaut into space.
			61	China	Expanding	Products	<i>Shenzhou V</i>
			61	China	Expanding	Products	Jiuquan Satellite Launch Centre
			61	China	Expanding	Practices	China launched <i>Dongfanghong I</i> , becoming the fifth country to send a satellite into orbit.
			61	China	Expanding	Products	<i>Dongfanghong I</i> ,
		Understanding ideas	62	America	Inner	Persons	Neil Armstrong
			62	America	Inner	Practices	Apollo 11 mission
			62	America	Inner	Practices	... the <i>Challenger</i> space shuttle took off on 28 January 1986, ...
			62	America	Inner	Products	the <i>Challenger</i> space shuttle
			62	America	Inner	Persons	Christa McAuliffe

			63	America	Inner	Practices	... on 29 September 1988, the space shuttle programme resumed with the successful launch of <i>Discovery</i>
			63	America	Inner	Products	<i>Discovery</i>
			63	China	Expanding	Persons	Yang Liwei
			64	America	Inner	Products	Space Centre in Florida
		Integrated skills	66	America	Inner	Products	NASA
			66	America	Inner	Products	The Space Camp
		Developing ideas: Reading	68	China	Expanding	Products	Sanxingdui
			69	China	Expanding	Practices	China operates the world's largest and most powerful radio telescope, ...
			69	China	Expanding	Products	the FAST telescope
			70	British	Inner	Persons	Humphry Davy
		Unit 2 Project	74	Russia	Expanding	Persons	Leo Tolstoy
			74	Britain	Inner	Persons	Charles Darwin
			74	America	Inner	Persons	Joseph Campbell
			74	Germany	Expanding	Persons	Erich Fromm
		Learning aid 3	94	China	Expanding	Products	The Silk Road (Dunhuang) International Cultural Expo (SRDICE) is an important platform organized by the Chinese government ...
			94	Greece	Expanding	Products	<i>Iliad</i>
			94	Greece	Expanding	Products	<i>Odyssey</i>
			94	Greece	Expanding	Products	Homer
			95	China	Expanding	Persons	Cao Xueqin
			96	China	Expanding	Practices	China is embracing the world with enthusiasm. Learning English has become very popular, ...
			96	China	Expanding	Products	The 2008 Olympics in Beijing
			96	China	Expanding	Products	There is a Chinese proverb “ <i>taoguangyanghui</i> ”, which means to stay away from the limelight and keep a low profile.
			96	China	Expanding	Persons	Deng Xiaoping
			96	China	Expanding	Perspectives	... that we should focus on our economic development instead of becoming distracted.



							This is still a guiding principle for China's Diplomacy.
			96	America	Inner	Persons	Barack Obama
			96	China	Expanding	Practices	We see lively debates on almost everything by the public and media, and the views expressed are sometimes positive and other times not. ... the average Chinese are better informed about the West than a typical Westerner is about China.
			97	Britain	Inner	Persons	David Hawkes
			97	China	Expanding	Persons	Yang Xianyi, a well-known Chinese translator ...
			97	China	Expanding	Practices	China has reached out to the world.
			97	China	Expanding	Persons	<i>Fu Ying</i>
		Learning aid 4	103	France	Expanding	Products	Eugénie Grandet
			103	France	Expanding	Persons	<i>Honoré de Balzac</i>
		Learning aid 5	106	Spain	Expanding	Practices	... the Spanish arrived in Central America in the 16 th century,
			106	Portugal	Expanding	Products	<i>Esmeralda</i>
			106	Portugal	Expanding	Persons	... Portuguese explorer, Vasco da Gama ...
			108	Sweden	Expanding	Products	Storsie
			109	Central Africa	Expanding	Products	Mokele-Mbembe
			109	France	Expanding	Persons	French explorer Samuel de Champlain
			109	America	Inner	Products	Champ
		Learning aid 6	115	China	Expanding	Products	The Wandering Earth
			115	China	Expanding	Persons	<i>Liu Cixin</i>



Appendix 2 – Interview Transcripts

Each Transcript carries a beginning marker [speaker identity] and an ending marker [\ speaker identity]. The turns start with <C speaker identity> and end with <\ speaker identity>. Each turn is marked by [turn number]. Codes for speaker identity include T (teacher) and I (interviewer). Personal information about the teachers is covered by * to protect their privacy, for instance,

[Teacher 0]

[1] <C I> May I start with having your name please? <\ I>

[2] <C T0> Yes, you can call me Mr. ****. <\ T0>

[\ T0]

[Teacher 1]

[1] <C I> 首先想问一下您...老师您目前在哪个学校授课? <\ I>

First of all, may I ask at which school you are currently teaching?

[2] <C T1> 深圳市***中学。 <\ T1>

Shenzhen *** Senior High School.

[3] <C I> 那能麻烦老师您简单介绍一下您的学校吗? <\ I>

Could you briefly introduce your school?

[4] <C T1> 这个学校是深圳市市直属的学校，是一所高中。一共有 3000 名学生，有两，两百多名老师，然后有三个年级高一，高二，高三，每个年级有 1000 名学生，这个学校的学生的水平比较高，在深圳市是可以排得到前 10 名。 <\ T1>

The school is funded by Shenzhen. It is a senior high school. It has a total of 3000 students, and two, two hundred teachers. It has three forms, senior 1, senior 2 and senior 3. Each form has 1000 students. The performance of the students is high level.

[5] <C I> 那可以麻烦老师您告诉我一下，您目前在教几年级呢? <\ I>

Could you tell me which form you are currently teaching?

[6] <C T1> 我现在是教高二年级，7 班，8 班，两个班。每个班都是大约是 50 名学生，一个班 54，一个班 52。 <\ T1>

I am currently teaching senior 2. Class 7. Class 8. Two classes. Each class has about 50 students, one with 54, and one with 52.

[7] <C I> 那请问老师您从事英文教师行业多久了? <\ I>

May I ask how long you have been teaching English?

[8] <C T1> 今年是我从教的第十四年了。 <\ T1>

This is my fourteenth year of teaching.

[9] <C I> 那请问老师您使用外研社《英语》教科书授课了多久呢? <\ I>

May I ask how long you have been using the textbooks *English* published by the Foreign Language Teaching

[10] <C T1> 我们现在用新版的书是第二年就用了两年了，马上就第三年了，用新版的教材。但是我们在用新版的教材之前，我们用的也是外研社的教材，那个版本的教材我们用了10年，用了10年。对。 <\ T1>

This is the second of us using the new textbooks, and it is going to be the third year of using the new textbooks. However, before we start to use the new textbooks, the textbooks we used are also published by the Foreign Language Teaching and Research Press. We have used that edition for 10 years, used for ten years. Yes.

[11] <C I> 我们就进入今天的采访的正题，就是关于《英语》中的，呃，外研社新版英语中的文化内容的看法。然后我第一个问题就想问老师您能够，呃，您觉得《英语》，这个外研社新版英语教科书能够帮助学生更好的了解本国文化吗？具体在哪些方面呢？ <\ I>

Now, we are going to move on to the today's focus for the interview. It is about *English* ... Um ... the perception of the cultural content in *English* published by the Foreign Language Teaching and Research Press. So, the first question I want to ask is whether ... Um ... Do you think *English*, these new English textbooks published by Foreign Language Teaching and Research Press can help students better understand their home culture? In what aspects?

[12] <C T1> 这个我觉得，呃，我对这个问题的回答是肯定的。就是《英语》啊，这本新版的英语教材能够帮助我们的学生更好的了解本国的文化。这个文化呢，它是一个非常博大精深的，是包罗万象的。文化呢，又包括，是吧，意识形态，包括人们的文化的一些意识，或者是认知，然后也包括一些文化的实践啊，人们的行为生活方式，衣食住行，这些都叫文化。所以文化包罗万象。那么因为这个英语的教科书呢，它是吸收的是一些最新的这些文章。那么这些文章呢，里面它介绍的内容也是包罗万象的。比如说有的文章呢，它就介绍的是中国的传统文化。比如说呢，呃，就包括这个中国的功夫啊，饮食文化啊。那也有的文章呢，是介绍中国的这个地方。比如说介绍了，中国的这个，呃，叫做，介绍了中国的广西的龙脊的梯田，是吧？那有一篇文章呢，是介绍了中国的这个运动员，包括这个，中国的这个铿锵玫瑰，包括中国的铁缆头，就是这个，呃，中国的女子排球队。那么这个可能是属于是体育文化的内容，是吧？所以就是说，我觉得学生通过阅读这些文章，包括介绍中国的青藏铁路。这条被称为天路。在修出它的过程中经历了多少困难。缺氧啊，然后呢，这种冻土层的挑战啊，以及这个工人们吃的苦啊，还有这个路在保护生态方面做了出了哪些卓，呃，这个卓有成效的努力啊。那么学生通过阅读这些文章呢，毫无疑问呢，对，对我们国家的过去现在都有了更加清楚的了解。所以我觉得呢，就是说阅读这个教材呢，绝对是有助于学生更好的了解本国的文化的。 <\ T1>

I think this ... Um ... My response to this question is positive. For *English*, these new English textbooks can help our students better understand their home culture. For culture, it is a board and profound concept. Culture includes, right, ideologies, includes people's cultural perspectives, and cognitions, and includes cultural practice, they way people live, wear, and eat. These are all culture, so culture is inclusive. So, because these English textbooks, they use latest articles. These articles, the content they introduce is inclusive. For example, some articles, they introduce Chinese traditional culture. For example, let's say, um, it includes Chinese Kung Fu, food culture. And some articles, they introduce places in China. For example, they introduce China's, um, called, introduce the Longji rice terraces in Guangxi, China, right? Another article introduces Chinese athletes, including Chinese steel roses, including Chinese iron-man spirit, that is, um, Chinese volleyball team. So, this may belong to sports culture, right? So, it is to say, I think by reading these articles, including introduction to Chinese Qinghai-Tibet railway. This railway is called sky road. There were a lot of difficulties when this road

was built. Lack of Oxygen, and the freezing zone challenge, as well as the hardship that the workers faced, and the effort this road has contribution to environment protection. So, by reading these articles, there is no doubt, students can develop a better understanding about the past and future of our country. Therefore, I think reading these textbooks is definitely going to help students better understand their home culture.

[13] <C I> 好的，您觉得英语除了在帮助学生了解本国的文化外，还能帮助学生更好了解其它国家的文化吗？那具体又是哪一些方面呢？<\ I>

Okay. So instead of helping students learn about their home culture, do you think the textbooks can help they understand more about the culture of other countries? In what aspects?

[14] <C T1> 我也觉得这本教材也可以帮助学生更好的了解其它国家的文化。因为这个作为一本英语教材啊，它，呃，虽然现在有很多的篇目，都强调文化的输出，介绍中国科技成就等等，但是毫无疑问有很多其他的语篇是介绍世界上主流的英语国家，比如说美国、英国、法国等等这些国家，包括澳大利亚，是吧？那么也介绍了这些国家的名人等等，那么学生通过阅读这些语篇呢，也是可以了解其它国家的。比如说学生通过阅读这个美国南北战争，关于南北战争 civil war 的这篇文章，就了解了林肯，了解了格里斯堡的演说等等。那么对美国历史也有了更清楚的了解，是吧？那么通过阅读这个关于英国的历史的文章，莎士比亚就了解了这种英国的文化偶像，文化巨人，那么也增强了对英国的这种国家的了解。所以我觉得呢，对于第二个问题的回答我也是肯定的，就是这本教材可以帮助学生更好的了解其他国家的文化的方方面面。<\ T1>

I think these textbooks can help students better understand other cultures. Because as English textbooks, they, um, they have many texts focusing on cultural output, introducing the technological achievement of China and so on, but there is no doubt that they also include many texts introducing the mainstream English countries, for example, American, Britain, France and other countries, including Australia, right? So, they also introduce the famous people from these countries. So, by reading these articles, they can learn more about other countries. For example, through reading about American Civil War, about American Civil War this text, students can learn about Lincoln, learn about the Gettysburg Address and so on. So, they can have a better understanding about the history of America, right? So, through reading these texts about British history, Shakespeare, they can learn more about the iconic member of Britain, cultural giant, so this can enhance their understanding about the country Britain. So, I think my response to the second question is also positive. These textbooks can help student have a better understanding about the various aspects of other countries.

[15] <C I> 那第三个问题是那您觉得，就是我们知道教科书里面反映了很多种国家的文化，也包括我们本国的中国的文化，您觉得总体上来看的话，它这种文化呈现的是给您感觉是比较真实吗？<\ I>

So for the third question, how do you think ... We know that the textbooks represent the cultures of many countries, including our Chinese culture. So, in general, do you think the representation of these cultures are authentic?

[16] <C T1> 我个人觉得呢，是这个教材比较有时效性，比较有时效性，因为它编写出来才几年的时间，然后他选取的呢，虽然这个教材从利益的角度来说，肯定是要跟学生传递正能量，是吧？那么它选择都是上面的一些报道，是吧？对于我们介绍，是吧？先进的科技，人们生活水平的提高等等。但是我觉得这些文本里面所展现的这些国家的情况我觉得是真实的。<\ T1>

I personally think these textbooks are related to life, are relatively related to life, because they were recently designed in these years. So, the texts they choose, although from the perspective of interest, these textbooks have to transmit positive message to students, right? So, they choose positive reports, right? About our culture,

right? Advanced technology, the improved life quality of people and so on, but I think the representations of what happen in these countries are authentic.

[17] <C I> 那我想还想问一下老师您就是为了更好, 呃, 那老师能麻烦您就是刚刚对于第三个问题能给一些比较具体的例子吗? 比如说您记得哪一个单元的内容是关于这方面的? <\ I>

I also want to ask that to better, um, could you give some concrete examples in response to the third question? For example, do you remember any unit is about this aspect?

[18] <C T1> Ok, 可以的, 比如说... <\ T1>

Ok, yes, for example...

[19] <C I> 能麻烦老师您再说一次吗? <\ I>

Could you repeat what you just said?

[20] <C T1> 有一个标题叫改变世界的景, 就是讲的这个美国的一个小男孩呢, 他在自己的国家就可以非常轻松的喝到干净的饮用水, 然后呢, 他就觉得很难想象, 就是说让他知道在非洲国家, 在南非有人为了取水要去很远很远的地方, 然后这个学生就通过自己做家务, 帮别人打扫庭院来挣的一些 pocket money, 然后他也发起那个众筹来筹钱, 然后呢帮助非洲的人们呢, 就修出修出这个... <\ T1>

There is a text called making a difference. It is about an American boy who easily has access to clean fresh water. However, it is very hard for him to imagine that, he knows that in some Africa countries, in South Africa, some people need to go very far way to get water. So, this student did housework and helped others to clean their gardens to get pocket money. He raised money to help people in Africa to build this...

[21] <C I> 师您还听得到我说话吗? 好像老师您那边网断了。<\ I>

Can you still hear me speaking? It seems that there has an internet problem.

[22] <C T1> 现在可以了吗? 好, 那我们接着来。就是说举一些例子。我觉得改变世界的景, 那么这里面就提到一个美国的小男孩, 说在美国它可以轻松的触及到这个干净清洁的水源, 就是直饮水, Fountain water。当他了解到在非洲呢, 就是南非这个国家人们为了取水要走很远的地方。因为美国这个国家是比较强调孩子的自力的, 所以这个孩子他就一个是通过自己去... <\ T1>

Is it working now? Okay, let's continue. We are talking about some examples. I think making a difference this text mentions about an American boy who can easily get fresh water supply, drinkable water, fountain water. He later knew that in Africa, people in Africa, have to walk very far away to get water. Because America is a country that emphasizes students' independence, so this child tries to use his effort to ...

[23] <C I> 老师好像又卡住了。<\ I>

There seems to be an internet problem again.

[24] <C T1> 现在可以吗? <\ T1>

Is it working now?

[25] <C I> 对。现在可以了, 刚刚断了。<\ I>

Yes, it is fine now. The internet just broke down.

[26] <C T1> 接着说第三个问题，我还是觉得它对各个国家的文化的展现呢，是呈现了一种真实的状态。我刚才举例的例子就是一篇文章叫做改变世界的景，讲的是一个美国男孩他非常独立，他非常有爱心，然后他通过自己的个人努力，还有众筹的方式，然后帮助非洲人们修筑那个能够获得清洁饮用水的这个一口井，打井啊，往地下打井。那么我觉得跟美国的那种崇尚自立的精神啊，Self reliance 都是吻合的。然后也是对南非的这个这种饮用水困难的问题的描述也是吻合的，我觉得这个是一种真实的情况。包括人们，有一篇文章讲，人们对鲨鱼的态度转变。人们曾经一度认为鲨鱼是吃人的，然后就猎杀捕杀这个鲨鱼，包括在日本，在澳大利亚都有这种情况。但是后来人们意识到这样做是不对的。然后现在就是当年拍大白鲨的那个导演，现在反倒自己去加入了一个环保组织去致力于保护这个鲨鱼。人们再也不吃那个鲨鱼的身体的身体部位做成的汤或者什么的。这种情况我都觉得是对现代社会啊人们越来越关注环保，是吧？各个国家的人都在积极的参与环保是非常真实的一种体现。<\ T1> Let's continue with the third question, I think that the way they represent the culture of each country reflects an accurate picture. The example I talked about is a text called making a difference. It talks about an American boy who is very independent. He is warm-hearted. Through his own effort and crowdfunding, he helped people in Africa to build a well to get fresh water, to build a well, build a well on the ground. So I think the text aligns with American independent spirit and self-reliance. The problem it depicted about South Africa is also accurate. I think this is an authentic reflection, including people. There is a text about people's change in attitude towards sharks. People once thought sharks ate humans, so they hunted sharks. This includes Japan, and such a practice can also be found in Australia. However, later people realize that this is wrong. People no longer eat the body part of sharks to make soup or something. I think this is because people are paying more attention to environmental protect, right? This is a true reflection that people from different countries are doing their best in working on environmental protection.

[27] <C I> 那下一题就是老师您觉得为了更好提升您学生的文化素养，您觉得除了上述，上述我们刚刚提到的一些文化方面外，您觉得您的学生还需要了解哪些关于文化的知识呢？<\ I>

The next question is about to better enhance your students' cultural awareness, instead of what we have mentioned, is there any other knowledge that you think your students need to learn more about?

[28] <C T1> 我刚才说到了文化它是包罗万象的。那么现在的这些教材它比较有时效性。那么它可能也是为了比较满足我教的学生这种 00 后他们的心理特征，他们的认知特点，可能更多的是强调的是科技、体育、文化这方面。对于传统文化，尤其是对于文学经典文学所代表的这种传统文化，哲学，这些孩子们可能一读就比较头大，所以在这方面可能他们还是涉猎不多，比如说亚里士多德等和柏拉图这些哲哲学，思想西方文明的源头在这方面还是涉及的不多。我觉得如果是说我的学生要想对英国、美国世界上主流的这些国家，对，比如说美国的清教徒思想，是吧，美国历史文化有更清楚的了解的话呢。可能我的学生会对美国文化会了解的更加清楚。比如说对于英国的这种地理文化、地理知识。它作为一个岛，它作为一个岛国，它的气候对它的这种品质的影响，以及英语里面为什么比如说见面问候的时候就说 How is the weather today? 或者是 what is a sunny day today? 这样的一种用打，描述天气的方式来开始交谈。那么这种应该是与它的国家的这种地理环境有关系的，那这方面应该教材现在还涉猎不多，更多的涉猎还是先进的科技文化、环保这样的一些主题。所以如果是能够在我的学生更需要了解的，可能还是对西方文明的起源，柏拉图、亚里士多德的哲学文化等等这一方面的，如果有更清楚的了解，可能会更好。<\ T1>

I just mention that culture is inclusive. The current textbooks are relevant to daily life. They may be because that they want to fulfill the psychological needs of my students who are born after the year of 2000 and their understanding about the world. They emphasize more on technology, sports and culture. For traditional culture,

especially the traditional culture represented by classic literature, philosophy, and it is hard for students to understand, so the textbooks don't cover much in these aspects, for example the philosophy of Aristotle and Plato, the sources of many western cultural perspectives. Therefore, I think if my students want to learn more about the mainstream countries in the world such as Britain and America, yes, for example puritanism in America, right, American history, they may understand more about American culture. For example, geography cultures and geography knowledge about Britain. As an island, as an island, the impact of climate on their characteristics, and why people like to ask 'How is the weather today?' in English, or what is a sunny day today! Describing weather as a start for chatting. I think this is related to the country's geographic environment, so the textbooks haven't covered a lot about this aspect. They cover more about advanced technological culture, environmental protection as such. Therefore, if my students can understand more about these aspects, they may better understand the source of western civilizations, the philosophy of Plato and Aristotle and other cultural aspects. It would be better.

[29] <C I> 还有我们刚刚在采访之前也提到过，文化分为一共 4 个方面，您老师您觉得这 4 个方面都有照顾到吗？<\ I>

And before our interview, we have talked about that culture can be divided into four dimensions. Do you think that these four dimensions have been covered in the textbooks?

[30] <C T1> 都能照顾到，在教材里面还是能够照顾得到，照顾得到的。因为编教材的这些人肯定也考虑到了这一点，第一是一些文化的理念，ideology 层面的东西。第二是一些文化的实践，是人们的行为方面的一些东西，是吧？第三就是关于这个，呃，关于这个 icon，关于偶像的问题，是吧？关于 idol 的问题。那么现在教科书上有文章介绍霍金，也有文章介绍中国的屠呦呦、袁隆平，是吧？也有文章介绍这个英国的莎士比亚。那从这个角度来说，它还是各个方面都已经涵盖到了，有文化实践，也有文化理念，有文化巨人，是吧？也有具体的这个，呃，衣食住行等方方面面的一些设计，应该都是有的，包括电影文化，包括西方的电影文化。<\ T1>

All have been covered, they all have been covered in the textbooks, all have been covered, because these have been considered by the textbook writer. The first one is perspectives, at the ideology level. The second one is practice. It is about people's behavior, right? The third one is, um, about this icon, about idol, right? About the question of idol. These textbooks have introduced Hawking. There are also articles about Chinese TU Youyou, YUAN Longping, right? There are also articles introducing British Shakespeare. From this perspective, they have covered all the aspects, including cultural practices, perspectives and cultural giants, right? They also have specific design about clothing, eating, living and traveling. They have covered everything, including film culture, western film culture.

[31] <C I> 那您认为《英语》能够培养学生与不同...就是我们现在刚刚讲了一些它文化内容，然后我们现在来具体看一下它那个文中的文化内容对学生自己本身的一些技能的培养。那么老师您觉得《英语》这本教科书能够培养学生与不同国家的人进行更好的交流吗？为什么呢？<\ I>

Do you think *English* can foster students with... We have talked about the textbooks' cultural content. Now, let's look at how the cultural content can help students develop some skills. Do you think *English* can foster students' competence to communicate with people from different countries? Why?

[32] <C T1> 应该是可以的。因为人与人的交流语言只是个工具，最终是要了解对方，才能够进行心与心的更好的交流。比如说我们跟美国人交流的时候，如果我们知道他这种清教徒的这种历史，知道他们崇尚这种自我的努力是吧？然后知道他们对自由对人权的重视是吧？那么知道他们国家的自

由女神像，这样的一些文化的 icons，可能就更加能够顺畅的与他们交流吧。所以我觉得当学生通过阅读这本教材里面的那些文章，然后更多的了解了美国、英国，或者是这些是说英语的国家的一些文化事实以后，那么在跟这些国家的人交流的时候呢，就更加容易走到这些人，这些国家的人心里面去，讨论的内容也会更加让对方觉得是比较了解他们的。<T1>

I think they can. Because language is only a tool for communication, the ultimate goal is understanding one another so that we can have heart to heart communication. For example, when we talk with Americans, if we learn more about their puritan history, know that they value effort, right? And know they emphasize liberty and human, right? Know about the statue of liberty and these cultural icons, they may communicate more fluently with them. So, I think by reading the articles in these textbooks and learning more about America, Britain, or after learning more about cultural facts, when communicating with people from these countries, it will be more easily to have heart to heart communication with them, and what you discuss will make them feel that you understand them well.

[33] <C I> 那老师您可以回想一下有，教科书里有哪些您印象比较深刻的可以培养学生，就是与不同的人不同国家的人交流能力的一个案例呢？<I>

Could you recall an impressive example from the textbooks that can help to cultivate students' intercultural communication competence?

[34] <C T1> 可以的。比如说我们的教科书上就有一篇文章，讲的是 Father Christmas。这是一个英国的作家，然后他总是在圣诞节的时候给自己的孩子写信，那么随着自己的孩子不断长大，然后他的信的内容也是变化的。那么在坚持了二三十年以后，那么他的信就集结出版，就是来自圣诞老人的信。那么在这个信中父亲就教自己的孩子，比如说要懂礼貌，比如说要感恩，比如说要崇尚自我奋斗等等，这些西方文化的支柱性的思想。那么我觉得我的学生读了这些文章以后，读了这篇文章以后，那么对于圣诞节的本质，这种宣扬这种感恩的精神，那么就有了直观的理解和认识。那么肯定对于我的学生在与英国人或者美国人交谈圣诞节这个话题的时候，肯定我的学生就会更自信，而且更加容易讲到点子上去。<T1>

Yes, for example, there is a text about Father Christmas. The text is written by a British writer who always wrote letters to his children in Christmas. As his children grew, the content of his letters changed. After doing this for twenty or thirty years, his letters were collected and published as a book called 'Letters from Father Christmas'. In these letters, the father taught his children to be polite, appreciated and to value hard-work and so on, these main perspectives of western cultures. Through this effort in promoting the spirit of thanksgiving, students develop a better understanding. When my students are talking with a British or American about the topic of Christmas, they will feel more confidence and easier to talk the topic that are interested to them.

[35] <C I> 那老师您觉得我们刚提到教科书有也提到涵盖很多关于本国的文化知识，那老师您觉得能够，这本教科书能够增强学生对本国文化的自信吗？为什么呢？<I>

We have talked about that the textbooks contain a lot of cultural knowledge about home country, do you think the textbooks can enhance students' home culture confidence? Why?

[36] <C T1> 那是肯定的，因为这个也是编教科书的人一个目的吧。还有现在也是我们国家的一种主流的意识形态方面的一个内容，就是我们学外语，除了把外语作为工具，来了解西方的先进的文化思想方面的知识、科技成就，其中一个重要的任务也是进行文化输出。那么当我们的学生了解了中国龙脊梯田，那种就是人与大自然和谐共处的这种本质，或者了解了中国人在修筑青藏铁路的过程中所付出的种种的努力，进行了艰苦卓绝的保护生态的努力，或者说中国人在保护大熊猫方面所

做的种种努力以后，那么一方面会为中国，还有了解了铁榔头，代表了中国女子排球队为国争光的这个事实以后，那么学生肯定会对我们自己本国的文化，对我们本国的一些文化巨人有更多的了解以后，肯定会这种，文化自豪感肯定会油然而生，会为自己作为一个中国人，或者拥有 5000 年不间断的璀璨的文明感到骄傲。< T1>

Of course, it can, because this is one of the purposes of the textbook writers. This content is also about the main ideology in our country. When learning a foreign language, instead of taking it as a tool to understand the advanced knowledge and technology, one of the most important tasks is cultural output. When our students learn about Chinese Longji rice terraces, the nature of being harmony with the natural environment, or learn about the effort Chinese spent on building Qinghai-Tibet railway, the effort in protecting environment, or the effort Chinese people made on protecting the giant panda, they will feel China, and the iron-man spirit, represented by the Chinese volleyball team after they have won honor for their country, surely students will feel about their home culture, after learning more about the cultural giant in our country, surely will feel, this pride for one's home culture will arise naturally, will feel proud to be a Chinese with more than 5000 years of civilization.

[37] <C I> 那老师您觉得这，还是刚刚的问题，就是为了更好提升学生的文化素养，我们现在讨论到关于他的技能方面，那您觉得学生还需要培养哪些技能呢？< I>

Do you think... We are still talking about the questions we have discussed. To better enhance students' cultural awareness, we are talking about the skills they can develop, do you think are there any other skills that your students need to pick up with?

[38] <C T1> 我觉得一个很重要的技能应该有两个技能。第一个就是要大量的去阅读，然后这些文本有的时候是有一定的难度的。如果你有更强大的阅读技能，就能够阅读更多的东西，那么毫无疑问你就更容易促成对中国文化和这个西方文化的了解。还有一个就是批判思维的技能，因为我们学习，我们对任何一个文化都应该是取其精华去其糟粕，要进行文化的比较，而无论是进行文化的比较，还是进行，最终达到取其精华去糟粕的目的，学生都必须要有自己的思维建构，有自己的批判思维技能。如果没有很好的批判思维技能，没有很好的阅读能力，我觉得学生的文化素养的提高可能应该是纸上谈兵，不可能进一步的深入吧。< T1>

I think there are two most important skills. The first one is extensively reading, and these texts can be difficult. If you have strong reading skills, you can read more, so there is no doubt that it will be more easily for you to understand Chinese and western cultures. Another one is critical thinking skills. Because whatever culture we are learning about we should learn the good parts and abandon the bad parts, to carry out cultural comparison. No matter to do cultural comparison or achieve the goal of learning the good parts and abandoning the bad parts, students should develop their own understanding and have their critical thinking skills. If you don't have good critical thinking skills, good reading ability, I think it will only be theoretical and it is impossible to go deeper.

[39] <C I> 老师您觉得《英语》教科书，这本教科书有能够帮助学生更好的形成这种批判性的自我批判那种思维，它有没有提供一些平台或机会？< I>

Do you think *English*, this textbook series, can help students better develop this kind of critical thinking, this ability to criticize oneself, have it provided any platform or opportunity?

[40] <C T1> 肯定的。因为在教科书上它不单单是选择的丰富的语篇，就是有各种话题的语篇，这个教科书也致力于培养学生的学习能力。比如说这个教科书的副页上都有所谓的 learning centers，是吧？

它就会教学生怎么样去阅读一篇文章，怎么样借助思维导图去更深入的阅读一篇文章。这个教科书也选了大量，在教科书在每篇文章后面设计了大量的问题。那么这些问题有的时候是 from text to text 有的时候是 from the text to the self, 有的时候是 from the text to the world。就是把阅读跟自己的生活，把阅读达成更高度的这种文化意识，奠基吧。< T1>

Of course. Because the textbooks not only have very rich text resources but also all kinds of topics and they also focus on enhancing students' learning ability. For example, on the side page of the textbook there are so called learning centers, right? They will teach students have to read an article, how to use mind map to develop a better understanding of a text. These textbooks have chosen, these textbooks have designed a lot of questions after each text. These texts are sometimes from text to text, sometimes from the text to the self, and sometimes from the text to the world. They related our life with reading to develop higher level cultural awareness.

[41] <C I> 那想问一下，就是老师您刚刚提到了说它可以提供学生很好的一个深度阅读的模式，那老师您可以具体举一个例子吗？请问老师您有什么比较印象深刻的例子吗？< I>

I have another question for you. You mention that the textbooks can engage students in deep reading, so could you help to provide an example? May I ask whether you have any impressive example in mind?

[42] <C T1> 刚刚又卡，网络又断了，我们接着来，刚才是说要举一个例子来说明教科书是怎样培养学生的这些技能的，对不对？< T1>

The internet has just broken down again. Let's continue. You just asked to provide an example of how the textbooks foster students' development in these skills, right?

[43] <C I> 就帮助，老师您刚刚提到的说可以帮助学生进行一个深度的阅读，老师您有什么印象比较深刻的例子吗？< I>

Yes, helping, you mention that the textbooks can engage students in deep reading. Do you have any impressive example in mind?

[44] <C T1> 帮助学生进行深刻的阅读的例子是吧？这个例子应该很多。现在我们的教材，它培养学生的阅读能力的时候，不单单是说让学生知道一个 What 的问题，就说这个文章讲一个怎么回事，它也让让学生明白做的是怎么讲这个的，就是 How，所以它在每篇文章的背后都会有一个思维导图。那么这个思维导图就是帮助学生就是建构这个作者他是怎么去言说这个 what。What 是关于什么事情，而 How 是怎么样言说那个东西，Why 就是为什么作者要言说这个东西，所以现在你经常可以看到我们的教材的每一篇文章的后面问题的设计都非常巧妙。那么以前我们问的很多学生问问题可能都是关于 what 的，现在我们就经常问学生 How，so how does the author present his ideas?或者是 Why did the author write this passage? 那么这样的问题就是比较深刻的，深入思考的问题就是走向深度阅读，就是把学生的阅读从知道一个故事知道作者怎么讲这个能力，去培养学生深度阅读的技能。比如说培养学生思维的深刻性，教材也做了大量的努力。比如说我举一个例子。那么有一篇文章就是讲关于你去参观一个艺术展，那么艺术展它有个特点，它是把清明上合图变成了 digital version 展示的是 digital version，要我们思考。那么这个数码版的清明上合图，它到底是 art 呢还是 technology? 如果说的是 art，因为它是清明藏河图是一幅画对不对？所以说是 technology，因为它并不是真正的那幅图啊，它是数码版的呀，它是这种数码版的。所以那么学生就会明白世界生产可能很多东西都是存在灰色地带的，它并不是非黑即白，世界上没有什么东西是绝对好的，世界上也没有什么东西是绝对坏的。正如这个数码版的清明上河图，it is both art and technology。它既是艺术，它也同时是技术。所以这样的话，学生的辩证思维就慢慢的就会培养起来。还有包括环保这个问题也是一样的。讲到环保的时候我们一般都会说用浴缸洗澡，就是浪费水的，然后呢 take a shower 是吧？冲凉，这

样子呢就是比较节约用水的。但是这个文章也告诉我们，it depends，要看你冲凉的时间长度。如果你冲凉的时间太长了，可能你浪费的水比浴缸用浴缸来洗澡还要多。所以呢，就是还是说明一个问题就是说 it depends, it depends on the context, it depends on the situation, it depends on context。这样的文章的选入都是体现了教科书的编者的这种用心良苦吧。它都想致力于培养学生进行文化比较，进行深度思维，进行辩证思维的品质，那么这样都有助于学生进行文化的比较，最终培养好的文化意识吧。<\ T1>

An example of engaging students in deep reading, right? There should be a great many of examples. Now, our textbooks, when they cultivate students' reading skills, they don't just help them to know the question of 'What', which is about what the text is about. They try to help students understand 'How', so after each text there will be a mind map. This mind map aims to help students to build up their knowledge about how to say this 'What', so you can see that the design of the questions after reading is very good. Many questions we asked our students in the past are mainly about 'What'. Now we often ask 'How', so how does the author present his ideas? How and why did the author write this passage? These questions are more profound. Critical thinking questions is about reading a text deeper, about transferring students' reading from knowing the story to knowing how, to develop students' deep reading skills. For example, to develop students' profound critical thinking skills, the textbooks have made great effort. Let me give you an example. There is a text about, about you visiting an art exhibition. There is something special with this art exhibition. It changes the 'Ascending the River at Qingming Festival' into a digital version to present this art. Because 'Ascending the River at Qingming Festival' is a painting, right? So, it is technology, because it is not the real painting. It is digital. It is digital. Therefore, students will know that many things in this world are in grey area. It is not black or white. There is nothing in the world that is always good, and there is nothing in the world that is always bad. For example, this digital 'Ascending the River at Qingming Festival', it is both art and technology. It is both art and technology. Hence, students will develop their critical thinking skills. This is also true for the problem of environment protection. When talking about environment protection, we will talk about that bathing is a waste of water. And how about 'take a shower', right? Shower, this may save water. However, the text tells us that it depends. It depends on how long you take the shower. If you take a shower for too long, you may waste more water than you do when taking a bath. So, all in all, it addresses one question that it depends, it depends on the context, it depends on the situation, it depends on context. These articles in these textbooks reflect the effort that the textbooks writers spent on design the textbooks. They want to focus on cultural comparison and developing critical thinking, the quality to do critical thinking. This can help students do cultural comparison and eventually develop good cultural awareness.

[45] <C I> 那您，老师您刚刚讲到的关于文化的比较，老师您指的是不同文化国家的文化的比较吗？<\ I>

So you, you just mentioned cultural comparison. Do you mean comparing the culture of different countries?

[46] <C T1> 是的，比如说在中国和美国的话，就在颜色方面，是吧？在饮食方面，对不对？还有在 Body language 身体语言方面，还有在对动物的感觉，比如说英语里面为什么要说 tiger mother 的对不对？中国人就中文里面是吧？就喜欢 dragon，在英文里面 Dragon 就是 evil 的一个象征等等，那么这些都是属于文化比较的内容吧。<\ T1>

Yes, for example, if it is talking about China and America, it can be about color, right? About food, right? And body language, and about animals. For example, why we say tiger mother in English, right? Chinese people like dragon, but in English dragon is the symbol of evilness, so these are all about cultural comparison.

[47] <C I> 那老师您除了这个案例外，您还记得教科书上哪些比较明显的例子。<\ I>
Except for the examples, do you remember any other examples from the textbooks?

[48] <C T1> 进行文化比较吗？<\ T1>
Cultural comparison?

[49] <C I> 嗯。<\ I>
Yes.

[50] <C T1> 进行文化比较例子，我自己觉得比较明显的有一篇文章叫 a child with two cuisines，就是两个饮食的孩子，讲的是一个孩子，他的妈妈是中国人，他的爸爸是英国人，那么这个孩子从小就吃汉堡，吃 hot dog，吃这些培根，吃这些西方食物长大。后来他妈妈带他来到中国的时候，他也尝试了中国的臭豆腐，是吧？那么他在这两种文化这两种饮食文化中看到了，他可能最后意识到可能中国人喜欢吃这些食物，是因为跟中国当地的气候，跟四川的这些气候有关联性，那么这些都是文化比较的例子吧。<\ T1>

Examples of cultural comparison. I think an obvious one is a text called a child with two cuisines. It is about a child with two cuisines. It is about a child whose mother is a Chinese and father is a British, so the child grew up by eating hamburger, eating hot dog, eating bacon, eating this western food. However, later when his mother brought her to China, he tried to eat stinky Tofu, right? So he have experienced both food culture, and he eventually realize that the reason why Chinese people like to eat this food may be because of the local weather, about the weather in Sichuan. These are all examples of cultural comparison.

[51] <C I> 最后一个问题就是老师您觉得关于《英语》中文化内容，您还有哪些自己的观察或想要分享的方面吗？或者您觉得有什么可以改进的地方吗？<\ I>

The last question is about for the cultural content in *English* do you have any observation that you want to share? Or do you think are there any areas for improvement?

[52] <C T1> 我觉得呢，首先就是说这本书就是在这个文化输出方面是做了一些努力，但是呢，我也对他有一些看法，就是说呢，因为你要选中国文化输出的文章，那么有时候你就会用那个翻译版。比如说这本书里面有这个文章就有这样的嫌疑。就是说是一个中国的铁路工人，他曾经参与过这个青藏铁路的修建，然后他后来，修青藏铁路修炼成功了以后，他就自己去做了火车。那么很显然这篇文章是用中文写出来的。因为一个修铁路的工人，我不觉得他能够用英文进行这样的写作，所以那篇文章应该原本是个中文版。但是它是一个中文版的文章，但是我们教科书又一味的强调这种文化的输出，或者说你刚才提到了文化自信的概念，就把那篇文章要选进教科书里面来。我感觉那个文章有点，不是，有点牵强。就不像另外一篇文章说当哈姆雷特遇上京剧，讲的是一个美国的学生，他是在美国是学莎士比亚文学的。然后他看到中国人用京剧去表演京剧的这种艺术形式去包装和表演莎士比亚的戏剧。我觉得那篇文章他是本来就出自一个美国人之手，美国人看到用京剧来表演莎士比亚的时候，他很震撼，他就写下了那篇文章，我觉得那篇文章就不做作，但是像我刚才前面提到那篇文字就有一些做作之嫌，所以我就觉得就是说文化这个东西它是润物细无声的，它是一个润物细无声的，它是强调潜移默化，而不是要用牵强的去做。所以当中国人使用，编写一本英语教材来培养学生的文化意识的时候呢，我觉得就是说也要强调文化是潜移默化的，所以你选的阅读的材料一定要绝对的真实，一定要绝对的真实。所以从这个意义上来说，我也就强调一种自然性，也就是说我觉得像刚才那个文章说 a child with cuisines，或者是关于英美国英语和英国英语的比较，讲到里面一些美国人不明白英国人为什么这么说，或者英国人不明白美国人这么说，为什么这么说，从

而造成这种造成所谓的叫 cultural misunderstanding。那么这样的例子我觉得它们是很真实的，它也是很自然的。但是当我刚才提到那篇文章是吧，讲这个青藏铁路，然后是一个中国旅游者写的，也是用中文写的，然后又把它翻译成英文，里面还有不是很地道的这种英语的出现，然后又把它选到教科书，然后我就觉得这有点做作，有点为做什么而做什么，为了强调文化自信而强烈的去纳入这样一篇文章，还包括故宫的修钟者，是吧？在故宫博物院里面修理那个古钟的人。这些文章原本可能都是中文的新闻报道，需要把它去用英语的形式呈现出来，然后又给中国的学英语的学生来读，我个人觉得可能不是很自然吧，所以这个我觉得它说如果文化内容还有哪些方面，我就觉得文化它是个潜移默化的东西，不能做作，应该是润物细无声。所以我希望教材的编者在以后选教材的时候，选文本的时候最好是选那种我觉得更自然的这样的文本吧。<T1>

I think...First of all the textbooks have made some effort in cultural output, but I also have some personal views about this. How to say? Because if you want to choose articles for Chinese cultural output, you may use the translated ones. For example, there are some examples in these textbooks. The text is about a Chinese railway worker who have participated in building the Qinghai-Tibet railway. Later, when the railway was completed, he took a trip to the railway by himself. Obviously, the text was written in Chinese. Because I don't think a railway worker can use English to write like this, so the text should be a Chinese one. Because it is a Chinese text and we emphasize on cultural output, or what you have mentioned the concept of home culture confidence, the text was selected to be include in the textbooks. I think the text is not very good, unlike the other one about 'When Hamlet met Beijing Opera'. The text is about an American student who studies Shakespeare's work in America. When he saw how Chinese use Beijing Opera to perform the drama by Shakespeare. I think the text was written by an American. When American was watching Shakespeare's work in Beijing Opera, he felt amazed and wrote that article. I think that article is more natural. However, the text I just mentioned is unnatural, so I think culture should be something unconscious. It should be something unconscious. It emphasizes unconscious input instead of stating it intentionally. Therefore, when Chinese use, design English textbooks to cultivate students' cultural awareness, I think what we should emphasize is soft input, and the reading texts you choose should be absolutely authentic. It has to be authentic. From this point of view, what I have emphasized is authenticity. In other words, I think the text about a child with cuisines, or about comparison between American and British English, it talks about how American don't understand why British say in this way, or how British don't understand why American say in this why, why say in this way? This creates what is called cultural misunderstanding. I think these examples are authentic. They are very nature. However, the text I just mention about the Qinghai-Tibet railway was written by a Chinese tourist in Chinese and then it was translated into English with inappropriate use of language and was then selected into the textbooks. I think the text is not authentic. It is intentional to emphasize home culture confidence so that the text is chosen, including the text about the persons who fix clocks in the Imperial Palace, right? These people who fix clocks in the Imperial Palace. These texts are original Chinese news report and needs to be presented in English and read by Chinese students. I think this is not natural. Therefore, I think if there is any area that the textbooks can improved. I think culture should be something unintentional, authentic, and subconscious, so I think textbook writer can choose more authentic texts in future when selecting texts for the textbooks.

[53] <C I> 好的，我们的采访就到此结束了，谢谢老师，您刚刚提供的信息非常有用。<I>

Okay. This will be the end of our interview. Thank you very much. The information you provide is very useful.

[Teacher 2]

[1] <C I>那我们就开始今天的采访，然后第一个就想搜集一下关于老师的一些基本信息。所以说第一个问题就是想问，请问老师您目前在哪个学校授课？<\ I>

So we will begin today's interview, and first of all I want to collect some information about you. So, my first question is...could you tell me at which school you are currently teaching?

[2] <C T2> 深圳市***中学。<\ T2>

Shenzhen *** Senior High School.

[3] <C I>请问老师能够简单的介绍一下您的学校吗？<\ I>

Could you briefly introduce your school?

[4] 深圳市***中学，你是想说这个学校整体，还是说从英语学科？<\ T2>

Shenzhen *** Senior High School. Do you want to learn about the school on the whole or just from the English subject?

[5] <C I> 整体，比如说像这个学校在深圳是一所怎么样的学校？<\ I>

On the whole, for example, what kind of school it is in Shenzhen?

[6] <C T2> 这个学校呢，它是深圳市的一个全寄宿的学校，然后他也是，省，应该是省，我没记错的话省一级，然后在*****那边，然后它的现在的招生排名应该是在深圳市的第十一名，深圳市第十一名，然后它的高考的择优率，也就是所谓的重本线去年是 76%，然后本科线大概是 99.6%左右。这是大概它的一个教学成绩。然后它是 2007 年建校的，相对深圳的整个的各个高中来说不新不旧。没有那么强的底蕴，但是也应该是在，因为现在每年深圳市基本上都能建好几个高中，所以它也不算是那么新了。但是它的教学规模在深圳市比较大。它每年大概教学规模是 1000 人左右，基本上如果现在新办的学校基本上也只能招到大概 500，600。所以它教学规模比较大。然后基本上现在学生的规模是 3000 人左右。然后师资，我说一下师老师的配比现在大概是特级教师是 10 人，特级教师使人在深圳市就算比较高的，然后研究生的比例的话，就是老师里面学历的研究生比例应该是能占到现在快 1/3 以上。好，大概就这个情况。你看看我说的够不够，还是需要其他方面进行一个补充。<\ T2>

This school is a boarding school. It ranks in, if I remember this correctly, the first place in the province. And it is in *****. It is ranked at the eleventh in Shenzhen, the eleventh in Shenzhen. Its performance in the national college entrance examination. In other words, the percentage of students studying in key universities was 76% last year, and the proportion of students studying in the first rank universities was about 99.6%. This is its teaching performance. The school was built in 2007. So, it is not too new or too old in comparison to the other senior high schools in Shenzhen. It does not have a long history but still it is...because every year there are many schools built in Shenzhen, so it is not that new. The number of its students is very large in Shenzhen. It has about 1000 students every year, but many new schools can only recruit about 500 to 600, so it has a lot of students. And about its teachers, the proportion of teachers is now about 10 star teachers and this is very high in Shenzhen. About the percentage of graduates, there are more than 1/3 of teachers holding a postgraduate degree. Okay, that's all I know. Do you think it is enough or you want me to make more elaboration?

[7] <C I> 够了够了，非常丰富的信息，谢谢老师。然后再想问一下，请问老师您目前在教几年级？<\ I>

It is enough. Very rich information. Thank you very much. I also want to ask which form you are currently teaching?

[8] <C T2> 我现在教高一。<\ T2>

I am teaching senior 1.

[9] <C I> 高一。<\ I>

Senior 1.

[10] <C T2> 对，然后现在是高一下学期。<\ T2>

Yes, and now it is senior 1 semester 2.

[11] <C I> 那请问老师您从事英文教师行业大概多久了呢？<\ I>

May I ask how long you have been working as a English teacher?

[12] <C T2> 就是算工作，对吧？算入职之后的，对吧？是的，那就是一年。<\ T2>

Counting when I start to work, right? After I got the job, right? Yes, about one year.

[13] <C I> 一年。那请问老师，那请问老师您使用新版外研社《英语》教科书授课多久了呢？<\ I>

One year. May I ask you...may I ask how long you have been using *English* published by the Foreign language Teaching and Research Press for teaching?

[14] <C T2> 一年。<\ T2>

One year.

[15] <C I> 好的，谢谢老师。那现在就开始进入我们今天的采访的重要的，最重点的环节了，然后首先就想问一下老师，您觉得《英语》能够帮助学生更好的了解本国的文化吗？具体体现在哪些方面？<\ I>

Okay. Thank you very much. Now, let's move on to the most important section of our today's interview, and first of all I want to ask whether you think *English* can help students better understand home culture? In what aspects?

[16] <C T2> 你说的是英语这个语言还是说教材？<\ T2>

Do you mean English as language or the textbooks?

[17] <C I> 教材，就是新版外研社的。<\ I>

Textbooks, the ones published by the Foreign Language Teaching and Research Press.

[18] <C T2> 所以接下来所有的书名号《英语》的都是指的是外研社的教材是吧？<\ T2>

So all the *English* means the textbooks published by the Foreign Language Teaching and Research Press, right?

[19] <C I> 对，是的。<\ I>

Yes.

[20] <C T2> 好。这个我认为外研社版的教材还是能够比较好的让学生了解到本国的文化。比如说在第一册它的关于，50，第二单元 *exposing English*，它讲的其实就是英语的里面一些习语俚语，但是它基本上这本书它呢，这套教材它有一个很明显的特点，就是它特别喜欢对比，就是他在讲英语的习语俚语，它这个单元必然会有汉语的习语俚语。对，然后它比如说第三单元 *family matters*，它其实讲的就是关于家庭的一些琐碎的事情或者家庭的一些矛盾。那它就会，它就去直接，它是在 *understanding ideas*。因为这本书里面这道教材它的两个重点的课文，一个是 *understanding ideas*。这个 *understanding ideas* 一般我们可能在处理的时候会变成精读。那 *developing ideas* 可能我们在处理的时候就会变成一个泛读。基本上它在 *understanding ideas* 里面，它可能会更多的是一种有可能是直接全部讲英国的一种或者外国的一种文化的行为方式，然后它可能在 *developing ideas* 里面，它就会讲到一些对比，然后它就可能会讲到中国的或者是具有中国传统文化的一些行为和文化行动。其实这套教材里面有一个非常好的例子就是在第二册，第二册书的第一单元，它说的是 *food for thought*。*Food for thought* 这句话，它第一单元的 *understanding ideas*，它那篇课本就是 *a child of two cuisines*，就是一个孩子，他的妈妈是四川人，他的爸爸是英国人，就是强烈的文化冲突，对吧？这是饮食文化。那就是这本书我通过一些例子能够论证，它是比较能够帮助到孩子们更好的了解本国文化。那基本上是在什么方面，有饮食，然后交际朋友，家庭文化，就是朋友文化，家庭文化，然后自然文化，还有体育文化，然后还有舞台，就是艺术文化，因为它一个第二册书，马上第四单元就会上关于一些舞台剧一些艺术形式，然后还有一些环保的理念，因为它经常会在最后一个单元会涉及到。因为基本上它是三个部分，人与自然，人与社会，对吧？人与自我它可能在前半部分大概是前 2~3 个单元，它可能讲的更多的是人与自我，人与社会。它基本上到最后的最后部分，它就会比如说第二册书的第五单元 *on the road*，然后 *earth first*，都是讲环保的东西了，保护环境 *endangered animal*，对吧？它一般就会涉及到人与自然。所以大概是它按这个流程走。但是我看你后面有好像是哪些文化是吧？但是这本，外研社这本书，就是它的文章就是偏向于有点像原汁原味，就特别的地道，因为它这套教材其实最大的一个特点，我接触到现在里面有非常多的习语俚语，比如说像什么 *have frog in one throat*，对吧？嗓子里面有青蛙。然后还是我一开始以为他是在讲习语的单元有，但是后来发现它每个单元都有，一旦多次出现这样一种习语，就说明它的这个《英文》，它的材料选择还是比较原汁原味的。然后但是这个里面它可能唯一我觉得涉及不到的就是关于中国的，首先它介绍了很多中国的文化，但是比较浅，就不够深入。然后相对于，因为我之前也看到过人教版，就明显的我感觉比较的传统，外研社版就比较的新颖。一旦新颖之后，可能它就是更多的放在选材和文章的范围上，它设立的国家特别多，但是你要说到中国传统文化它可能就是比较浅，然后中国传统文化相对来说也比较的单一，这是一个。<\ T2>

Okay. First of all, I think the textbooks published by the Foreign Language Teaching and Research Press can help students better understand their home culture. For example, in Compulsory 1, page 50, Unit 2, *Exposing English*, it talks about some idioms in English, so a very obvious characteristics of this textbooks is that they like to make comparison. When he is talking about English idioms, it will surely talk about Chinese idioms. Yes, for example, in unit 3, *family matters*, it actually talk about some trifles or conflicts in family. It will...It is in *understanding ideas*. Because the textbooks have two key texts, one is *understanding ideas*. For the text in *understanding ideas*, we will read intensively. For *developing ideas*, when we read the text, we will do extensively reading. In *understanding ideas*, it will talk more about some British or foreign cultural practices, and in *developing ideas*, it will make some comparison. Then, it will talk about some Chinese or Chinese traditional practices. Actually, there is a very good example from the text in Book 2, Unit 1 in Book 2. It talks about *Food for Thought*. *Food for Thought*, in the *understanding ideas* of its first unit, there is a text about a child of two cuisines. It is about a child. His mother is Sichuaneses, and his father is a British, so this is a very strong cultural conflict, right? This is food culture. From some examples in these textbooks, I can argue that the textbooks can help children better understanding home culture. In what aspects? We have food, making

friends, family culture, namely friend culture, family culture and nature culture, sports culture, and lastly stage culture. Because in the unit 4 of Book 2, it will talk about some stage performance and art forms and some concepts of environment projection, because it usually covers this aspect in the last unit. Because it is made up of three parts, people and nature, people and society, right? People and self may take up the first 2-3 units. It talks more about people and self and people and society. In the last part, it will talk about, for example, the Unit 5 of Book 2 On the Road, and Earth First, these are all about environment projection, environment protection, endangered animal, right? It covers people and nature, so it follows this procedure. However, I notice that you want to learn about what cultures the textbooks are about, right? However, these...these textbooks by the Foreign Language Teaching and Research Press focus on 'an original taste', they are real. Because the biggest characteristic of the textbooks is, when I start to use the textbooks, that they include a lot of idioms, for example, like, have frog in one throat, right? Frog in one throat. At first, I only thought these examples can only be found in the unit about idioms. However, later I found that they are in every unit. If you can find several examples of these idioms, it means that *English*, the texts it selects are very original. However, the only think that if doesn't cover enough is about China. First of all, it introduces a lot of Chinese culture, but it is very superficial, not deep enough. And in comparison to...because I have read the ones published by the People's Education Press. I think that one is more traditional, but this one by the Foreign Language Teaching and Research Press is very new. It is new, and it focuses more on resource and text selection. It talks about many countries, but if you want to talk about Chinese traditional cultures, it is very superficial, and not diverse. I think this is one point.

[21] <C I> 好的，非常谢谢老师，那请问第二个问题就是请，我们刚刚聊到了有关于本国的文化，那老师您觉得英语能够帮助学生更好的了解其它国家的文化吗？然后具体体现在哪些方面？<I>

Okay. Thank you very much. So, the second question is please, we have talked about home culture, so do you think that the textbooks can help students better understand the cultures of other countries? In what aspect?

[22] <C T2> 其它国家的文化，首先我先说英美国家，对吧？我就根据你刚才说的那三个圈，我说一下，内圈，最内部的就是英美国家的文化就不用说了，像饮食啊，就刚才我讲的。因为它他这个文章特别喜欢对比。只要是能讲到中国传统文化方面它全都有，就是英美国家的全都有。然后但是这本书好在一个什么地方，我觉得这本书它能够涉及到除了一些核心的使用英语国家的国家文化，它也是把它当做了非常好的语言素材，它可以有比如说，它可以有埃及的金字塔，对吧？然后它还会有一些比如说像沙漠，然后他有不同的地貌，然后它在讲，尤其在讲什么舞台文化的时候，它讲到了比如说第二册书的第四单元，它可以讲到有天鹅湖，这就属于有点像俄罗斯那边的，对吧？然后它还讲到了中国的相声，对吧？它还讲到了川剧，然后它还讲到了等待更多，就有等待更多，如果没记错的话，应该不是说核心的英美国家。这个回头你可以查一下，然后还有中国的我们的春节联欢晚会，然后它第一篇文章它讲的是哈姆雷特，哈姆雷特就是传统的英国。然后第二篇文章它讲到了，就有很多了，比如说有盖茨比，然后红字，然后还有我们中国的红楼梦，对吧？然后它还讲到了有罗马意大利的一些电影，然后夏洛特，然后还有，我看一下还有中国的一些老舍，老舍的一些东西。然后它后面呢，然后它在讲环境保护，它又讲到了埃及的一些文化，埃及的地貌或者北极，然后不同国家的这个雾霾 Fog smoke，对。我看你第二个问题好像不是太跑偏了。对，能够了解其它的国家的文化。那主要是在哪些方面呢？就是完全是，相对来说完全是对等。只要它讲到了中国文化，比如说它讲中国文化的讲太极，可能其它国家的文化就是，比如说有什么，有曲棍球、瑜伽、自行车、冲浪、网球、攀岩，然后...但是其实...但是后面的问题能够涉及到。我这里简单说一下。但这本书它就要求老师做的东西特别多，比如你看比如说它可能是在第四单元表面它就放 6 张图，就 6 张不同艺术形式。但是学生光看这 6 张图，它是不能够去比较全面或者比较透彻的去了解

文化，所以就导致老师们其实背后要做的东西很多，老师需要跟他把这 6 幅图是什么？这 6 幅图的一个 background in...background Information，对吧？或者是一个简...brief introduction，关于是什么？老师要把它做得很清楚，不然实际上比较难能够达到文化的意图。但是好在基本上现在因为这已经是第二年了，就好在现在进行这套教材的教学，基本上老师们也意识到这个问题了。所以基本上的一个课件不管是什么来源的课件，或者我们自己在做课件的时候，或者教辅教参，或者给学生们订购的一些教参的时候，也基本上都能够涉猎到能够把这个事情顾全了，现在这个也问题不大。<T2>

The cultures of other countries. Let me talk about the Britain and America first, right? I will follow the three circles you have mentioned. I will talk about the inner, the most inner circle is about British and American cultures. Needless to say, like food, this is what I have mentioned. Because these textbooks like to compare, so they have covered everything they can introduce about Chinese traditional culture. In other words, we have what Britain and America have. However, one strength of the textbooks is that instead of covering the cultures of the core English speaking countries they are a very good language resource. For example, it talks about the pyramid in Egypt, right? And for example, desert, and different topographic features, and they talk about, especially when they talked about stage culture, it talks about ... for example, Unit 4 of Book 2, it talks about the Swan Lake. I think this belongs to something from Russia, right? And it talks about Chinese crosstalk, right? It talks about Sichuan Opera and *Waiting for Godot*. If I remember it correctly, these don't belong to core countries like Britain and America. You can check it by yourself later. And also, about our Chinese Spring Festival Gala. The first article is about *Hamlet*, and *Hamlet* is traditionally British. And the second text it talks about many things, for example, the Great Gatsby, and the Dream of Red Chamber, and our Chinese Dream of Red Chamber, right? It also talks about some films from Roman and Italy, and Charlotte, and, and I can see LAO She from China, some work by LAO She. And later it talks about environment protection, it mentions some culture from Egypt, the topographic features of Egypt or the North Pole, and the fog smoke in different countries. Yes, I notice your second question...am I off the track? Yes, it can help students understand cultures of different countries. Mainly in what aspect? It is totally...It is equal. As long as it mentions Chinese culture, for example, it talks about Chinese culture, it talks about Taiji, and then the cultures of other countries can be, can be, for example, ice-hockey, Yoga, cycling, surfing, tennis, rock climbing, and...but in fact...it will cover all these aspects in the later section. Let me briefly talk about this. The textbooks require teachers to do a lot of things. For example, maybe in Unit 4 it presents six pictures, the pictures of six different art forms. However, simply by looking at these six pictures, it cannot help students understand cultures clearly, so this puts a lot of demands on teachers. For example, the teachers need to explain what these six pictures mean? Provide some background in...information, right? Or a brief...brief introduction, about what? Teachers need to make them clear. Otherwise, we may not achieve the goal of promoting cultural learning. However, fortunately, it is the second year now, for teaching these textbooks, and basically teachers have realized this problem. Therefore, no matter what teaching resources we use, or when we design our own teaching resources or supplementary materials, or booking exercise book for students, we can basically take care of this problem. This is not a big problem now.

[23] <C I> 好的，谢谢老师，刚刚提到有不同国家的文化，然后我们也提到了很多不同...那老师您觉得它的文化，就是主要是集中在哪些其他国家的文化？<I>

Okay, thank you very much. We have mentioned the cultures of different countries, and we have also talked about many different...do you think its focus is on the cultures of which countries?

[24] <C T2> 英美国家，还是主要是英美国家。或者是欧洲的。然后美洲的，会多一点，欧洲的美洲

的。然后更多倾向是欧洲的一些国家。就欧洲不仅有英国、意大利、德国，包括行政中心在欧洲的俄罗斯，它其实都有一些。比较倾向于欧洲国家。<\ T2>

Britain and America. Mainly Britain and American, or European countries, and then American countries will be more, European and American. The textbooks focus more on European countries. Europe does not only have Britain, Italy, Germany, but also include the politic center of Europe Russia. It all has covered. It focuses more on European countries.

[25] <C I> 好的，谢谢老师。第三题您觉得英语对不同国家的文化这种呈现真实吗？为什么？<\ I>
Okay. Thank you. For the third question, do you think the representation of the cultures of different cultures is authentic? Why?

[26] <C T2> 相对来讲还是比较真实的。因为相对来讲比较真实。因为它的选材的来源，首先它就自己有考究。那比如说它在讲英美国家对待友谊的态度，它就选了 after 20 years 欧亨利的小说，这样的话这个来源就是比较真实了，对吧？因为它是一个文学作品，还有是什么？比如说它在讲...第二册书第一单元...它在讲...第二册书的第二单元...它在讲 let's celebrate 就是庆祝文化活动的时候，它的第一篇讲的是圣诞节。它又选择了 Tolkien，就是一个英语作家诗人，也是一个大学教授的文章。就是它不会乱选，它的选材是比较的规范，然后它的来源也可能偏向文学性比较强，所以这样的话基本上它是比较原汁原味的一点，就是它通过选择了大量的文学作品，来保持一个原汁原味的状态和保持这些文化的可取性，对吧？这是一个。第二个这是比较真实的一点。这是第一个方面。它比较喜欢选文学作品。第二个方面呢，它在进行文章选择。刚才是文章选择。第二个是活动设计。它的活动设计并不是单一的，就是...说对吧？或者是单一的去写。它有很几个...它有好多...它有比较全面的一个活动设计。比如说它有听力的设计。然后它每个单元配了一个 short video。它有一个文化背景。就是它每个单元其实在 starting out，就是 warming up 或者 leading in 这个环节，它基本上都是一个 video。这个 video 讲的就是这一个单元里面的一些比如说西方的饮食。或者是在第三册书的第一单元 knowing me, knowing you 它讲的是一第一册书第一单元...第一册书第一单元就是新学期，对吧？New start。它就讲了一个英国的时间的作息，英国的学生的时间作息。所以在这种情况下的话，它是有一个视频的背景介绍，对吧？然后在活动设计上它会有听，它会有说，然后它会有那个写。就是活动设计是环环相扣。这样的话学生在了解文化的...了解文化...或者是在通过不同活动设计呈现出来的文化，它就比较饱满一些，立体一些，所以相对来说就会更加真实一些。然后你回头你看到这个教材，你可以再注意一下。有一个地方我觉得我自己的理解。有一些老师他不太喜欢会用，或者是说他没太注意到。就是在...可能比如说我举个例子，在第二册书...我说的清楚一点你回头能找到。在第二册必修二，我现在全说的都是必修。我说的是必修二。必修第二册的第十九页。它的第八个任务，它有一个 work in pairs, act out conversation about extending and accepting an invitation。然后它是基本上涉及两个学生，一个学生会翻到书上的 81 页，另外一个学生会翻到书上的 85 页，这是它的一个活动设计。就是两个学生它会有一个语境的设计，所以这相对来说在了解文化上就会更加的真实。因为两个学生是在陌生的语境，相互不同的语境，而进行同样的一个话题范畴的一个对答或者内容的交涉。这样的话他的了解文化或者他在通过了解文化达到自己自身的理解，他就会更加的全面和真实。对，对，嗯。<\ T2>

I think it is relatively authentic. Because it is relatively authentic. Because the source of its texts. Firs of all, it has its own consideration. For example, when it talks about the attitude towards friendship of the people from Britain and America, it selects the novel by O Henry *After 20 Years*. This source of the text is very authentic, right? Because it is a literature work, what else? For example, when it talks about festival celebrations, the firs text is about Christmas. It chooses Tolkien. He is an English writer and poet. This is a text of a university professor. It doesn't randomly select its texts. The texts it selects are standard, and its sources is mainly from

literature, so in this way it can give an original taste. It chooses a lot of literature work to keep an ‘original taste’ to ensure the authenticity of the culture, right? This is one point. The second one is authenticity. This is one aspect. It likes to select literature work. The second aspect is, when it makes text selection. What we have mentioned is text selection. The second one is activity design. Its activity design is not single, is...right? Or focus on just one aspect to write. It has multiple...it has multiple...it has a comprehensive activity design. For example, it has listening, and for each unit it has a short video. It has a starting out for each section. It has a warming up or leading in section. It basically has one video. This video is about what is in this unit, such as the western food culture. Or in Unit 3 of Book 3, Knowing Me, Knowing You, it talks about the Unit 1 of Book 1...Unit 1 of Book 1 is about back to school, right? New start. It introduces the British timetable, the timetable of British students. So, in this way, it has a video for background information, right? In the activity design, it has listening, speaking, and writing. The activities are highly linked with one another. When students are learning about cultural...learning about culture...or using different activities to reflect culture. It is richer and more authentic, so it is more real. Now, if you read the textbooks later, you can pay some attention. This is my personal understanding. Some teachers may not like to use or may not pay attention to it. It is in...maybe I can give an example, in Book 2...let me tell this clearly so that you can find it later. In Unit 2 of Book 2. What I am referring to is all Book 2. The page 19 of Compulsory Book 2. Its task 8. It has ‘work in pairs’, act out conversation about extending and accepting an invitation. It needs two students. One student will turn to page 81, and the other student will go to page 85. This is its activity design. For two students, it has a context, so it will provide an authentic exposure to the culture for learning. Because the students are in an unfamiliar language context, different language contexts, so they can have a conversation on the same topic. In this way, when they learn cultures or try to understand themselves better through learning cultures, their understanding will be more real and accurate. Yes, yes, em.

[27] <C I> 老师我们刚刚聊到了英语这本教科书，它有提供很多不同的文化，那您觉得为了更好提升学生的文化素养，您觉得您的学生还需要了解关于文化的哪些方面的知识？<\ I>

We have talked about these textbooks, they provided different cultural input, so to better enhance students’ cultural awareness, what aspects of knowledge do you think your students want to know more about?

[28] <C T2> 关于文化方面的哪些知识？其实这本书它...我觉得是两点。第一点，我个人认为外研社这套教材在讲有关于中国文化的时候，它并不能够...或者是并不能够比较全面的去让学生能够达到一种追根溯源的意识。因为它比如说它在讲饮食文化，它其实比如说它在讲饮食文化，它就单单的讲了一点中国的一些比如说臭豆腐对吧？然后它了一些比如说像什么...宫保鸡丁，对吧？然后它就讲了一个宫保鸡丁。然后宫爆鸡丁的历史就非常局限性，讲一个单单的就讲它是一个清朝，但实际上我们中国比如说我们的饮食文化有 8 大菜系，对吧？八菜系。然后饮食文化的历史的变迁是什么，对不对？我就感觉它这套教材，第一点，我的感受就是对于传统文化的深入挖掘不够深，相对于人教人教版的教材它就做的会好一些。人教人教版的教材一看它就大了，但是人教版教材一看就相对比较传统。对，然后它对于传统文化追根溯源我觉得并不够那么的深入。或者是说其实它那套在龙脊梯田，就刚才你提到的龙脊梯田那套书...那套书我也...那篇课文我也比较有一个深的概念。那套书其实对传统文化挖的相对来说就比较深。但是龙脊梯田那篇文章人教版又有，人教版龙脊梯田，它跟外研社版那篇文章，它都有，它俩都有。那在这种情况下，那相对于这一点我觉得人教版这套教材它挖传统文化挖的就更深了，所以这是第一点，就是传统文化学生们要再了解一点。然后第二点关于文化知识，就是这本书它强调吸引学生的兴趣比较多，就是什么吃、喝、玩、跳、蹦，对吧？它好像对于学生深层次的一些文化的要...了解，比如说对于一些历史文化，或者是一些甚至说的再深点一些制度文化，对吧？历史文化，制度文化。然后比如说随着社会的历史进程，我觉得对于深

层次的文化或者是能够就像我刚才说的制度文化历史文化能够再挖一点就会更好。它现在有一点对学生的兴趣比较比较那个什么，基本上是一起..来什么...冒险，然后庆祝活动,都是比较娱乐性的。我觉得是这样。不够深入再可以再深入，但它现在已经够深入了，但是它可以再深入一点。<T2>

What aspects of knowledge about culture? This book is actually...I think there are two points. First of all, I think when these textbooks published by the Foreign Language Teaching and Research Press are talking about Chinese culture, it cannot...or it cannot fully help students pursue the root of the cultures. Because for example, when it is talking about food culture, for example when it is talking about food culture, it only talks little about Chinese stinky Tofu, right? It also talks about something like...Gongbao chicken, right? It simply talks about Gongbao chicken. This history about Gongbao chicken is very limited. It only talks about the Qing dynasty, but actually our China has 8 food cultures, right? 8 food cultures. So what are the historical changes of each food culture, right? I think these textbooks, in this regard, my feeling is that it doesn't introduce deep enough about traditional culture. In comparison to the edition by the People's Education Press, it does a better job. The textbooks by the People's Education Press cover a lot, but it is more traditional. Yes, and its introduction to Longji rice terraces I think is not deep enough. In other words, actually the text about Longji rice terraces, what you have mentioned about Longji rice terraces in the textbooks...those textbooks I...That text leaves a deep impression on me. Those textbooks can explore deeper about traditional culture. However, that text about Longji rice terraces is also included in the textbooks by People's Education Press, it is the same one in the textbooks by the Foreign Language Teaching and Research Press. They all have it. Both of them have it. In this case, I would say that the cultural exploration presented in the textbooks by People's Education Press is deeper. This is the first point that students need to learn more about traditional cultures. And the second one is about cultural knowledge. These textbooks emphasize more on attracting students' attention, such as eating, drinking, playing, dancing, and jumping, right? It needs to help students learn more about the deeper level, for example, history or deeper even politic culture, right? Culture about history and politics. With the development of the society, it would be better if the textbooks can cover more about the deeper level of cultures or what I have mentioned about history and politic culture. The current textbooks focus more on students' interest, basically to say, let's...have an adventure, and about celebrations. These are all about entertainment, I think. It is not deep enough but can be deeper. It is deep enough but can be deeper.

[29] <C I> 那老师您认为...就是我们刚刚提到了它文化知识方面，现在我们关注的是它的技能方面，您认为《英语》能够培养学生的...与不同国家的人交流的能力吗？为什么呢？<I>

So you think...We have talked about its cultural content. Now, what we are going to focus on is its skill aspect. Do you think *English* can help to develop students...intercultural communication competence? Why?

[30] <C T2> 首先交流吧，首先第一个就是他的语言的能力，对吧？就是首先它的口语它的词汇量，它的句式表达对吧？就是它基本的语言素养，语言能力，我觉得这套教材是可以做到的，是因为这套教材它的词汇量明显比以前的教材大得多。它的词汇量很大。基本上它的单词能有时候能弄到整整两两面，也就是一整张。相对于高中生来说，尤其是从刚刚开始的高一高二学生来说，词汇量是比较大的。然后并且它的词汇量并不是那种非常基础的词汇。它的词汇其实也就是比较难了。这是第一个，词汇量的问题。然后就是它词汇量一旦大了，学生的学习的内容不就是充实，他的语言能力就会得到提高。第二个就是它的课本的它的内容它是比较丰富的，比较长，然后它的活动设计比较丰富，就是有听，有说，有读。然后它的两篇文章构成学生的一个整体的语言学习的支架，也是比较充足的。比如说它每个单元它基本上都是先是 starting out，然后是 understanding，对吧？然后是语法，然后是听说，然后又来了一个文章，然后来写，然后最后表达观点。它是环环相扣的。所以对于学生日常的语言技能的训练和充实应该是能够够的。所以这本书如果能够学生能够学吃透，

他的语言功底应该是打得不错。所以第一个它的语言功底，这个外研社版这套教材是能够把它达到的。第二个就是在跟别的国家不同国家的人进行交流的时候，它得有文化内涵对吧？他得知道自己能够说什么。那这本书它的文化介绍虽然并不是深入，但是比较全面，它都有所涉猎，不同的国家。那不同的国家就会到时候他如果想说的时候就会引起不同的话题，对吧？所以第二个我觉得它是内容是...它给的这些内容是比较充实的。那第三个在进行交流的时候有来有回，就不能你把这个话说出来，比如说汉堡包在你们国家很受欢迎对吧？你没有具体的内容，或者说你没有一个思辨的方式对吧？你说的就是把这个话就说死了。我觉得第三点这本书可能老师给的东西要多一些，就是关于思辨的。但是这本书它喜欢对比，那对比实际上它这个思辨也会慢慢形成。但是可能需要老师引导的比较多。因为这本书它的语言相对来说比较难。如果一些思辨的环节或者是一些让他对比的一些东西光让学生去弄，可能效果不是那么好，或者形成的思辨能力并不是很系统。所以总体来说，我觉得这本书通过这三个方面应该是可以达到的，应该是可以的。挺好的。<T2>

First of all, communication, the first one is about their language skills, right? First of all, their oral skills and vocabulary, its sentence expressions, right? This is the basic language literacy, language ability. I think the textbooks can help to achieve that, because the textbooks provide more vocabulary than the previous textbooks. Its vocabulary is large. Its vocabulary page sometimes can cover two pages, namely one paper. For senior high students, especially for beginners like senior one and senior two students, its vocabulary is very large. And its vocabulary are not basic ones. Its vocabulary is very difficult. This is one point, the problem of vocabulary. When there is a large vocabulary input, what students learn will be richer, and their language ability will be improved. The second one is that the content of the textbooks is very rich, and long, and its activity design is rich. It has listening, speaking and reading. Its two texts build up a holistic language learning structure for students, and it is enough. For example, every unit basically begins with starting out, and then understanding, right? They are all related to one another. Therefore, it is enough for students' daily language training, so if students can fully learn from textbooks, they will develop a very good language basis. The textbooks published by the Foreign Language Teaching and Research can achieve the goal. The second one is when they are talking with people from different countries, they need cultural content, right? They need to know what they can talk about. Though the cultural introduction of the textbooks is not very deep, but it is comprehensive, and it covers everything, different countries. They can initiate different topics when talking about different countries, right? So the second point I think is that its cultural content...the cultural content they provided is rich enough. The third point is about two-way communication. You cannot say in this way...for example, hamburger is very popular in your country, right? If you do not have concrete content, or critical thinking skills, right? You will cause an end to the conversation. I think on the third point the textbooks put more demands on teachers, about critical thinking. However, the textbooks like making comparison, so through comparison students can foster this kind of critical thinking in a gradual way. However, this needs teacher guidance, because the language of the textbooks is difficult. If you only let students work on critical thinking section on their own, the effect may not be very good, or the thinking skills they develop will not be systematic. On the whole, I think the textbooks can achieve the goal from these three aspects. It is good.

[31] <C I> 老师您认为这本教科书能够增强学生对本国文化的自信吗？为什么呢？<I>
Do you think the textbooks can enhance students' home culture confidence? Why?

[32] <C T2> 可以，因为这本书它抓死了一点，就是无论他在介绍什么样的文化的时候，它一定会有中国的文化在里面。所以它在潜移默化的去跟学生说，别人有的我们也有，对吧？这是第一点。第二点就是别人在说好和了解别人的同时，必须得了解和说好自己的本国文化或者不同的文化方面。所以这是第二点。第三点就是对比。它会潜意识的去引导学生。因为基本上一篇课文它就那么多，

一个单元，它就那么多。学生学着学着它不自然的，比如说像 Food for thought，对吧？它有一些文章的设计是明显的...这个文章就是在对比，对吧？就是两个...一个家庭，他爸爸是英国人，他妈妈是四川人，就不自然就是在对比，这是一个明显直接对比，对吧。第二个它在潜移默化的对比，比如说它会讲到运动，比如说在必修二第三单元，它讲运动，它第一篇课文讲的是 sports，它讲 sports 实际上最早是从中国的蹴鞠而来，对吧？然后它后面就讲到太极，some traditional sports in China。它讲的太极。这个就是不自觉的...就会介绍让他了解一些中国的传统文化的运动。所以我觉得这套书是能够增强学生对于本国文化的自信的第一点，就是它能够知道对吧？第二点就是它有素材有内容支撑它去表达。第三点就是在对...做对比的时候，它能够知道不同文化方面的别的国家的长处，然后并且它也能知道自己国家的文化的优点。<\ T2>

Yes, because the textbooks catch on one point. That is whatever culture it introduces, it always includes some Chinese cultures. Therefore, it is telling students in an indirect way that we have others have, right? This is the first point. The second point is about on the basis of understanding others we also need to be able to express our home culture or its different cultural aspects. So this is the second point. The third point is about cultural comparison, right? It will subconsciously guide students. Because the content of a text is limited. The content of a unit is limited. When students are learning, for example, like Food for Thought, right? It has some obvious design of text...The text is about comparison, right? It is about two...one family. His father is a British, while his mother is a Sichuanese. This is making comparison, a direct comparison, right. The second point is that it is making subconsciously comparison. For example, when it talked about sports, such as Unit 3 of Compulsory 2, it talks about culture, the first text is about sports, it introduces that sports is derived from Chinese Cuju, right? Then, it talks about Taiji, some traditional sports in China. It talks about Taiji. It will subconsciously... introduce some Chinese traditional sports for them to learn about. Therefore, I think this is the first point that the textbooks can help to enhance students' home culture confidence. It can achieve the goal, right? The second one is that it has enough resources to support it to express. The third point is when...making comparison, it can learn the strengths of the cultures of other countries and the positive parts about their own culture.

[33] <C I> 那我们刚刚提到了一些技能。那老师，您觉得为了更好提升学生的文化素养，您觉得您的学生还需要培养哪些除上述提到的技能...其它的技能吗？<\ I>

So we have talked about some skills. So you, do you think to better enhance students' cultural awareness, do you think there are any other skills that your students need to develop?

[34] <C T2> 首先就是...其实这个文化素养，我其实看到这个问题我也简单想了一下。我们还得往上我觉得也就是让学生能够意识到你英语还是做最终极目的是一个 tool，对吧？是工具，你不能天天单词背得又好，每次报听写你满分，每次考试你高分，然后让你一说你就哑巴英语，对吧？这是一个。那哑巴英语，首先...就是我觉得你这问题提的也特别好。那哑巴英语如果他没有本国文化自信，对吧？他都不愿意去介绍自己的，你何况还能听你的，对吧？他愿意跟你去说自己的国家文化，那必然他就愿意去听你的国家文化，那就形成了这样一种来往的交流<\ T2>

First of all, this...actually this cultural awareness...I have thought about his when I saw your question. I think we need to let students realize that the ultimate goal of English is that it works as a tool, right? It is a tool, you cannot be a person who is good at memorizing vocabulary and get full marks in dictations and get high grades in exam but cannot use the language to express, right? This is one point. An incapability of using English to express, first...I think the question you raise is very good. You cannot enhance your home culture confidence with an incompetence to express in English, right? If you are not willing to introduce your culture, how can you learn about other cultures, right? If you are willing to talk about your own culture, then surely you will be willing to learn about others' cultures. This is how communication is formed.

[35] <C I> 最后一个问题，老师您关于...这是一个比较开放性的问题，老师您关于《英语》中的文化内容还有哪些想要分享的方面，或者您觉得它有什么可以改进的地方吗？<\ I>

The last question, how do you think about...this is an open question. Do you have any other things to share about the cultural content in *English* or do you think there are any areas that can be improved?

[36] <C T2> 改进啊，那不敢说。<\ T2>

Improvement? I dare not to say.

[37] <C I> 没关系。好的。<\ I>

It is fine. Okay.

[Teacher 3]

[1] <C I> 那么我们就开始今天的采访，然后麻烦首先第一个就是想搜集一下老师您的关于老师您的一些基本信息。请问老师您目前在哪个学校授课？<\ I>

So let's begin our today's interview, and first of all I would like to collect some basic information about you. May I ask at which school you are currently teaching?

[2] <C T3> 在深圳****学校。<\ T3>

At Shenzhen **** School.

[3] <C I> 好的谢谢老师，请问老师您能够简单的介绍一下您的学校吗？<\ I>

Okay, thank you very much. Could you briefly describe your school?

[4] <C T3> 我们学校是小初高都有，然后我在高中，高中我们成立现在是第六年的时间，相对来说还是比较新的，所以我们的老师一般来说也还是比较年轻的，老师对于教学这方面都是自己在慢慢探索这个阶段。<\ T3>

Our school has primary, junior high, and senior high schools, and I am in the senior high school. This is the sixth year since the senior high school is built, so the school is still new, and our teachers are young. Teachers are still gradually exploring more about teaching.

[5] <C I> 请问老师您目前正在教几年级？<\ I>

May I ask which form you are currently teaching?

[6] <C T3> 高二。<\ T3>

Senior 2.

[7] <C I> 高二，请问老师您从事英文教师行业大概有多久了？<\ I>

Senior 2. May I ask how long you have been working as an English teacher?

[8] <C T3> 5 年。<\ T3>

5 years.

[9] <C I> 5 年，请问老师您使用新版外研社《英语》教科书授课大概多久了？<\ I>

5 years. May I ask how long you have been using the textbooks *English* published by the Foreign Language Teaching and Research Press?

[10] <C T3> 就算什么 7 个月吧，因为之前是旧版，然后后来是今年刚加入高二才使用新教材。哦，今年刚换的。<\ T3>

About 7 months, because we used the old version, and now when I join the senior 2 cohort I start to use the new textbooks. Yes, we switch to use the textbooks this year.

[11] <C I> 那么下面就是我们今天采访的最重要一个环节了，就是老师您对《英语》中的文化内容的看法。然后第一个问题就是想问老师，您能觉得英语外研社新版教科书能够帮助学生更好的了解本国的文化吗？具体体现在哪些方面呢？<\ I>

So this is going to be the most important section of our today's interview. It is about your perceptions of the

cultural content in *English*, and my first question for you is whether you think *English* published by Foreign Language Teaching and Research Press can help students better understand their home culture? In what aspect?

[12] <C T3> 我觉得这个教材对于本国文化的体现还是挺多的，在它的单元的主题设置上面，很明显的可以看出来，它是有结合中西方文化的这种输出。中国的文化比如说在这个...我想一下哈，比如说选择性必修三的第二单元有一个 a life work，然后它里面的文章，第二篇文章好像就是讲的匠人精神，而它举的例子就是以中国故宫修复，叫什么国宝的修复师这个例子，然后也是介绍了中国人民为了保护自己的传统文化所做出的努力贡献，然后也体现出来匠人精神。还有比如说，让我想一想。
<\ T3>

I think there is a lot of representation of home culture in these textbooks. For example, under the topic of each unit, it is obvious to find that it includes cultural output of both Chinese and western culture. Chinese culture, for example in...Let me think for a while, for example in Selective 3 Unit 2 there is a life work, and the texts it has, the second text is about the spirit of craftsmanship, and the example it provides is about the repairment of the Imperial Palace. The example is called the repairmen of national treasures. It introduces the effort that Chinese people spent on protecting traditional culture, and this also reflects the spirit of craftsmanship. And also, for example, let me think.

[13] <C I> 没事。<\ I>

It is fine.

[14] <C T3> 反正就还有一些这样的单元里面会体现一些，我印象中反正是有，因为我也不记得是具体哪一本书了。我记得也有关于中国的一些名画，我记得可能是选修 4 或者是哪本书里面，然后包括中国的文化遗产也有涉及，对，有很多这样的元素在里面，我觉得是因为前几年包括高考里面小作文一直就是说用英文来讲中国文化，讲中国故事，所以在教材的编撰上面可能也特别强调的，特别去讲中国的故事。包括你刚刚讲到的比如说文化遗产，世界文化遗址，包括还有人的这种特点，中国人的精神这方面都有涉及。对刚刚讲到文化遗址的话，我想起选修二里面也是有涉及到，比如说神农架，梵净山这些地方，包括这些都有设计啊，我觉得挺好的。
<\ T3>

Anyway, there are some units as such would reflect these. I think there are some according to my memory. Because I cannot remember which book to be specific. I remember there are something about famous Chinese paintings. I remember maybe these are in Selective 4 or in which book. It also covers Chinese cultural heritages, yes, a lot of elements as such in it. I think this is because the writing tasks in previous national college entrance examinations about using English to talk about Chinese culture, and Chinese stories, the textbooks focus a lot on talking about Chinese stories during the design of the textbooks. Include what you have mentioned such as cultural heritage, world cultural heritage, and include persons, and Chinese people's spirits, these aspects have all been covered. Yes, when it comes to cultural heritage, it reminds me of Selective 2 which has mentioned about, for example, Shennongjia, Fanjing Mount, these places, and the design of the textbooks I think is good.

[15] <C I> 老师我们刚刚提到有关于文化有 4 个方面，您觉得教科书主要是提供体现在文化的某几个方面呢？关于本国文化的话。
<\ I>

We have just talked about four dimensions about culture, so do you think the textbooks mainly reflect which cultural dimension? About home culture.

[16] <C T3> 一个我刚刚讲的就是 Product，中国的一些具有能够代表中国文化的一些东西，比如说文化遗址，你刚刚提到的龙脊梯田，包括我刚刚讲到的是神农架、梵净山，这些都是，然后还有比如

说像中国的画，这些其实也是，然后还有我刚刚讲的 perspective，里面涉及到的可能比如说像匠人精神、故宫修复师所代表的这种精神。<\ T3>

I think the first one is what I have mentioned product, some Chinese things that can be representative for Chinese cultures, for example cultural heritage. You have talked about Longji rice terraces, including what I have mentioned Shenlongjia, Fanjing Mountain, these are counted, and for example Chinese painting, these can also be included. And the perspective that I have just mentioned, including the spirit of craftsmanship and the spirit represented by the repairmen in the Imperial Palace.

[17] <C I> 老师您觉得《英语》能够帮助学生更好了解其它国家的文化吗？然后具体也体现在哪些方面呢？<\ I>

Do you think *English* can help students to better understand the cultures of other countries? To be specific, in what aspects?

[18] <C T3> 我觉得这本书能够，反正以我目前的了解，我可能了解不全面，它能够帮助我们了解一些你刚刚确定范围内有一个 inner circles 那里面，尤其是美国吧，我觉得更多的是体现这边英美这几个国家的这种文化。比如说在选修...哦，必修二必...修三有一篇叫做 making a difference, make a difference。里面讲到有一篇文章是关于就一个小男孩在非洲一个国家，然后帮助当地的人去建井，帮助当地的人能够有水资源这个东西。这个事情我觉得这是一个非常典型的就欧美国家所强调的 community service，然后能够尽自己所做的事情去帮助帮助世界。据我所知...反正美国人还挺强调这个的，教材对于这方面也体现了非常多，包括选修二里面有一篇课文，它讲到的是...嗯...我有点忘了具体，但是它里面反正文章里面又涉及到了有一个这样叫 care care bags 之类的这样的一个机构。就是一个小女孩，就是利用自己家里面一些这种废弃的这种东西能够去回收，然后做一些这种袋子，就是这种包裹，然后送给，里面装点东西送给那些无家可归的人，这种都是我觉得非常典型的这种欧美文化。然后所传达的也是非常正能量的这种价值观，当然也是非常符合我们的立德树人这种价值理念。<\ T3>

I think the textbooks can achieve this. As far as I know, my perception may not be comprehensive, it can help us learn more about the inner circles in the scale you confirm, especially America, I think it represents more about British and American cultures. For example, in Selective...Oh, Selective 2...Selective 3 there is a text about making a difference, make a difference. There is a text about a little boy who tries to help local people to build a well in a country in Africa, and help them to have water supply. I think this is a typical thing that people in European countries emphasize, community service, and about trying one's best to help the world. To my best knowledge...anyway, American people emphasize a lot on this, and the textbook have reflected a lot of this aspect, including a text in Selective 2. It is about...um...I cannot remember, but anyway it talks about something called care...care bags, an institution. It is about a little girl who used the waste in her home to do recycle, and make this kind of bags, namely parcel, and put something in the bags to give them to the homeless. I think these are all typical European or American cultures. The message it delivers is very positive, and aligns with our value of moral education.

[19] <C I> 老师您觉得关于...老师您继续。<\ I>

How do you think about...Please continue.

[20] <C T3> 但是我觉得就是因为刚刚说其它国家，应该不只包括欧美...英美吧，应该就是刚刚你说的有一个叫另外一个 circle，我忘了，叫 India 那些国家，新加坡那些国家。那么至少这个到目前为止，我好像没有太发现体现这些国家，这个圈子大一些的这些讲英美国家的文化。<\ T3>

However, I think because you said other countries, this doesn't only include America... Britain and American? You have mentioned something about the other circle, I can't remember, about countries such as India and Singapore. At least so far, I have found anything about these countries. This circle is mainly about British and American cultures.

[21] <C I> 请问老师您觉得...我们刚才也提到本国文化, 它有 4 个方面。那您觉得关于其它国家文化, 它有包概括到这 4 个方面, 还是比较集中在某一方面? <\ I>

I want to ask... We have talked about home culture, and it has four dimensions. Do you think the cultures about other countries have covered these four dimensions or just focused on one aspect?

[22] <C T3> 好像是比较集中在精神 Perspective 这一方面, 应该 product 应该也有很多。嗯, 噢, product 也有很多, 对。<\ T3>

I think it mainly focuses on perspectives this aspect, and there should be quite a lot of products. Um, Oh, there are a lot about products, yes.

[23] <C I> 那老师您觉得英语对于不同国家的文化的这种呈现真实吗? 为什么呢? <\ I>

Do you think the representation of the cultures of different countries are authentic? Why?

[24] <C T3> 这种东西我觉得不能说是真实或者不真实, 本来文化就有很多面, 那么我们的教材所体现的是它的某一面, 由于教材的立德树人的这种要求, 肯定是体现了正能量的一面。那么我们教材主要就是体现比如说他们这种能够愿意为别人去服务, 为他人去做一些事情, 这种精神体现的比较多。

对, 当然你说全部吗? 肯定不是全部。<\ T3>

I don't think you can say that this is real or not real. Culture has many aspects, so what have been focused by the textbooks is only one aspect, in light of the request of moral education, and surely it reflects the positive aspect. So our textbooks mainly reflect, such as their spirit of being willing to help others, and do something for others. There are a lot about this kind of spirit. Yes, do you mean that's all? Of course not.

[25] <C I> 老师您觉得还有什么其它的因素让您觉得这种文化呈现是真实的? <\ I>

Are there any factors that make you feel the cultural content are authentic?

[26] <C T3> 为什么觉得真实啊? 为什么觉得真实这根据我的背景知识了解吧。<\ T3>

Why authentic? Why I think this is authentic? I think this is based on my background knowledge.

[27] <C I> 那老师您觉得为了更好提升学生的文化素养, 您觉得您的学生还需要了解关于文化的哪些知识呢? <\ I>

Do you think to better help students enhance their cultural awareness...do you think there is any other knowledge about culture?

[28] <C T3> 文化素养还需要了解哪些文化知识? 我觉得因为我们的学生目前来说, 我觉得他们其实对于学英语还是比较死板的, 很多人还是只是把它当成考试, 为了考试而去做一些阅读, 然后做一些题目, 其实对于文化这方面他们并没有特别的去重视。我们有时候在做阅读理解, 或者说在读文章的时候, 涉及到一些文化差异的时候, 其实他们有些是不太能理解的。举个例子, 比如说我们做

完形填空，完形填空经常会有很多那种 community service 就是帮助别人那种小故事，然后有一些学生其实就会提出质疑，就是说这么一点小的事情，或者说他为什么要去那样做，他是不是就没事找事，甚至有人会说。其实我对于这种观点，当然我觉得是本身价值观上面会存在一些问题，当然也存在一些文化差异的问题。因为有一些确实是，我觉得对于一个美国，比如说十几岁的小孩来说，你让他去提 volunteer 这种精神也好，我觉得是非常的普遍的，也是就深入人心的，但是对于中国的小孩来说，对于这方面其实很多还是没有这种意识。我觉得把这方面能够让我们的小孩，能够对于他们如果能够去理解对方的文化，然后让自己这方面也能够加强一些，这就是我非常有希望看到的。<\ T3>

Cultural awareness, what cultural knowledge needs to be learned? I think for my students, I think the way how they learn English is still very rigid. A lot of people still take it as test. To read for tests and do some exercises. I think they don't pay much attention to the cultural aspect. When we are doing reading exercises or when we are reading texts, when it is related to cultural difference, actually it is very difficult for them to understand. For example, when we are working on filling in the blanks, there can be a lot about community service, namely stories about helping others, and some students may question that why they would do such little thing or is it necessary to do so? Is the person finding troubles for himself? Some may even say so. In fact, for this view, of course I think the problem lies in perspectives, of course there are some problems of cultural differences in it. Because it is true that... I think in America, for example, for a teenager, if you want to let them promote the spirit of 'volunteer', I think it is very common, it is deep into their hearts. However, for Chinese children, they may have not developed this kind of awareness. I think this can help our children, if we can help them learn from others' cultures, and improve in these areas, this is what I really want to see.

[29] <C I> 老师您觉得《英语》教科书能够帮助学生弥补刚刚您上次提到刚刚提到的需要改进的地方吗? <\ I>

Do you think *English* can help student to improve the aspect that you have just mentioned?

[30] <C T3> 我觉得还是有帮助的，可能也是我在教学过程中每个人都有自己的重点，所以我可能教到那些内容的时候，我会跟他们再补充一些背景知识，然后给他们再多讲一些这种类似的故事，也是希望帮助他们能够更好的去理解对方这种文化。<\ T3>

I think it is helpful. Maybe everyone has their own focus during teaching, so when I teach this content, I will provide some supplement background knowledge for them, and tell more similar stories. I want to help them better understand this kind of culture.

[31] <C I> 可以麻烦老师您举一个教科书的本身的内容，就是可以提到能培养刚刚您提到学生缺乏的这种技能呢。<\ I>

Could you provide any examples from the textbooks that are related to helping students to develop the skills that you mentioned they lack?

[32] <C T3> 其实我刚刚举的例子，那两篇文章应该是选修...哦...必修二必修三，有一个单元就叫做 make a difference，非常直接，它就是讲他们如何去在全世界范围内做一些事情，能够去帮助有需要的人。<\ T3>

In fact, the examples I give, that two texts should be in Selective...Oh...Selective 2 and Selective 3. There is a unit called 'make a difference'. It is very direct. It is about how they help people in the world to do something, to help people in need.

[33] <C I> 老师我们刚刚提到了关于文化内容的知识方面，现在我们想跟老师您聊一聊关于文化技能的培养方面。老师您认为教科书外研社新版教科书英语能够培养学生与不同国家的人的交流的这种能力吗？为什么呢？<\ I>

We have talked a lot about the cultural content. Now, I want to discuss more with you about the development of cultural skills. Do you think the textbooks can help students to enhance their intercultural communication competence? Why?

[34] <C T3> 不同国家我只能说我觉得还是只能限于就是以英美，因为我感觉它没有涉及到太多其他国家的内容，那么这本书一定程度上还是有一些帮助，能够让他们在了解对方文化基础上能够有一些共同的话题，对于这种交流的能力应该也是有一定的提升的。<\ T3>

For different countries I think it is still limited to Britain and American, because I don't think it have covered a lot about other countries, so the textbooks can be helpful to some extent. It can help them have some similar topics to talk about on the basis of some understanding of others' cultures. I think this communication skills can be enhanced.

[35] <C I> 老师您认为...我们刚聊过教科书涵盖了很多关于本国的文化，老师您认为《英语》能够增强学生对本国文化的自信吗？<\ I>

Do you think...We have talked about that the textbooks cover a lot about home culture. Do you think that *English* can enhance students' home culture confidence?

[36] <C T3> 可以啊，因为我们在上到这些内容的时候，学生也是比较感兴趣的，也比较愿意去表达就是去介绍中国一些优秀的文化。因为这个可能本身跟他们也比较相关，对于身边周围的一些事情他们也更感兴趣，想去表达一些，所以对于本国文化的自信，我觉得还是能够增强的。再加上这几年，尤其是可能意识形态的影响，政治教育的影响也好，反正对于中国文化的自信的培养本身就是我们的教育里面比较注重的内容，我们的学生还是这方面还是做得挺好的。<\ T3>

Yes, because when we are learning about this content, students are very interested in it, and they are willing to express, to introduce some good Chinese cultures. This is probably because the content itself is related to them, so they feel more interested about things around them, want to express, so for home culture confidence, I think it can help to enhance. In these years, probably affected by ideology or politic education, anyway it is one of the focuses in our education to enhance home culture confidence. I think our students are doing well on this aspect.

[37] <C I> 请问老师您有哪些比如说比较印象深刻的教科书中例子，就是可以增强学生对本国文化的自信，就是您刚刚提到您的学生很感兴趣的。<\ I>

May I ask whether you have any impressive examples from these textbooks, about enhance students' home culture confidence, about something your students are very interested in that you have mentioned?

[38] <C T3> 比如说有一个单元是好像是选修，选修一的，有一个单元是关于自然文化遗产，然后我们当时做了一个 project，就是让学生周末回家的时候，自己去查一个文化遗产的资料，然后做一个这样的小册子，包括图画也好，然后文字也好去介绍这个地方。其实我当时是并没有限定说一定是中国的，所以我们很多学生他有选择国外的一些，但是很多他选择的是中国的一些，包括长城也好，或者是说故宫什么，苏州什么一个什么宗祠，各种各样的那种文化遗址，然后他们查出来，然后做的小册子也是非常精美，然后我觉得能够花那么多时间去做这个事情，其实是能够体现出来他们对这个非常的感兴趣本身，然后他们愿意花这个时间去介绍这些东西。然后后来在班上去介绍的时候，

他们也是非常激情地去推荐他们所查的所了解的文化遗址，就自然文化遗址。<\ T3>

For example, there is a unit about, maybe Selective, Selective 1, there is a unit about natural heritage, and we made a project at that time. It is about letting students look for some information about natural heritage on weekend when they go home to make a small booklet, including pictures and some words to introduce a place. I didn't restrict them to Chinese places, so some of my students choose foreign places, but most of them choose places in China, including the Great Wall, or the Imperial Palace, or a temple in Suzhou, or all kinds of cultural heritage. They can find it out, and the booklet they made is of very high quality. I can see that they were very interested in this because I felt that they were willing to spend a lot of time on these things, and they wanted to spend time to introduce these things. When they gave the presentations in class, they were very enthusiastic to recommend the cultural or natural heritage they searched.

[39] <C I> 好，谢谢老师。那老师您觉得为了更好提升学生的文化素养，您觉得您的学生还需要培养哪些技能？<\ I>

Okay, thank you very much. So to help students better enhance their cultural competence, are there any other skills that you think your students need to master?

[40] <C T3> 还有哪些技能？我不知道我答的是不是你要的东西，我是觉得如果要提高他们的文化素养的话，首先我觉得是先要让他们首先是对于文化首先是自信的，一方面对于本国文化自信，就像你刚刚说的，他愿意去用英语去交流，去推荐自己中国的文化，我觉得这个就很好。然后第二个对于外国的文化，他要有一个兴趣，有一个那叫什么？对，他要有动力。想要去了解对方的文化，只有在一来一往当中互相了解，互相去认识的基础上才能够实现文化的交流，跨文化的基础本来就是互相尊重，然后我觉得批判性思维对他们来说可能也还是比较重要的，对于国外的一些文化，其实我们课本上面出现的肯定都是好的，但是我让他们去做课外一些延伸，包括他们自己课下肯定也都会看很多的，比如说美剧或者是说听歌，或者是说看很多的资料，其实也会接触到一些...反正另外一方面的吧，对于这方面的他们有时候也会跟我交流一些，我觉得在这方面一味的批评或者是一味的赞扬肯定都是不对的，然后要培养自己一种批判性思维，如何在尊重的基础上，然后形成自己的观点。<\ T3>

What skills? I am not sure whether what I answer is what you need for. I think if we want to enhance their cultural competence, first of all, we need to make them feel confident about their culture. On the one hand, it is about home culture confidence, as you have mentioned. They are willing to communicate in English to recommend their Chinese cultures. I think this is really good. For the second point about foreign cultures, they have an interest, what is it called? Yes, they need motivation. If they want to learn about others' cultures, they can only learn more through exchange on the basis of learning about one another so as to achieve cross-cultural communication. Respect is mutual in cross-cultural communication, and I think critical thinking is important for them. For some foreign cultures, actually the things introduced in our textbooks are all good, but I will let them make some self-learning, including what they read in spare time, such as American dramas or listening to music or reading a lot of materials, actually, they will get in touch with some...anyway, on the other hand, they will have some communication with me sometimes. I think it is wrong to praise or criticize only, and we need to develop our own critical thinking, about how to form our own opinions on the basis of mutual respect.

[41] <C I> 老师您觉得这本教科书有给学生提供这样的机会，比如说进行一个批判性的思考吗？<\ I> Do you think the textbooks have provided students with the opportunities to carry out, for example critical thinking?

[42] <C T3> 批判性思考其实在教材的设计当中，它其实很多地方都是应该是说参加在其中，因为它的阅读理解的后面都会有那种练习叫做 think and share，就分享。然后中间会有一些这种启发性的问题，然后让学生去思考去交流的。<\ T3>

This critical thinking has been included in the design of the textbooks. It can be said that it involves a lot in this, because there it has practices called 'think and share' after reading exercises, to share. In the middle, it will have some inspiring questions for students to think and discuss.

[43] <C I> 老师您觉得您刚刚提到的文化的了解是相互的，您觉得教科书也有给学生提供机会，让他们了解文化是一个这种相互的过程，或者他们有机会去了解吗？<\ I>

You mention that our understanding of cultures should be based on mutual respect. Do you think that the textbooks have provide opportunities to let students realize that cultural understanding is a mutual process or do they have the opportunities to learn more?

[44] <C T3> 我觉得一方面在介绍，用英文介绍自己中国的文化，一方面在讲外国人的故事，我觉得这就是在告诉他们应该要有一个相互的过程，包括有一些单元的设置，好像它有两篇课文。一篇它可能会主要就是讲一个外国的故事，然后另外一篇讲一个中国的故事。好像选修二里面，对，比如说第五单元第一篇课文，它讲的就是一个外国的 island 的一个保护的这样的故事。然后它的第二篇课文讲的就是神农架的这样一个自然生态保护的这样一个事情，我觉得它这种设计应该有这个意图，中西去结合，然后两者的文化都能够消化一下。<\ T3>

I think on the one hand the textbooks introduce, use English to introduce Chinese cultures, and on the other hand they talk about the stories of foreigners. I think they are telling us that this is a mutual process. Including the design of some units, it seems to have two texts, one is mainly about foreign stories, and the other one will be about Chinese stories. Maybe in Selective 2, yes, for example the first text of Unit 5, it talks about the story of a foreign island and how to protect it. The second text is about Shenlongjia or something about environment protection. I think this design is intentional, to combine Chinese and western cultures, and learn both cultures.

[45] <C I> 最后一个问题，就是老师您觉得，这是一个比较开放性的问题，就是老师您觉得关于《英语》中的文化内容，您还有哪些个人的观察或想要分享的方面，或者您觉得有哪些可以改进的地方。<\ I>

The last question, do you think, this is an open question, do you think about the cultural content in *English* are there any personal observation that you want to share? Or areas that you think can be improved?

[46] <C T3> 新的地方？暂时没有。<\ T3>

New areas? Not so far.

[47] <C I> 根据文化中的文化内容，老师您还有哪些想要分享的个人观察吗？<\ I>

About cultural content, do you have any personal observation that you would like to share?

[48] <C T3> 观察？我是觉得这教材还算比较新吧，话题这方面因为我们之前是上老教材人教版老教材，我是明显感觉那个可能确实已经比较就是话题都已经有点 out of date，然后现在的这个新教材的话，我觉得就是就给我一种感觉，学生也还比较感兴趣，至少这些话题还是比较贴近咱们现在接触的这种真实的，不是说真实吧就比较现代的这些文化啊，所以他们还是比较有兴趣去读的，所以我们现在上这门新教材感觉还不错。<\ T3>

Observation? I think the textbooks are new. And for topic, because the textbooks we used previously are the

ones published by the People's Education Press, I feel some topics in those textbooks are out of date, and the topics in the new textbooks make me feel that students are interested in them. At least these topics are related to what we have experienced, this authentic, not authentic, but related to modern cultures, so they are interested in reading, and I think the textbooks are good.

[49] <C I> 刚刚老师您提到的有一些比较接近时事的学生比较感兴趣的内容，老师您还有哪些比较印象深刻的教科书中的例子吗？<\ I>

You mention that there are some content students are interested in about recent events. Could you help to give some examples from the textbooks that you find impressive?

[50] <C T3> 比如说梵净山，我印象前几年被评为世界文化遗产，就前几年的事情，然后还有选修二里面有一个单元就是关于 Emojis。对，第二单元是关于 social media。现在你看很多学生确实对于社交媒体才是上瘾的，然后它会讲到如何脱瘾，社交媒体脱瘾这个话题，我觉得就很贴近他们现在真实生活，包括好像这个单元也有提到，不是这个单元是上一个单元，讲这个他们现在喜欢用表情包，然后表情包的使用，一些有趣的这样的话题，这些学生都很感兴趣。<\ T3>

For example, the Fanjing Mountain, based on my impression it is recently selected as a world natural heritage. It only happened a few years ago. And in Selective 2, there is a unit about emojis. Yes, Unit 2 is about social media. Nowadays you can see that indeed many students are addicted to social media, and it will talk about how to get out from this addiction. How to get out from social media addiction this topic, I think this topic is related to their daily life, and it seems to be mentioned in this unit as well, not in this unit but the previous one. It mentions that they like to use emojis, and the use of emojis, some interesting topics like this, students are very interested in them.

[51] <C I> 最后一个环节就是麻烦老师签署一下采访的同意书，然后我们今天采访就到此为止了。<\ I>

The last section is about signing the consent form for the interview, and this is the end of our today's interview.

[Teacher 4]

[1] <C I> 然后现在我们就可以开始今天的采访了。然后首先想搜集一下关于老师您的一些基本信息, 所以说第一个问题就是请问老师您目前在哪个学校授课? <\ I>

I think we can begin today's interview. First of all, I want to collect some personal information about you, so my first question is may I ask at which school you are currently teaching?

[2] <C T4> ****. <\ T4>

**** (The name of the school)

[3] <C I> 那请问老师您都能够简单介绍一下您的学校吗? <\ I>

Could you briefly introduce your school?

[4] <C T4> ****是一所公办的高中。然后是深圳市直属学校之一, 还想了解关于学校的什么方面呢? <\ T4>

****is a public high schools. It is one of the schools funded by Shenzhen. What else would you like to learn more about the school?

[5] <C I> 比如说像你们的学生的英语水平或者之类的信息。<\ I>

For example, the level of your students' English proficiency or other similar information.

[6] <C T4> 英语水平就是一个比如说正常的高中生, 呃, 的英语水平, 因为没有什么统一的评级考试或者是规定的那些 Assessment。So it's hard to say what level, and students vary from person to person. <\ T4>

Their English level is average, at senior high school students', um, English level. Because there isn't any test for this or this assessment, so it's hard to say what level, and students vary from person to person.

[7] <C I> 请问老师您目前正在教几年级? <\ I>

May I ask which form you are currently teaching?

[8] <C T4> 高一。<\ T4>

Senior one.

[9] <C I> 那请问老师您目前从事英文教师行业多久了? <\ I>

May I ask how long you have been working as an English teacher?

[10] <C T4> 23 年。<\ T4>

23 years.

[11] <C I> 那请问老师, 您使用的新版外研社《英语》教科书授课大概多久了? <\ I>

May I ask how long have you been using the textbooks *English* published by the Foreign Language Teaching and Research Press for teaching?

[12] <C T4> 大概不到一年。<\ T4>

Not about one year.

[13] <C I> 那现在进入到我们今天最重要的环节了，老师您对《英语》中文化内容的看法。首先就问老师您觉得英语就是外研社新版教科书，能够帮助学生更好的了解本国的文化吗？具体体现在哪些方面呢？<\ I>

So now we are going to move on to the most important section of our today's interview, your perceptions of the cultural content in *English*. First of all, may I ask whether you think that the textbooks *English* published by the Foreign Language Teaching and Research Press can help student better understand their home culture? To be specific, in what aspect?

[14] <C T4> 好，因为我看一下你的这个一二两个话题，我觉得可以放在一起，我简单的说一下，好吗？比如说你第一题，能更好的能了解本国文化吗？我觉得它只是一个辅助。它不可能说就是说通过一个外语的学习，更好的了解本国的文化，我觉得很难。那么对于第二个问题其它国家的文化我觉得也是比较 superficial。那么几个方面的话，你比如说对本国文化的了解，我觉得课本设置的话题还是比较好的。比如说我现在手边就放着 Book two。那么在 Book two 当中可以看一下它的 scope and sequence。你比如说它就有食物，foods, celebrations of festivals, sports, stage and screen, and tourism and environmental protection。我觉得这些话题都很好，with multiple topics involved。Your students can study more through the introduction and comparison between China and other countries。我觉得这个是一个比较好的方面，是可以实现的。但是这些了解的话比较 superficial 的。这些 superficial differences and similarities。I don't think students could learn more through studying this book. But it's enough for most, I think. <\ T4>

Okay, because I notice that your question 1 and question 2, I think they can be put together, so I briefly talk about them, okay? For example, the first question, can the textbooks help them better understand home culture? I think this is only a supply. It is impossible to learn about home culture through learning a foreign language, I think it is very difficult. So, for the second question about other cultures, I think it is superficial. In these aspects, such as understanding about home culture, I think the topics in the textbooks are good. For example, next to my hand I have Book 2, so in Book 2 you can see that its scope and sequence. For example, it talks about foods, celebrations of festivals, sports, stage and screen, and tourism and environmental protection. I think these topics are very good, with multiple topics involved. Your students can study more through the introduction and comparison between China and other countries. I think this is a good aspect, it can be realized. However, if you want to learn more, it will be superficial. These superficial differences and similarities. I don't think students could learn more through studying this book. But it's enough for most, I think.

[15] <C I> 老师您刚刚提到了，它有...虽然说比较浅的一个文化的解释或者一个体现。那老师您觉得...但是它还是有涵盖一些其他国家的文化。那老师您觉得我们刚提到关于英语使用，它有很多种国家。那老师您觉得在不同国家的这种文化配比是怎么样的？<\ I>

You just mention, it...Although the explanation or representation of cultures is superficial. Do you think...but it still covers the cultures of some countries. How do you think of what we have talked about the use of English, it has many countries. How do you think of the proportions of different cultures?

[16] <C T4> Most...its focus is on English speaking countries, the inner circle, just the inner circle, and very very little on the outer circle, and none on expanding circle, in my opinion. 我完全目前是没有看到，但是你也不能说它完全没有提及。你比如说讲到食物的时候，可能会把有一些其它国家的实物都列举一下，比如说像 Haggis, Scottish dish, 对吧？然后像，对，再比如说甚至有 fried spider 就是 southeast Asia，但是那个里边也有些国家可能是说英语的。但是如果你用一个窄化的概念来看文化的话，那

么它就算提及了。But as you said just now it's too big an idea, right? Okay. 像你刚才说的 products, perspectives, practices people as well. They are all involved in included in culture, so it's just part of it. 非常浅表简单的提及, 如果用一个文化的概念的话, 它可能算是提到了, 但是如果说不够 deep 的。<\ T4>

Most...its focus is on English speaking countries, the inner circle, just the inner circle, and very very little on the outer circle, and none on expanding circle, in my opinion. I have seen any yet, but you can't say that it does not mention any. For example, we you talk about food, it may list some examples from other countries such as Haggis, Scottish dis, right? And like, yes, for example, it has fried spider, and that is southeast Asia, but there are some countries speaking English there. However, if you use a very narrow concept to view culture, it can be counted. But as you said just now it's too big an idea, right? Okay, like what you just said, products, perspectives, practices, people as well. They are all involved in included in culture, so it's just part of it. Very briefly mentioned, if you use the big concept of culture, it may have achieved, but if you say not deep.

[17] <C I> 好的, 非常感谢老师您提供的信息。那老师您觉得《英语》对不同国家的文化这种呈现真实吗? 根据您的体验来看, <\ I>

Okay, thank you very much for the information you provide. Do you think the representation of the cultures of different countries are authentic in *English*? Based on your own experience?

[18] <C T4> 为什么《英语》这个课本对吗? 对。<\ T4>

Why, *English* this textbook series? Yes.

[19] <C I> 比如像它的一些文化内容的描述。<\ I>

For example, its description about cultures.

[20] <C T4> 比较真实还是比较真实。但是 real but simple and out of date. It could not reflect the rapid growth of the world... <\ T4>

It is authentic. It is authentic. However, real but simple and out of date. It could not reflect the rapid growth of the world...

[21] <C I> 老师您继续说。<\ I>

Please continue.

[22] <C T4> 就比如...举个例子, 你比如说讲到 stage and screen 的话, 它会举一个例子。我看看它的 stage and screen 是 Hamlet and Peking opera。但是 Hamlet is rarely viewed and performed in the English speaking countries. Why not Marvels? Why not the comics? 我就觉得它还不够与时俱进。它真实, 但是过期了。但是它这种过期就是这种 out of date 又不够足够古老。它如果说能够把 history and literary literature 就是这种历史和文学有更真实的呈现的话, 我觉得也够好。所以它就只是都什么话题可能都会有啊, 什么方面可能都会有涉及, 但是都是非常浅表的, 浅表, 而且不够新。<\ T4>

Like...for example, if you talk about stage and screen, it will give an example. Let me have a look at its stage and screen is Hamlet and Peking opera. But Hamlet is rarely viewed and performed in the English-speaking countries. Why not Marvels? Why not the comics? I think it is not up to date enough. It is real, but it is out of date. However, it is out of date but not old. If it can give a more authentic presentation of history and literary, literature, this kind of history and literature, I think it would be better. So it contains a lot of topics, and may cover all the aspects, but all very superficial, shallow, and not new.

[23] <C I> 那老师您觉得关于还有其它的因素影响你对它觉得真实性的这种您觉得是... <\ I>

Do you think that there are any other factors affecting your perceptions of this authenticity...?

[24] <C T4> 哦，不，我觉得它足够真实。It's real but too simple but superficial and out of date. <\ T4>

Oh, no, I think it is real enough. It's real but too simple but superficial and out of data.

[25] <C I> 老师您觉得还有什么其它的因素让您觉得文本文化内容比较真实? <\ I>

Do you think that there are any other factors that make you feel the cultural content authentic?

[26] <C T4> 文化内容比较真实? 它都是真实话...真实生活的反应, reflection on real life。食物, 运动, 个人生活, 这些都是非常真实生活的反应, reflection on real life, so I think it's real enough. <\ T4>

Authentic cultural content? It is authentic...authentic reflection of real life, reflection on real life. Food, sports, personal life, these are all very authentic reflection of real life, reflection on real life, so I think it's real enough.

[27] <C I> 那么您觉得我们...老师我们刚刚提到很多关于文化知识的这种培养。那老师您觉得为了更好地提升您学生的文化素养, 您觉得您的学生还需要了解哪些文化相关的知识呢? <\ I>

Do you think we...We have just discussed a lot about the development of cultural knowledge. Do you think to better enhance your students' cultural competence there is any other knowledge that your students need to understand?

[28] <C T4> 我觉得 native culture, emotions of people, and history or literature of English speaking countries。这些我觉得都需要了解, 所以我在平常教学的过程当中也会有意识的做这些方面的补充。<\ T4>

I think native culture, emotions of people, and history or literature of English speaking countries. I think they all need to know about, so I will make supplement in these aspects in my daily teaching.

[29] <C I> 老师您觉得您老师您刚刚提到的关于 emotion, 然后 history and literature。您老师您觉得以外研社《英语》...新版的《英语》这本教科书能够帮助学生了解您刚刚提及的文化知识吗? <\ I>

You think you mention about emotion, and history and literature. Do you think *English* published by Foreign Language Teaching and Research Press...the new edition *English* this textbook series can help student better understand the cultural knowledge you mention?

[30] <C T4> 部分的是可以, 有一部分的。比如说它 steps of each unit, 它会有 starting out, understanding, using language, developing ideas, presenting ideas and reflection as well, so 我觉得它通过这些 through the introduction and comparison and those steps 可以的, 可以 but not enough, if we should add some courses as well. <\ T4>

Partially can, some parts. For example, its steps of each unit, it will be starting out, understanding, using language, developing ideas, presenting ideas and reflection as well, so I think through the introduction and comparison and those steps it can achieve this goal, it can but not enough, if we should add some courses as well.

[31] <C I> 那老师您觉得不够, 你们老师您还觉得需要添加哪些内容? <\ I>

So you think it is not enough, what content do you think should be added?

[32] <C T4> 就像我刚才说的 daily life, history, literature and what's on uh the rapid things to reflect rapid growth of the world. <\ T4>

Like what I have just mentioned, daily life, history, literature and what's on uh the rapid things to reflect rapid growth of the world.

[33] <C I> 就是需要比较有时效性的, 更贴近现在的生活的, 而不是局限于比较离学生比较远的文本。<\ I>

It needs something up to date, something related to the present life, and not limited to some texts that are far away.

[34] <C T4> No, three concepts, 就是 three parts。一个是 daily life。这个是贴近这个更真实生活的反映。你比如说 food 当中的话, 那我们可能学生更涉及到的真实的 food, 它是...那些 daily food, 对不对? 这是一些 daily life 的反应。然后第二个就是 history and literature. Those are classic, 对吧? 这是第二部分。然后第三部分的话就是 what's new? Things reflecting the rapid growth of the world. 我觉得应该是这三方面有更多的体现才行。<\ T4>

No, three concepts, three parts. One is about daily life. It is a reflection of the real life. For example, if you talk about food, I think we can involve more authentic food for students to learn. It is...those daily food, right? These are some reflections of daily life. The second one is history and literature. Those are classic, right? It is the second part. The third part is what's new? Things reflecting the rapid growth of the world. I think there should be more reflection on these three aspects.

[35] <C I> 好的, 了解了。一方面是关于 daily life 日常生活, 然后还有一种是 classic 就比较经典的文本, 还有最后是一些比较有时效性的, 像老师您刚刚提到的跟学生更贴近他们生活的一些他们非常熟悉了解的内容。<\ I>

Yes, I understand. On the one hand, it is about daily life, and there is also another one that is classic, some very classic text, and the last one is up to date, like what you have mentioned, more related to students' like, something that they are familiar.

[36] <C T4> 不是熟悉了解, 而是 what's going on in real life。现在正在发生的什么事儿, 是吧? <\ T4> Not familiar, but what's going on in real life. What's going on now, right?

[37] <C I> 比如像一些新闻。<\ I>

For example, some news.

[38] <C T4> 对, news 之类的。对, 就是因为它学习语言是 put them into use。那么就刚才说的我们要怎么样用语言来反映 products, practices and people, 对吧? 你这些话你不知道真实世界正在发生什么事儿, 这些事我该如何用英语去 read to learn, listen to learn as well as express myself。我觉得这些更重要。<\ T4>

Yes, news something like that. Yes, because language learning is about 'put them into use'. For example, what we talk about using what language to reflect products, practices and people, right? If you don't know what is going on in the real life, about these things how should I read to learn, listen learn as well as express myself. I think these are important.

[39] <C I> 就比如像我们现在的奥运北京冬奥会, 这些都是比较... <\ I>

For example, the Beijing Winter Olympics, these are all...

[40] <C T4> 对, 像冰墩墩, 雪容融, 谷爱凌这几个话题。我这两天给学生用高考题目的形式就改变了很多。China Daily, 就是谷爱凌的 New York Times 上面的采访, 我觉得都有, Oh, sorry, BBC 上面的采访我觉得都有。<\ T4>

Yes, like Bing Dwen Dwen, Shuey Rhon Rhon, Eileen Gu, these topics. I have changed the exercises I gave to students in these two days. China Daily, it is about Eileen Gu, interview from New York Times, I think they all have, Oh, sorry, interview from BBC, I think I have.

[41] <C I> 好的, 谢谢老师。我们刚刚聊了关于文化的, 现在我们来了解一下关于这本书对学生技能的培养。那老师您认为《英语》这本教科书能够培养学生与不同国家的人的这种交流的能力吗? 为什么? <\ I>

Okay, thank you. We have talked about culture. Now let's learn more about the skills that the textbooks can help students to develop. Do you think that the textbooks *English* can better enhance students' intercultural communication competence? Why?

[42] <C T4> 不同国家交流的能力我...我觉得就是说你如果说从使用语言的角度上来讲的话, 它是可以培养学生的能力的。它从理解到应用是都有的。我觉得是可以的。但是你要说不同国家的话。I think it's too big a concept. <\ T4>

Intercultural communication competence, I...I think if you talk about it from the perspective of language use, it can help students to develop the skills. It ranges from understanding to practice. I think it can make it. But if you talk about with different countries. I think it's too big a concept.

[43] <C I> 老师您可以简单的举个例子, 比如说哪些它关于的文化内容呈现, 您觉得可以更好的能体现它能够帮助培养学生不同与不同国家就是与其它国家人交流的这种能力的培养。<\ I>

Could you provide some examples, for example any cultural representation, do you think can help students to better develop their intercultural communication competence, their communication ability with the people from different countries?

[44] <C T4> 我觉得交流能力应该是两部分是吧? 一部分是 input, 一部分是 output, 对不对? 那么 input 的部分当中课本还是呈现了比较多的话题, 那么可能水平较低的同学可以直接就选取课本当中所呈现的知识。我指语言知识和各种各样的知识, 知识和技能是可以的, 就不只是语言知识, 还有你刚才所说的文化知识, 就这些是可以。这是浅层次的。那么更高水平的学生可以自己拓展 through extra reading。就是那些来拓展一下, 这个是可以的, 这一部分 input。Output 上面它也设置了比较多的 speaking and writing exercises。我觉得这些还是都能够帮助学生来提高语言技能, 更多的了解文化和其它相关的知识的。<\ T4>

I think communication skills should be divided into two parts, right? One is input, and the other one is output, right? For input, I think the textbooks have provide a lot of topics, so students of lower level can select the knowledge from the textbooks. I mean language knowledge and all kinds of knowledge. Knowledge and skills are good, not just language knowledge, but also the cultural knowledge, I think it can give. This is the surface level. Students with higher level of ability can extend their learning through extra reading. To take them as extensive learning, it is okay, for input. It has also set a lot of speaking and writing exercises for output. I think these can help students enhance their language skills, and learn more about culture and its related knowledge.

[45] <C I> 好的，非常谢谢老师。那您觉得我们刚刚提到是与不同国家人的交流能力，关于本国文化的部分，老师您认为这本教科书能够增强学生对本国文化的自信吗？有什么有什么例子可以分享的？<\ I>

Okay, thank you very much. Do you think...we have talked about intercultural communication competence, about home culture, do you think the textbooks can enhance students' home culture confidence? Do you have any examples that you could share?

[46] <C T4> 我觉得首先，not the purpose of study foreign language to...to foster your native pride. 我觉得学习外语的目的本身也不是为了增强对本国文化的自信。所以 why and how? 就是为什么或者是怎么样能够通过对外语学习来增强本国文化的自信？I hardly think so. <\ T4>

I think first of all, not the purpose of study foreign language to...to foster your native pride. I think the purpose of learning a foreign language is not to enhance cultural confidence. So why and how? Why and how can we enhance our home culture confidence through learning a foreign language? I hardly think so.

[47] <C I> 那老师您觉得为了更好提升学生的文化素养，老师您觉得学生除了上述刚刚提到一些技能外，老师您觉得您的学生还需要培养哪些技能？<\ I>

To better enhance students' cultural competence, in addition to the skills we have just talked about, do you think there are any other skills that your students need to develop?

[48] <C T4> 第一个我就觉得在...你觉得技能 to be specific 是 listening, speaking, writing or something. 你这个技能指的是什么？<\ T4>

First of all, I think it should...the skills you think to be specific are listening, speaking, writing or something. What do you mean by the skills?

[49] <C I> 是指的关于文化技能，比如说像我们就是学生的文化表达能力，比如说如果他有更好的关于，就是因为我们知道用第二语言去输出自己本国的文化，也是需要一些学习的，然后可能学生在接触到这样内容后，它可以更好的就是输出本国文化。然后或者比如说像不同国与不同国刚提到的与不同国家人的交流能力，比如说他们了解其它国家的文化，在跟他们的交流过程中能更好的就是给他们进行一些沟通，能理解他们在说什么，同时也能更好的去理解他们的讲的分享的东西。<\ I>

I mean cultural competence, for example, students' ability to express cultures, for example if they have better, because we know we can use a second language to make cultural output of our home culture, I think this needs some learning. And for example, when communication with people from different countries we have talked about intercultural communication competence, for example they learn about the culture of other countries, so that they can better communicate with them, can understand what they are talking about and at the same time can better understand the things they share.

[50] <C T4> 我觉得这个就应该从两个层面了，一个是 teacher 追问，一个是 student 追问。我觉得应该从这两个方面老师应该有意识的引导学生去。你知道 steam 的，对不对？Science, technology and art in mathematics,对不对？我觉得如果这样的 courses，然后让学生就是教师给予他们一些 content based instruction，就是 CBI。我觉得这些方面是 teacher 追问方面的...curriculum...teacher 追问 curriculum 这方面我们应该老师加强。在一个学生呢，我就觉得不光是这本书，这么多年用的很多教材，和我们教学指导方面都是过度的强调了让学生去 output，过度的想强调让学生去 express，去 communicate。Input, if there's not enough input, how could they make purposely output? 我觉得这个是很难的。所以我觉得应该是在 listen to learn, read to learn 方面更强化。就是 focus their ability to use

language skills purposefully for analyzing, reflecting on, and communicating content information. 我觉得这是两方面，就是一个部分是老师的刚才的那些指导，比如说 CBI steam through a joint instruction。然后另一方面就是 listen to learn, study to learn, wait to learn，就是去 foster their ability to use language skills as well as what they've learned purposefully。我觉得这个是非常重要的。<\ T4>

I think this can be divided into two aspects. The first one is teacher asking, and the other one is student asking. I think we should consciously guide students in these two aspects. On the other hand, for students, I think not just about these books, many textbooks have been used these years, and our teaching instruction have stressed too much letting students make output, overemphasize letting students to express, to communicate. Input, if there's not enough input, how could they make purposely output? I think this is very hard. Therefore, I think we should improve in aspects like listen to learn, read to learn. We should focus their ability to use language skills purposefully for analyzing, reflecting on, and communicating content information, I think these are two aspects. The first part is about teachers and the instructions I mentioned, for example, CBI steam through a join instruction. And the other aspect is 'listen to learn', 'study to learn', 'wait to learn'. That is to foster their ability to use language skills as well as what they've learned purposefully. I think this is very important.

[51] <C I> 好，谢谢老师。老师您觉得《英语》这本教科书能够帮助学生培养您刚刚提及了一些技能，比如说像您刚刚讲的。<\ I>

Okay, thank you very much. So, you think *English* these textbooks can help students to develop some of the skills you just mentioned, for example, what you have mentioned.

[52] <C T4> 是可以的, but still 就是因为学生是水平相依的，所以说对于大部分的学生我觉得可能是足够了，因为大家对英语的需求也是不一样的，你最终的学习目标，你最终希望呈现出来的学习成果是不一样的。所以对于大多数学生来讲，比如说满足考试和最简单的日常交际，那么这个可能是够了。但是如果说比如说做更深层次的英语的研究，或者是在因为...就是去 English speaking countries 去生活的话，我觉得这是不够的，但是对大多数讲是够了的，就这种 superficial introduction to differences and similarities between different countries, different cultures。这种是已经足够了。<\ T4>

Yes, it can, but still because this is related to students' ability, so it is enough for most students I think, because everyone has different needs with English, your ultimate learning goal, the ultimate goal that you want to meet as a result of learning. Therefore, for most students, for example, fulfill the need of exams and the simplest daily interaction, I think this is enough. However, if we want to make deeper English research, or because...to go to English speaking countries to live, I think this is not enough, but it is enough for the majority. This superficial introduction to differences and similarities between different countries, different cultures. I think this is enough.

[53] <C I>那最后一个问题，然后也是一个比较开放性的问题。它主要是两个方面。第一个就是老师您觉得关于《英语》中的文化内容还有哪些想要分享的方面？<\ I>

The last question, and it is also an open question. It focuses on two aspects. The first one is do you have any other things that you would like to share about the cultural content in *English*?

[54] <C T4> 《英语》当中的文化内容，那就跟我刚才说...一个是可以有更就像我刚才说的三方面的呈现，对不对？Daily life, history and literature as well as what's going on in real life, 对不对？就这三方面能够有更多的呈现就行了，但是课本是一个 conceptualize thing 就是它已经固定下了，对不对？你印刷出来的时候就已经使用过程当中它就已经是一个 out of date 的东西了。所以只是固守课本，我觉得对于学生的文化方面的成长是不够的。对于现代学生的，文化程方面的成长是不够的，我们要

面向世界，面向未来，面向现代化的话，这是...只是固守课本是不够的，老师也要加强自身的学习，也要帮助学生更好的从我刚才说的那三个方面，对于文化有更多的了解。<\ T4>

Cultural content in *English*, it is what I have just mentioned...on the one hand, like what I have just mentioned, the three aspects, the presentations, right? Daily life, history and literature as well as what's going on in real life, right? More representations in these three aspects would be enough, but the textbooks are a conceptualize thing is something that is fixed, right? When you have published, the content it used is out of date. Therefore, if we only stick to textbooks, I think it would be not enough for students' cultural growth. For modern students, their growth in cultural aspects is not enough. We need to face the world, face the future, face modernization, this...only sticking to cultural textbooks are not enough, teachers should strengthen their self-learning, and help students to better develop in the three aspects that I have mentioned, to learn more about culture.

[55] <C I> 比如说像做一些拓展之类的。<\ I>

For example, some expanding learning.

[56] <C T4> 对，一定要有拓展。绝对不能够只是看课本。我觉得所谓的教学目标应该是学生跳一跳能够触及到的，而不是说那种最就是不要守着最低层次的，我们要 eyes on the prize。<\ T4>

Yes, it has to be some expanding learning. They cannot only read textbooks. I think teaching objectives should be something that they can reach with some effort, but not only focus on the lowest level, we need to be eyes on the prize.

[57] <C I> 那老师您觉得关于这本教科书还有哪些其它的可能可以改进的地方吗？<\ I>

Do you think there is any other aspect that can be improved about this textbooks?

[58] <C T4> 我觉得已经不错了。就是因为我觉得评价一个课本，一个是从内容方面，第二个是从环节设置方面。内容像你今天主要说的就是文化方面的对不对？<\ T4>

I think it is good enough. Because I think to evaluate a textbook, one aspect should be content, the other aspect should be the setting of sections. Content like what you mainly focus on is the cultural aspect, right?

[59] <C I> 对对对。<\ I>

Yes.

[60] <C T4> 我一个高中老师在日常教学当中，我更多的是要关注...就是这个我的 prioritize 的 thing 就肯定是...就是跟针对高考的，所以内容的这两方面的呈现就是语言知识和话题知识，就是你的文化，我们平常用话题知识来涵盖了很多语言知识，话题知识是足够的，然后学习的过程也可以。我们再根据我是高中老师们根据高考来设置一些相应的听说读写的练习的话，这本书是可以了。<\ T4>

As a high school teacher, in my daily teaching, I pay more attention to...the thing that I prioritize is of course...about the national college entrance examination. The topics are enough, and the learning process it presented is good. If our senior high school teachers can include some listening, speaking, reading and writing exercises according to the requirements of the exam, these textbooks are enough.

[61] <C I> 好的，谢谢老师，然后最后我们今天采访最后一个环节，就是要麻烦老师您签署一下关于采访的同意书，我就先暂时停止录制了。<\ I>

Okay, thank you very much. This is going to be the last section of our today's interview. Could you please sign this consent form for this interview? I will stop the recording.

[Teacher 5]

[1] <C I> 然后首先第一个环节是想搜集一下关于老师您的一些基本信息。第一个问题是想问请问老师您目前是在哪所学校授课? <\ I>

The first section is that I would like to collect some personal information about you. My first question is may I ask at which school you are currently teaching?

[2] <C T5> 我在深圳****中学。<\ T5>

I am teaching at Shenzhen **** Senior High school.

[3] <C I> 请问老师您能够简单的介绍一下您的学校吗? <\ I>

Could you briefly introduce your school?

[4] <C T5> 我们学校是属于那种在深圳排名, 在中考录取的时候应该是排名第七的学校, 程度应该还蛮不错的, 然后高考的升学率已经可以达到 90%以上, 都能考上重点大学, 重点率刚刚去年我们带的这一届就已经可以带到 90%的重点率, 所以说已经很厉害了。然后其它的方面也都关于体育, 然后乒乓球, 然后那些跆拳道, 还有舞蹈那些素养方面的那些能力也都对孩子们培养的蛮不错的, 所以我觉得我们学校在各个方面的应该还都蛮受家长和孩子认可的, 孩子们跟我们关系也都蛮好的挺好一间学校。<\ T5>

Our school can rank at the seventh in admission in the senior high school entrance examination. This admission rate is not bad, and the percentage of students studying in universities can reach to more than 90%, they can all get into key universities. The proportion of my students studying in key university can reach to 90% last year, so it is already very impressive. Other aspects are related to sports and table tennis, and taekwondo, and dancing, which are also good for students' growth, so I think our school are accepted by parents and children in a variety of aspects. Our relationship with students are good as well.

[5] <C I> 谢谢老师您的信息, 然后请问老师您目前正在教几年级的学生? <\ I>

Thanks for the information you provide, and may I ask which form you are currently teaching?

[6] <C T5> 我现在教的是高二, 高一, 说错了, 高一刚刚高一。<\ T5>

I am currently teaching senior 2, senior 1, no, senior 1, just senior 1.

[7] <C I> 请问老师您从事英文教师行业大概多久了? <\ I>

May I ask how long have you been working as an English teacher?

[8] <C T5> 我是 98 年毕业, 我算一下应该有 20, 23 年。差不多快 23.5 年。<\ T5>

I graduated in 1998, and it should be about 20 to 23 years based on my calculation. About 23.5 years.

[9] <C I> 好的, 请问老师您使用外研社新版教科书大概授课了多久? <\ I>

Okay, may I ask how long have you been using the new textbooks published by the Foreign Language Teaching and Research Press for teaching?

[10] <C T5> 好, 我们从新高一我才开始用, 因为我刚刚从带高三回来, 所以我到新高一我才开始用。<\ T5>

Okay, we start to use the textbooks for the new senior 1, because I just came back from taking the senior 3

students, so I only start to use the textbooks when I was teaching the new senior 1.

[11] <C I> 那老师我们就进入到今天最重要的环节了, 老师您关于《英语》中的文化内容的一些看法。然后第一个问题就想问老师, 您觉得外研社新版教科书《英语》能够帮助学生更好的了解本国的文化吗? 具体体现在哪些方面呢? <\ I>

Okay, now we will move on to the most important section of today's interview, your perceptions about the cultural content in *English*. The first question I would like to ask you, do you think that *English* the textbooks published by the Foreign Language Teaching and Research Press can help students better understand about their home culture? In what aspect?

[12] <C T5> 我觉得它在这个方面还是考虑的蛮周到的, 然后因为我们刚刚现在教的这本书里面像第一单元 Food for Thought 那种研究全世界的文化的, 然后里边的一个细节就是食物方面, 然后就有全世界的那些各种地方的那些食物, 还有咱们中国特色的一些食物, 然后文化方面体现的我觉得还蛮细节的, 挺好的。然后还有第二单元。我现在手上的这本书。我看第二单元就是那种庆祝的一些节日, 然后全世界各个地区的那些节日都有, 然后里边也着重说了一下外国 Christmas, 还有我们中国的春节到底是在家里吃饭还是出去吃饭, 这些都是研究春节的一些节日, 我感觉文化的层次层面特别多, 然后而且中国这种 Chinese Spring Festival, 然后它说已经走向全世界什么之类的都蛮不错的, 我还觉得蛮有文化的感觉, 这样可以吗? <\ T5>

I think the textbooks are very considerate in this aspect. Because what we have just taught, for example, Unit 1 Food for Thought, that study on the cultures in the world, and one detail is about the aspect of food, and it has food all around the world, and some special Chinese food, and for cultural representation I think are quite detailed, it is good. And also Unit 2. The book on my hand. I notice that Unit 2 is about festival celebrations, and it covers many festivals in the world, and it mentions something about foreign Christmas, and our Chinese Spring festival, whether to eat at home or go out to have dinner, these are some research on Spring festival, and I feel that there are many cultural dimensions, and for Chinese Spring Festival, it says that the festival has been popular around the world, which I think is quite good, and I think the textbooks talk a lot about culture, is that okay?

[14] <C I> 老师我们刚刚提到了, 比如说像老师您刚刚提到有各种很多, 教科书包含了很多种文化, 然后我们刚刚也提到了文化包含 4 个方面, 老师您觉得关于本国文化的方面上, 这本教科书有照顾到这 4 个方面吗? <\ I>

We have mentioned, for example you have talked about a lot, the textbooks contain a lot of culture, and we have also talked about four cultural dimensions, do you think about home culture can the textbooks cover all these four dimensions?

[15] <C T5> 因为我只是才教了一本半, 然后也没有太多的发言权, 因为我讲到它可能一开始的时候, 你想在我看到第四单元的时候, 因为我现在手上拿的是第二册, 然后第一册里面就有很多的内容, 然后书也没在我身边, 但是我教的时候我还感觉它都是考虑的层面还蛮广的。然后我看第四单元的时候, 它就研究的是有京剧在里面, 然后各个层面都有, 然后就像你刚才图片上那个非物质文化遗产它也有提到, 还有那些小说什么每一个单元它都不同的主题, 然后每一个单元里边它都利用这个语境, 然后就一面一边在讲那些听说读写的能力, 然后一边在研究这些文化的什么, 还有足球, 还有运动, 还有什么友谊。反正我觉得蛮好的, 这些话题都设计的蛮贴切生活, 而且还和文化也挺相融的。<\ T5>

Because I have only taught one and a half, so I don't think I have a lot of rights to say, because when I teach,

probably at the beginning, you see that when I saw Unit 4, because the one on my hand is Book 2, and Book 1 has more content, but I don't have the book with me. However, when I taught it, I felt that it has take a lot of consideration in different dimensions. When I saw Unit 4, it studied Beijing Opera, and contained every level. And for example, the intangible cultural heritage you show in the picture has also been mentioned. And those novels, every unit has a different topic, and every unit has made use of this language environment, and on the one hand talking about the skills in listening, speaking, writing and reading, and on the other hand it studies cultures and something, including football, and sports, and what is it? Friendship. Anyway, I think it is good, and the topics are related to life, and match well with cultures.

[16] <C I> 老师我们刚刚聊到了关于这本教科书对本国文化的呈现，老师您觉得这本教科书能够帮助学生更好了解其他国家的一些文化吗？具体也体现在哪些方面呢？<\ I>

We have just talked about the representation of home culture in the textbooks, do you think the textbooks can help students better understand other cultures? To be specific, in what aspect?

[17] <C T5> 就拿 Festival 为例，然后其它的国家的文化就像...如果我要是没有学这本书的话，我还不知道有的地方人还吃蜘蛛。它有举一个特别生动的例子，就有一个地方，苏格兰那个地方还吃那种肚包羊杂碎这种东西，它还有那种亚洲的某个地区，他们还把蜘蛛油炸了然后来吃。然后就觉得...还有一些稀奇古怪的地方，然后它都让我们能够接触到一些外国的这些文化，然后让我们觉得文化还是有差异的，然后有一种那种反正感觉那种包容，学完了之后孩子们的包容度对于跨文化的这种理解应该还是有帮助的。<\ T5>

Taking Festival as an example, and the cultures of other countries like...If have learned these textbooks, I may not know that there are people eating spider in some places. It gives a very vivid example, in a place, Scotland that place people eat stomach and Haggis these things, and in some Asian places, they fry spider and eat. And I think...There are a lot of strange things, and it can help me get in touch with some foreign cultures, and I realize there can be big differences in cultures. And has a sense of that, anyway, openness, after learning the textbooks, it can be helpful for students' understanding about other cultures.

[18] <C I> 好的，老师，我们刚刚提到了一些关于美食方面的这种物质文化，老师您觉得教科书有比如说像跟学生普及一些，比如说像关于人或者他们的意识，他们的文化行为或者一些他们的思想方面的内容吗？<\ I>

Okay, we have mentioned some material culture such as food, do you think the textbooks can introduce some, for example about people and their perspectives, their cultural practices or some content at the level of their thinking?

[19] <C T5> 思想上面的内容我看看，因为第一册书没在我身边，我找一下，因为我有的时候会觉得我教过了，然后有一些有点忘了。思想方面就像什么，我找找啊。<\ T5>

At the level of perspectives let me have a look, because I do not have the first book with me, let me have a look, because sometimes I think I have taught, and I have forgotten something. Perspectives like, let me have a look.

[20] <C I> 没关系，老师您也可以根据您自己的经验来看，您想到什么方面分享都行。<\ I>

It is fine. You can also rely on your own experience, whatever aspect that you can think of can work as well.

[21] <C T5> 关于思想方面，我觉得好像比如什么？具体哪一些方面算思想方面呢？<\ T5>

About perspectives, I think like what? To be specific, what can be counted as perspectives?

[22] <C I> 比如说像可能就中国人会觉得红色是一种比较喜庆的颜色，这种可以体现到我们观念的不同的一些方法，比如说像这种，对。<\ I>

For example, like Chinese people may think red is a color of happiness, which may reflect the differences in our perspectives, like this one, yes.

[23] <C T5> 这种感觉好像不是课本里面都有那种感觉，所以一直在这里面都有渗透的感觉，因为我觉得要是对这个书超级熟的话可能会好一点。然后我就是对这个书，因为我不是特别熟，我也没有一直在教这本书，然后才教了一本半。然后第一册，想想，第一册里面一开始的时候讲的是 friends，好像是学什么上学的事儿，然后第二单元又讲什么 friends, family 之类的。然后它一开始的时候，它其实还是强调让孩子们适应学习的状态。思想的东西，我看看第四单元讲的什么。第四单元讲的是 friends，第四单元讲的是 friends。然后也没有觉得有什么。第五单元是野外什么的，想想一哈，然后第六单元也是什么在和大自然和平共处。那都差不多。它可能前第一本书我感觉和中西方的差异方面讲的不是特别多。因为它在讲龙脊梯田的时候，它也是强调世界上其它的国家和我们国家都是和大自然共同相处的，然后什么之类的。它没有说强调差异我感觉第一本书，然后第二本书到现在我只教了两个单元，也没有发现多大的差异，关于思想方面的。<\ T5>

I don't think this has been covered in the textbooks, so I think it is something subconscious, so I think it would be better if I am super familiar with the textbooks. And this textbook, because I am not very familiar with it, I haven't been teaching this textbook, and I have only taught one and a half. And Book1, let me think, at the beginning of Book 1 it talks about friends, like something about going to school, and Unit 2 is about friends, family and something. At the beginning, it emphasizes letting students adapt to learning. Something about perspectives, let me see what Unit 4 is about? Unit 4 is about friends, Unit 4 is about friends. And I don't feel anything special. Unit 5 is about wildness or something, let me think, and Unit 6 is about getting along well with the nature. They are very similar. Maybe the previous one doesn't focus a lot on the difference between Chinese and western cultures. Because when it talks about Longji rice terraces, it stresses that like many other countries in the world our country also gets along well with the nature and something like that. It doesn't focus on difference I think the first book, and for the second book I have only taught two units and I haven't found any big difference about perspectives.

[24] <C I> 那老师我们刚聊到了它的教科书中有涵盖一些不同国家文化内容，像老师您刚刚提到关于美食的部分，老师您觉得它主要体现哪些国家的文化？<\ I>

We have talked about the different cultural content the textbooks cover, like you have just mentioned about food, which country do you think it mainly represents?

[25] <C T5> 好像它也不一定哦。它有的时候会...它有一个单元，我记得它还讲的圣诞节，所以过圣诞节的那些国家。然后饮食方面，它也就是比较独特的，像什么苏格兰的那什么东西，还有一个什么西亚那些什么吃的什么东西，奇怪的东西，就是要尊重别人家的。我们上学的时候我反正在教同学们的时候你尽管可能不理解，但是你要尊重别人家的饮食习惯，反正文化有差异，但是也要有包容度，反正通过这些方面然后也渗透了一些。<\ T5>

It is not sure. It will sometimes...it has a unit, I remember it is about Christmas, so about countries celebrating Christmas. For food culture, it is very unique, for example, like that thing in Scotland, it also has something they eat in west Asia, very strange thing, but you need to respect others. When we are learning, anyway, I tell my students that although you may not understand you need to respect the food culture of other people, anyway,

culture differences exist, but we need to hold an open attitude, anyway it covers some of these aspects.

[26] <C I> 老师您觉得... <\ I>

Do you think...

[27] <C T5> 它可能第二个... <\ T5>

Maybe the second one...

[28] <C I> 请您继续。<\ I>

Please continue.

[29] <C T5> 没事你说... <\ T5>

It is okay. You go on first...

[30] <C I> 没事老师您继续... <\ I>

It is fine. Please continue...

[31] <C T5> 我是说其它的国家我还记得有讲什么黑斑蝶迁徙的, 涉及到的什么墨西哥在那边, 什么美国在那里那边的迁徙的大蝴蝶什么的, 然后当地人如何保护什么的, 和大自然之间的关系, 涉及到了美国、墨西哥还有什么, 它的国家不一定, 它有的时候这件事涉及到哪个国家, 它就会说哪个国家, 我感觉国家没什么一定的。嗯, 你继续说。<\ T5>

I mean about other cultures I remember there are something about the immigration of butterflies, and it is related to something about Mexico, something in America, the immigration of big butterflies there, and how local people do the protection, and the relationship with nature, and about America and Mexico and something, its country may not be sure. Sometimes when it is related to which country, it will tell which country, but I don't think the country is for sure. Em, please continue.

[32] <C I> 那老师您觉得这种我们刚刚聊到这本教科书里面有涵盖一些不同国家的文化内容, 老师您觉得这种对不同国家文化的内容这种呈现, 这种刻画您觉得真实吗? 为什么呢? <\ I>

So you think we have talked about that the textbooks cover a lot of cultural content about different countries, do you think this representation of the cultures of different countries is authentic, is the depiction authentic? Why?

[33] <C T5> 那我觉得真不真实, 我无从考究, 因为我对国外也就通过的基本上都是课本上的了解, 然后有的时候我会在网上搜一些相关的信息, 然后想着是教科书倒不至于不真实吧。<\ T5>

I think I can't tell whether it is real or not, because my understanding about foreign cultures is limited to textbooks, and sometimes I will search some information online, so I don't think that the textbooks are not authentic.

[35] <C I> 老师请您继续。<\ I>

Please continue.

[34] <C T5> 没怀疑过。<\ T5>

I have never doubted it.

[35] <C I> 那老师... <\ I>

So...

[36] <C T5> 我觉得教科书的东西应该比较真实，然后另外我在网上登录下来一些辅助的材料应该也都差不多，跟它没有多大的差异，就没有很大的出入。<\ T5>

I think the content in the textbooks are authentic, and besides it is similar to the supplement materials that I download from the internet. There isn't a lot of differences, no big difference.

[37] <C I> 那老师您还有哪些其他因素让你会觉得教科书中的材料是真实的吗？比如说您对它文化的这种使用时体验。<\ I>

Do you think there are any other factors that affect your perception of the authenticity of the materials in the textbooks? For example, your teaching experiences with its culture.

[38] <C T5> 你是说它们使用的文化是否真实？<\ T5>

Do you mean whether the culture it uses is authentic?

[39] <C I> 对，上面的一些文化教材内容，老师您刚刚提到的觉得教科书上的选文一般都是真实的，就是您有... <\ I>

Yes, some cultural content from the textbooks. You mention that you think the texts selected in the textbooks are generally real, so do you have...

[40] <C T5> 因为就是说我没有我出国也顶多就是出去短暂的学习，然后对于外国的了解还是一知半解，我也没有办法说课本然后真不真实这种这个方面，因为它都是一些比较权威的国家教育部什么的这些人是超级牛的，北京外国语大学的一些教授什么这些人主编的，他有一些专家的教研队，还有一线的出的，这种教科书类的东西的文化，应该不至于说不至于说什么不真实，而且现在我们课本里边所体现的外国东西，它只是一个稍微的一种呈现，它没有说很渗透说让你学他们的文化或怎么样的，它只是形成一种作为一个文化学习语言的一个载体，然后你通过它来学语言而已，没觉得什么真不真实，对，我觉得我没有多少发言权的。<\ T5>

Because I have never been aboard or at least I only went out for short learning, and my understanding about culture is not enough, so I can't say whether the textbooks are real or not, because it is designed by authorities such as the Ministry of Education something, these people are expert, they are designed by professors in the Beijing Foreign Language University, they have professional research team in teaching. The cultural content in the textbooks will not be inauthentic, and these foreign things represented in these textbooks, it is only a glimpse, and it doesn't ask you to learn very deep about their cultures or something. It is only a resource for cultural or language learning, and you use it to learn the language. That's it. I don't think it has something to do with real or not real, yes, I don't think I have much right to say.

[41] <C I> 没关系的老师，您根据自己的经验和体验来回答就行了。<\ I>

It is okay. You can just depend on your own experience to answer.

[42] <C T5> 好吧。<\ T5>

Okay.

[43] <C I> 因为答案没有对和错，根据老师您的这种体验来作为判断就行了。好，谢谢老师。我们刚刚聊到了一些文化知识，老师您觉得为了提升学生的文化素养，您觉得您的学生还需要了解哪些关于文化方面的知识？<\ I>

There is no right or wrong for the answer. You can just make your judgement based on your experience. Okay, thank you. We have discussed some cultural knowledge, do you think to enhance students' cultural competence, do you think there are any other knowledge that your students need to learn more about?

[44] <C T5> 这本书也没学完，我觉得要是万一我想让他了解的东西它都在后面呢，因为它已经一共书都设计了 10 册，我才教了不到 2 册。所以它前三册是必修，我都没修完，它还有 4 到 7 是选修什么的，我觉得它这本书反正是比我以前教那本书我很喜欢，因为它感觉比较贴切生活。然后和孩子们说，就相当于说你要强调它什么的话，我们觉得文化意识，它对跨文化意识还是有一点，就是那种文化的异同它有一种，但是然后用于提升文化，就是那种文化自信，然后也有一点。学生其实通过比如说我们这个单元讲的是体育运动的 On the Move，然后里边还顺道了太极，嗯所以我觉得学生也可以通过了解一下咱们中国的文化，然后用英语怎么表达，然后提高一些文化自信什么的，这些对他孩子的那种都有帮助。<\ T5>

I haven't finished the whole textbooks, I think what I want them to learn should be in the later sections, because the textbooks have 10 in total, but I only teach less than two. The previous three are compulsory, but I haven't finished them. It also has four to seven, which are selective or something, so I think I like the textbooks better than the previous ones I taught, because it is more related to daily life. If you want to tell students, like if you want to emphasize something, I think it should be cultural awareness. It covers something about intercultural competence, and something about cultural differences, but it used them to promote culture, that home culture confidence, it has also covered some. Students, through for example learning this unit about sports On the Move, it also talks about Taiji, um so I think students can learn more about our Chinese cultures, and how to express this in English, to enhance their cultural confidence. These can be helpful for the children.

[45] <C I> 老师您刚刚提到了一个关于贴近生活的这个点，请问老师您有没有对教科书中印象比较深刻的例子？您觉得它的文化内容是非常特贴近学生生活的？<\ I>

You have mentioned about being related to daily life. May I ask whether you have any examples from the textbooks that you find impressive? Do you think that the cultural content is highly related to students' life?

[46] <C T5> 你就像它们在美食的那篇里边，它还教我们怎么做宫保鸡丁，然后我就记得它一开始的时候就让我们写一个什么菜谱，然后说然后它介绍的就是然后宫保鸡丁它的历史它是谁发明的，然后它的我记得有什么 English，它的材料都是什么 instructions，就它怎么做，然后就条条就是感觉你读完了之后，你回家就会做宫保鸡丁的那种感觉，所以我们就让孩子说回家试试，然后一边做然后一边拍个视频，然后做成那种实践课那种感觉，所以他真的学了这个课之后，它就很有操作性，就很有指导性，很贴近生活，可以自己回家做菜什么的，它研究美食单元真的可以这样做到。<\ T5>

Like the text about food culture, it teaches us how to make Gongbao Chicken, and I remember at the beginning it asks us to write something like receipt, and then it introduces the history of Gongbao chicken who invents it, and its I remember something English, its ingredient and something about instruction, namely how to cook it, and after reading each line you feel that you know how to make Gaobao Chicken when you return back to home, so I ask my children to give a try when they are back to home, and take some videos while they are cooking the dishes, like a practice lesson, so after learning the lesson, it is very practical, and instructional, and related to daily life, you can go home and cook, its unit on food can really achieve that.

[47] <C I> 好, 谢谢老师, 我们刚刚有聊到一些关于, 关于这本教科书上提供的文化知识, 现在想跟老师您聊聊关于里面的对于学生的这种关于文化的一些技能的培养。首先就想问一下老师您觉得这本教科书能够培养学生与不同国家的人的这种交流的能力吗? 为什么? <\ I>

Okay, thank you very much, we have talked about something about, about the cultural content provided from these textbooks, now I want to talk about the cultural skills that the textbooks can help students develop. First of all, I want to ask whether you think the textbooks can help to enhance students' intercultural communication competence? Why?

[48] <C T5> 交流能力也不光是这本书能够反正他听说读写都要学, 然后里面听说读写的那些技能的东西都有设计, 然后它一开始的时候那些什么视频, 它一开始用视频, 然后导入的时候都已经有所听的内容, 然后还有说的内容, 然后等到听力的部分它也会介绍, 最后它就落实到写的部分。所以如果要是孩子要认真学的话, 他尤其是谈到这样一种相关的话题, 他还是有东西可说的, 还是能够达到那种交流的目的, 内容和能力方面都应该差不多。当然取决于孩子他自己弄。<\ T5>

I think the textbooks are more than teaching intercultural communication skills, anyway students have to learn listening, speaking, reading and writing, and the textbooks include content about listening, speaking, reading and writing skills. And it has video at the beginning, it uses video at the beginning, and leading in includes content for listening and speaking, and when it comes to the part for listening it also provide introduction. Lastly, it reaches to the part about writing. Therefore, if a child work hard enough, especially when he starts to talk about these topics, he will have a lot to say. It can achieve the purpose of communication, and so do the content and his ability. Of course, this depends on the child himself.

[49] <C I> 对, 老师您刚刚提到的它教科书对于文化关于语言能力的培训非常深刻, 然后有各个涵盖的各个方面, 比如像从说、听还有写。老师您觉得教科书上我们刚刚提的一些文化的那些内容, 比如说像各个国家的文化能帮助学生更好的与不同国家的人交流吗? <\ I>

Yes, you have mentioned that the training provided by the textbooks about culture and language is impressive, and it covers a variety of aspects, for example, speaking, listening and writing. Do you think for the cultural content that we have just mentioned, for example, about the cultures of different countries, can help students to better communicate people with different countries?

[50] <C T5> 还没学完这本书, 然后你是说内容够全吗? <\ T5>

I have finished all the textbooks, and do you mean that whether the content is enough?

[51] <C I> 您觉得这个里面的文化内容, 比如说我们现在老师您刚刚提到一些美食文化, 一些春节的一些文化能帮助学生与不同的国家人进行一个更好的交流吗? <\ I>

Do you think the cultural content, for example, the food culture you have just mentioned, some culture about Spring Festival, can help students to have a better communication with others?

[52] <C T5> 差不多吧, 没有什么 Beijing Opera。应该可以吧。<\ T5>

I think it can, nothing like Beijing Opera. They can achieve that.

[53] <C I> 可以麻烦老师您稍微解释一下, 为什么您觉得这些文化内容可以帮助学生更好的就是促进与他们与其它国家的人交流。<\ I>

Could you briefly explain why do you think the cultural content can help students better communicate with people from other countries?

[54] <C T5> 因为它可以提供的素材可以让他有东西可说，然后提供的这些表达方式，还有它都应该帮助他知道怎么样表达。然后它很多篇章它题材都蛮丰富的，它其实语言也都挺鲜活的，它难度也不是很难，然后也符合学生的兴趣特点，你就学生学完之后就应该能够获取到足够的他使用的信息，然后还有什么它那些技能都应该能够体现，情景挺丰富挺真实的。<\ T5>

Because it can provide a lot of resources for students to talk about, and provide some expression, and it can help them learn how to express. And the topics of many of its texts are rich, so the language is very vivid. Its difficulty, it is not very difficult, so it matches with students' interest and characteristics. After students have learned the textbooks, they can get enough information for them to use, so it can reflect these skills, the context is rich and authentic.

[55] <C I> 老师我们刚刚讲到的关于学生的这种文化交流的能力，老师您觉得这本教科书我们刚刚也提到这本教科书涵盖很多关于我国的一些传统文化和一些现代的当今的实施问题，老师您觉得这本教科书能够增强学生对本国文化的自信吗？为什么？<\ I>

We have talked about students' intercultural communication competence, do you think these textbooks we have just mentioned that the textbooks cover a lot about traditional and modern problem of practices, so do you think the textbook can enhance students' home culture confidence? Why?

[56] <C T5> 它其实编者当时做这本书的时候，他就强调说要突出文化意识，然后就想要提升到提升文化自信，所以它里边渗透了好多中国的文化，就像你每一个单元里边就越往后学它体现的那种中国的文化就越多，像我们就在那个人与自然里边就有龙脊梯田，然后就有中国的饺子，中国的节日，然后中国的什么太极，然后还有中国的那些 Beijing opera，这些都有。所以它要是觉得就像我跟同学们讲北京烤鸭的时候，连烤都不用说了，直接 Beijing duck 就可以是北京烤鸭了，它已经全世界都已经认可了。然后那些什么好多那些文化的名称简直都已经简化成中国的那种汉字的拼音过来的，所以我觉得还是能够觉得这些东西已经风靡全球了，全世界都已经认可了，然后文化自信还是有一点的吧。<\ T5>

When the textbook editor is designing the textbooks, he emphasizes cultural awareness, so wants to promote home culture confidence, so it mentions a lot about Chinese culture, like for every unit the more you learn the more cultural representation about Chinese culture, like in people and nature we have Longji rice terraces, and Chinese dumplings, Chinese festival, and something about Taiji from China, and something about the Beijing opera from China, they all have. Therefore, when I talk about Beijing roasted duck with students, I don't even need to say the word 'roast', just Beijing duck, and that is Beijing roasted duck. It has been famous all around the world. Many of these cultural names are actually simplified by Chinese Pinyin, so I think these things have become famous all around the world, recognized by the whole world, so there can be some cultural confidence.

[57] <C I> 那老师我们刚刚提到的一些关于学生的文化技能的培养，老师您觉得为了更好提升学生的文化素养，您觉得您的学生还需要培养哪些技能？<\ I>

We have just talked about the development of students' cultural skills, do you think to better enhance students' cultural competence, what skills do you think your students need to develop?

[58] <C T5> 要有比如说批判性思维，然后这些文化的东西应该你孩子们自己要有一种，一种能力，就是能够判断到底就是什么样的文化，然后值得学，或者是说什么样的那种跨文化的意识，然后在学的时候也要反正要有那种自己的那种思维品质，就相当于说除了语言方面以外，他的文化意识要懂得学的时候是...怎么说呢？让我想想噢。就是既包容，然后又要提升自己对中国文化的理解，然后还要有那种批判性思维，就是你要知道手上这么多的材料，然后你在读的时候，然后也要知道什

么样的就像你说的真不真实这些考虑，但是我觉得教材还可以，我现在也想不到什么。<\ T5>

For example, critical thinking, about this cultural content, your children should develop an ability, to judge what kind of cultures is worth learning, or what kind of intercultural awareness, and during learning they need to have their own way of thinking anyway. In other word, in addition to language, their cultural awareness they learn when...how to say it? Let me think. Being open and at the same time enhance their understanding about Chinese culture and develop critical thinking. You know there are so many materials, and when you read it. You should know like you mention what is real and what is not real. I think the textbooks can achieve that, but I can't come up with anything now.

[59] <C I> 其实老师您提到批判性的概念是一个非常重要的技能。那老师您觉得这本教科书有能够帮助学生就是形成一种对文化的这种批判性的思考吗？<\ I>

The critical thinking you mention is a very important concept. Do you think the textbooks can help students develop this kind of critical thinking?

[60] <C T5> 有一点吧，就像我们有一个课文是讲什么，好像是谁写了 After 20 年的那个什么之类的，我记得有一篇课文，然后警察把他抓走了，然后它结尾当时呈现的是一个开放式的，当然我们是知道它是有结局的，然后就问学生，然后让学生就有这种思维，让他觉得这个结尾应该是怎样的，然后这样的结尾会怎样，然后那样的结尾会怎样，然后如果要是作者是这样的结尾，然后你应该怎么样想，反正遇到的问题，它可以开放他的思路，然后可以看看到底可不可以换一种思路来想。<\ T5>

It covers some, for example, there is a text about, something about After 20 Years written by someone that I can hardly remember, I think there is a text like this. And the police took him away, the ending it presents is an open one, but of course we know that it has an ending, and what the ending is about. So if the writer ends the text in this way, how do you think? Anyway the problem encountered, it can open up their minds, and see whether they can think in another way.

[61] <C I> 好，谢谢老师，您还有哪些其它的印象非常深刻的，这种关于培养，就是学生关于文化的批判性思考，比如像关于中美国家的这种文化的批判性思考的一些比较，您印象深刻您比较印象深刻的例子。<\ I>

Okay, thank you. Do you have any other impressive examples, about fostering, it is about students' critical thinking about culture, for example, like some critical thinking about and comparison between Chinese and American cultures, do you have any impressive example?

[62] <C T5> 我想想哈。<\ T5>

Let me think.

[63] <C I> 没事。<\ I>

No problem.

[64] <C T5> 关于饮食的课堂的时候，就有好多人，它不是就把冰箱呈现给同学们，然后同学们就要看到有一些是只吃蔬菜的，有一些只吃肉的，然后有一些什么，所以那么学生就要自己要判断什么样的饮食，然后也不是这 5 个饮食就可以随中选一个，然后要从中选出那种可能每一个也不是特别完美，但是有一些又稍微好一点，但是又不是所有的，都是感觉就从中也选不出来那种最佳的，所以有一种批判性思维就是让你自己写一个，然后你觉得什么样的饮食是最好的，反正学生最终他是有一个自己的思考力，然后在学课文之后，他也应该自己做出了一种最合理的冰箱，就是你要自己

换一个冰箱，然后换看出来冰箱里面哪一些是不该有的，这样就在饮食方面，然后反正也可以做得到。<\ T5>

During the lesson about food culture, there were many people, it shows a fridge to the students, And ask the students to see that some only eat vegetables and some only eat meat, and something, so students need to make the judgement about what kind of eating habit it is, and they can't randomly pick any from these five eating habits, and they need to pick the one that may not be very perfect, but is better, but it can't be everything. It is impossible to choose the prefect one, so the critical thinking here is let you design one, and what eating habit you think is the best, anyway eventually students will develop their own thinking, and after learning the texts, they will design the most reasonable fridge. In other word, you need to switch to another fridge and see what shouldn't be included in the fridge, in food culture, I think they can achieve that.

[65] <C I> 好的，谢谢老师，我还有最后一个问题，这个问题也是一个比较开放性的问题。第一个首先是想问一下老师，您关于这种教科书的文化内容，您还有哪些个人的观察或者想分享的方面？<\ I>
Okay, thank you. I have one last question, and this question is an open question. The first question I want to ask is about the cultural content of the textbooks, do you have any personal observation or ideas that you would to share?

[66] <C T5> 我只是觉得还都挺好的，没有发现什么。都觉得文章内容挺多的，然后转不过来。<\ T5>
I think the textbooks are good, and I didn't find anything. I think there are a lot of texts and it is hard to cover.

[67] <C I> 好，那老师您觉得如果有一个机会可以，教科书可以再版，老师您觉得教科书有什么需要改进的地方吗？<\ I>

Okay, if you have a chance to, the textbook can be designed again, do you think there is any area that you think need improvement.

[68] <C T5> 我就是不敢，我觉得没有这个发言权。<\ T5>
I don't dare. I don't think I have this right to speak.

[71] <C I> 谢谢。好，谢谢老师，我们现在进入到我们今天采访的最后一个环节，然后现在就可以暂停一下录制了。<\ I>

Thanks. Okay, thank you. Now, let's move on to the last part of today's interview. Now, I will pause recording.

[Teacher 6]

[1] <C I> 首先就想向老师您搜集一些基本的关于老师您的信息。第一个问题就是请问老师您目前在
哪所中学授课? <\ I>

Firstly, I would like to collect some personal information about you. The first question is may I ask at which
school you are currently teaching?

[2] <C T6> 目前在深圳市****学校。<\ T6>

I am currently teaching at Shenzhen **** School.

[3] <C I> 请问老师您能够简单的介绍一下您的学校吗? <\ I>

Could you briefly introduce your school?

[4] <C T6> 我们这次学校是从小学到高中, 这个学生主要是以体育专业为主, 算得上是一个职业学校, 他们高考也要可以参加单招考试和普通高考, 相对来讲学生的基础不会那么好, 所以我们对教材的处理就对外研社版教材就没有学的那么深, 就选学习前面的必修一、必修二、必修三, 后面就要准备他们的学习水平考试了, 对于选修课就学的相对来说就比较少一些。<\ T6>

Our school includes primary to senior high school, and students mainly major in sports, so you can say that it
is a vocational school. They can participate in either independent recruitment or public exam. The academic
performance of the students is relatively low, so we don't go very deep into the textbooks published by the
Foreign Language Teaching and Research Press and only focus on Compulsory 1, Compulsory 2, Compulsory,
and later on we will focus on their academic proficiency test, so we will not cover a lot of selective sections.

[5] <C I> 老师请问您目前正在教几年级的学生? <\ I>

May I ask which form you are currently teaching?

[6] <C T6> 目前教高二。<\ T6>

I am currently teaching senior 2.

[7] <C I> 请问老师您从事英文教师行业大概多久了? <\ I>

May I ask how long have you been working as an English teacher?

[8] <C T6> 应该有 20 年的。<\ T6>

Should be about 20 years.

[9] <C I> 请问老师您使用新版外研社《英语》教科书授课大概多久了? <\ I>

May I ask how long have you been using the new textbooks *English* published by the Foreign Language
Teaching and Research Press for teaching?

[10] <C T6> 新版的, 新版是从 2019 年开始的。<\ T6>

The new edition, the new edition has been put into use since 2019.

[11] <C I> 关于现在关于今天采访的最重要的一个部分了, 关于老师您这种《英语》中的文化内容的
看法。首先想问一下老师您觉得新外研社新版教科书《英语》能够帮助学生更好的了解本国的文化
吗? 具体体现在哪些方面呢? <\ I>

Now, this is the most important section of today's interview, your perceptions of the cultural content in *English*. First of all, may I ask whether you think the new textbooks *English* published by Foreign Language Teaching and Research Press can help students better understand home culture? To be specific, in which aspect?

[12] <C T6> 因为我们现在学习的必修一必修二、必修三这三本教材。从这三本教材来看肯定是可以的。比如说以必修二为例，里面再有一个单元的 Food for Thought。这一文中它提到了我们中国的比如说典型提到了四川的火锅。特别重点介绍了宫保鸡丁，这些都是中国的经典饮食文化。再比如二，第二单元，我们的 Let's Celebrate 以及 Time for a Change 更是提到中国的春节，谈到中国人对年夜饭的态度，以及这个与时俱进，也就是年夜饭是在家里面吃还是在外边吃等等。这都是中国的传统文化。再比如说第四单元我们提到的 Stage and Screen。就是把西方的哈姆莱特与中国的京剧进行了比较。这个可以说从一个侧面的宣传中国的国粹第六单元 At One with Nature。这里面详细介绍了我们的龙脊梯田，也介绍了我们的瑶族和壮族。比如在 Book 3 这本书里面有一个 text, Amazing Art 更是大篇幅的介绍了中国历史上著名的画家邯郸他的成长过程。这些都是中国的经典文化。<\ T6>

Because we are learning Compulsory 1, Compulsory 2, Compulsory 3, these three textbooks. Based on my observation of these three textbooks are good. For example, taking Compulsory 2, there is a unit called Food for Thought. For example, the text mentions our Chinese or the typical food Sichuan hotpot. Especially, it introduces Gongbao chicken, these are all Chinese classic food culture. For example, 2, Unit 2, Let's Celebrate and Time for a Change, they mention Chinese Spring Festival, they talk about Chinese people's attitude to the New Year Eve's dinner, and how it changes with time, namely whether to go out to eat or eat at home and so on. These are all Chinese traditional culture. For example, in Unit 4, we have Stage and Screen. It compares Hamlet from the west with Chinese Beijing Opera. By doing so, it indirectly promotes Chinese culture in Unit 6 At One with Nature. It introduces our Longji rice terraces in detail, and also our Yao and Zhuang minorities. For example, in Book 3, there is a text in the book, Amazing Art, which introduces the development of the famous painter Han Dan in Chinese history. These are all Chinese classics.

[13] <C I> 老师我们刚刚提到文化一共有4个方面，比如说像 product, 产品, practice 还有 perspective, person。您觉得教科书有关于本国文化内容部分有涵盖这4个方面吗？<\ T6>

We have discussed that cultural can be divided into 4 aspects, for example, like, product, practice, perspective, and person. Do you think that the textbooks have covered all these four dimensions when they are introducing home culture? <\ I>

[14] <C T6> 有的。<\ T6>

Yes

[15] <C I> 老师您觉得...我们刚刚提到关于本国的文化。老师，您觉得《英语》能够帮助学生...教科书《英语》能够帮助学生更好了解其它国家的文化吗？具体也体现在哪些方面？<\ I>

Do you think...We have talked about home culture. Do you think English can help students...the textbooks *English* can help student better understand the cultures of other countries? To be specific, in what aspect?

[16] <C T6> 当然是能够了解其它国家的文化。新版教材对于旧版教材而言，更加注意中西方文化，特别是西方文化的介绍，所以它能更加更好的帮助学生放眼世界，了解当今世界各国的经济文化等等各方面的发展。当然也介绍了我们学习英语单词这些构词法，便于我们的非英语国家的人学习英语，能够更好的学习英语，了解英语单词构成。比如在 After 20 Years 一文中，这本书本来是节选字美国著名作者欧亨利的小说。还有比如说 Twenty Thousand Leagues under the Sea, 这更是科学小说之

父，科幻小说之父凡尔纳的作品。很多人是很多中小學生都是读过他们的作品。你都看过整个一本书，这篇文章也让大家对凡尔纳有了更清晰的认识，让同学们更好的了解了英美文学。再比如说我们的里面有篇文章 A Lot of Gardening 一文。重点介绍了英国的花园文化开拓的同学们的视野，也让我们真正了解了英国人他们这些无论是城市还是农村的，乡村的他们对花园的看法，或者他们这种花园文化的发展史。甚至包括介绍了一些相关的，比如说英国的下午茶文化。其实对我们中国很多大城市的这种喝下午茶，它有很大的影响。再比如说 Food for Thought 一文中，我们通过这篇文章的学习，就是我们真正了解到的，比如西餐文化，西餐礼仪，包括餐具的摆放和使用等等。The Father Christmas 更是让我们看到真实的 the Hobbits，也霍比特人的作者，因为这个电影霍比特人这个是非常有名的一部电影，甚至有续集，所以我们现在通过这些电影与我们的作者对他们的介绍，大家可能对这些文化方面的认识也更清晰一些。比如说我们必修一第二单元 Exploring English，就详细分析了这些非英语国家的学习是在学习英语习语俗语的过程中容易造成的一些误解，尴尬的句子，短语或者一些效果。< T6>

Of course, it can draw insight into the cultures of other countries. In comparison to the old textbooks, the new textbooks focus more on the Chinese and western cultures, especially the introduction to the western cultures, so it can broaden students' horizon, and help them understand the economic cultures and the development in various aspects all around the world. Of course, it also introduces the morphology of English vocabulary to help us people from non-English Speaking countries to learn English, to better learn English, and to understand how English words are formed. For example, in the text After 20 Years, the text is derived from the famous American writer O Henry's novel. And for example, Twenty Thousand Leagues under the Sea, this is the work by the father of science fiction, Verne. Many secondary and primary students have read their work before. If you have read the whole book, surely you will learn more about Verne by reading the text, and students will learn more about British and American literature. Another example can be a text called A Lot of Gardening. The text focuses on British gardening culture to broaden students' horizon and help us truly learn about some British people's perceptions, no matter whether they are from city or countryside, their views about gardens, or their history of gardening culture. It also introduces something related, for example, the tea culture of British people. In fact, this has a big influence on the practice of drinking afternoon tea in many big cities in China. For example, in the text Food for Thought, by learning this text, we can learn the west food culture, dinning behavior, and how to use and put the tableware and so on. The Father Christmas, the text helps us learn more about the Hobbits, the writer of the Hobbits, because the fil Hobbits is a very famous one, and it has series, so through an introduction to the films by textbook writer, we can learn more about these cultures. For example, in the Unit 2 of Compulsory 1 Exploring English, it analyzes some misunderstanding caused by English idioms, some embarrassing sentences, phrases or effects.

[17] <C I> 老师我们刚刚提到的使用英语的国家其实是非常广泛的，然后英语它是一个国际化语言，更是一种文化传播不同文化的一种媒介。老师您觉得教科书上这种文化的多样性您是怎么看的？您觉得它有涵盖不同各个国家的文化，还是比较集中于某些国家。< I>

We have talked about that there is a wide use of English in many countries, and English is an international language, and it is more like a medium for transmitting different cultures. How do you think of the cultural diversity in the textbooks? Do you think it has covered a variety of countries or just certain countries?

[18] <C T6> 在我们的教学中看到的它的教材主要是以英美文化为主。当然也有中国的一些这些历史文化，包括现代当代的一些文化。对于其它国家的相对来说涉及的要少一些。不是说没有涉及到，是涉及到相对来说要少。比如说里面涉及到的像什么缅甸这些国家的，它的建筑其实也是有的。< T6>

In our teaching, I notice that the textbooks focus more on British and American cultures. Of course, it has also mentioned some history of China, including some modern culture. There are less content for other countries. I am not saying that it has covered this content, but it is relatively less. For example, it mentions something about countries like Myanmar, its architecture has been mentioned.

[19] <C I> 老师您觉得...我们刚刚有谈到关于本国文化的各个方面了解。您觉得关于其它国家的文化教科书也有充分的涵括这 4 个方面, 比如说像意识形态, 然后他们的一些衣食住行和他们的产品, 这 4 还有人这 4 个方面都有照顾到吗? <\ I>

Do you think...We have talked about various aspects of home culture. Do you think for other countries the textbooks have fully addressed these four dimensions, like ideology, and their clothing, eating, living, practices and their products, these four including person, these four have been covered?

[20] <C T6> 它们应该对这几个方面肯定是兼顾都有, 但是主要还是以英美国家的为主, 包括中国的这三个国家。对于其它世界上其它国家的相对来说要少一些。澳大利亚的加拿大的这些国家会涵盖在里面, 主要的讲英语的国家。<\ T6>

The textbooks surely have covered these dimensions, but mainly focus on Britain and America, including China, these three countries. There are much less about other countries in the world. Countries like Australia have also been included, mainly English-speaking countries.

[21] <C I> 好的, 谢谢老师您提供的信息。老师, 您觉得这是关于英语中的这种不同国家文化的内容的呈现, 您觉得真实吗? 为什么? <\ I>

Okay, thank you very much for the information you provided. Do you think the representation of the cultures of different countries is authentic? Why?

[22] <C T6> 根据我的个人观点, 我觉得这个呈现是真实的。怎么说? 首先大家都熟悉点, 文化是没有国界的, 所以教材中所提到的中国文化也好, 特别是中国文化, 你比如说我们身为中国人, 当然有深切的感受它大家都感觉到了这种呈现可能实实在在的东西。对于国外的一些文化, 当今网络这么发达, 世界上发生的事情瞬间都可以传遍全球, 很多事情大家可以看得非常清楚, 而且本来我们大家都说地球上本来就是地球人本来就是一家人, 地球是我, 这样是吧? 所以教材上所呈现的很多文化典故, 我们先被很多人都是经历过很多故事, 我们前辈都去体验过, 所以这些都是非常强有力的证据。所以教材的编写, 那么其实是建立的这些充分调研和科学论证的基础, 所以我觉得真实性是非常真实的。<\ T6>

According to my personal view, I think this representation is authentic. Why? First of all, we all know there is no boundary for culture, so no matter Chinese mentioned by the textbooks, especially Chinese culture, for example, we are all Chinese, of course we feel that this representation is something authentic. For some foreign culture, nowadays the interest is very convenient, everything happening in the world can be spread all around the world in a very short period of time, there are many things that we can see clearly, and originally people in the world are all a big family, we are the earth, right? Therefore, many cultural classics represented in the textbooks have been experienced by our ancestors, our ancestors have experienced a lot of things, so these are all solid evidence. So, when these textbooks is being designed, they are actually based on full scientific studies and scientific evidence, so I think it is very authentic.

[23] <C I> 老师您可以举几一两个您刚刚提到的您觉得非常真实的内容的例子吗? <\ I>
Could you give one or two examples that you mention, the content that you find authentic?

[24] <C T6> 比如说中国的 5 月份年夜饭的变化，是吧？在中国大大家都有这种感受。以前大家吃年夜饭肯定是在家里面吃饭，觉得团聚是吧都不容易，但现在大家慢慢觉得做年夜饭这个肯定是很麻烦的一件事，所以越来越多的人，包括一些乡镇的人，都是早早的年夜饭定在酒店里面去吃，是吧？<\ T6>

For example, the change with New Year Eve's dinner in May in China, right? This has been experienced by everyone in China. In the past, we ate at home, because we feel that it was hard to unite with one another, but now people gradually think it is annoying to make New Year Eve's dinner, so more and more people, including some people in countryside, they book dinners in hotel and eat, right?

[25] <C I> 老师我们刚刚提到了一些关于文化知识的培养。老师您觉得为了更好提升学生的文化素养，您觉得学生还需要了解哪些方面的关于文化的知识？<\ I>

We have talked about the development of some cultural knowledge. Do you think to better enhance students' cultural competence whether there is any other cultural knowledge that they need to learn?

[26] <C T6> 我们有句话怎么说的？叫做离开人生，文化就是空洞的。相反离开文化，人生就是盲目的。学生不仅仅是要学习掌握文化知识，更重要的是要用这些知识来武装自己的头脑，升华自己的思想，然后才能掌握正确的人生方向，让自己的人生丰富多彩。所以我觉得为了达到这些目的，我们要注重培养学生的思考习惯，科学掌握这些辩证方法，特别重要的是要有正确的价值观，言行一致。这是为了未来，同时科学研究工作打好基础。我觉得这两年是最重要的。<\ T6>

What is the old saying? Without life, culture is empty. On the country, without culture, life is blind. Students not only need to master cultural knowledge, but most importantly use the knowledge to equip ones' minds, to promote ones' thinking so that they can find the direction of their life and make their life colorful. Therefore, I think to achieve the goals, we should focus on developing students' thinking habit and helping them to master critical thinking, especially positive value, do what you say. This is to for the future and to set up the basis for scientific research. I think these two years are crucial.

[27] <C I> 老师您觉得这本教科书上关于文化内容方面，您觉得可以达到你刚刚所说的这种培养目标吗？<\ I>

Do you think about the cultural content in the textbooks, do you think they can achieve the goals you mention?

[28] <C T6> 基本教材里面其实都有一些介绍。在某些程度上某种程度上来说，新教材可以起到这个作用。比如说我们教材必修二的 Running into a Better Life。其实就是引导人们的健康的生活。这个表达的就是一种生活态度。因为这是我所写的文章里面提到几篇文章题目。还有比如说 What Really Green，确实是告诉人们如何真正的去认识环保问题。我们可能在生活中很多人的一些经验，比如说像温室效应。大家可能都觉得什么叫温室效应，是吧？怎么样绿色环保，怎么样叫有比如说我们经常提到的环保问题，难道现在不用塑料袋就叫环保，或者说我们都用这种纸质版购物袋就是环保。其实大家要去思考这些问题。再比如说 The New Age of Invention 英文介绍的其实就是张军飞。它采用这种访问式的互动式的这种方式来介绍的，就是当今科技最新发明以及他们在日常生活中的运用。所以说教材这点这些方面都是有渠道的，而且有一些正确的引导。<\ T6>

In fact, the textbooks have some introduction. To some extent, the textbooks have the function. For example, in our textbooks Compulsory 2 Running into a Better Life. In fact, the text wants to guide students to live in a healthy way. What it expressed is life attitude. Because I have mentioned these articles. And for example, What Really Green, it is trying to tell people how to truly understand the problem of environmental protection.

We may have some experience in our daily life, for example, the greenhouse effect. People may wonder what greenhouse effect means, right? How to be green and ecofriendly, what do environmental problem mean? Does it mean not using plastic bag, or we all use paper bag, is that called environment protection? In fact, we need to think about these problems. Another example can be The New Age of Invention and the text introduces Zhang Junfei in English. It adopts the mode of interview to make the introduction, about some latest inventions and how they are applied in daily life, so the textbooks have some positive guidance in these aspects.

[29] <C I> 老师我们刚刚提到的关于文化知识方面的普及，我们也知道技能也是非常重要的。老师您认为...我这里就有提到两个技能。首先老师您认为《英语》这本新的教科书能够培养学生与不同国家的人的这种交流的能力? <\ I>

We have just discussed how to promote cultural knowledge and we also know that skills are important as well. Do you think...I have mentioned two skills here. First of all, do you think the new textbooks *English* can enhance students' intercultural communication competence?

[30] <C T6> 为什么这本书这套教材在培养这方面肯定也是有所偏重的，而且它比较注重语言的运用，注重与日常生活紧密的联系在一起。比如说我们在进行网络聊天的过程中常用的一些网络用语，网络语言什么的。我们中国人打字都无所谓的是吧？用汉字聊天。关键只是跟国外朋友进行沟通，交流的时候，有些最简单的沟通方式，比如 G2G 这俩一个大小两个大写的字母 g 中间加上一个阿拉伯数字二，这代表什么含义对吧？如果我们课本上没有介绍，可能很多学生都不知道，其实代表的 got to go。再比如 coz 这三个字母代表的 because。如果我们课本上没有介绍很多学生也不太了解这种，是吧？所以说这本教材对于我们培养我们学生与不同国家的人进行交流方面，其实还是有很早的启发作用，而且对于这些英语国家的人来说，用这些字母缩写可以说是非常普遍，很正常。所以作为非英语国家，比如像我们中国人学这个标准学这些知识都非常有必要才能跟得上这个时代。再比如说我们的一篇文章的 Click for a Friend，像人们所呈现的是网络交易方面要注意的问题。其实无论是对于中国人还是对国外的这些友人来说，大家都要注意的问题。就网络这个东西是虚拟的。里面提到的一句话也非常重要啊，我的印象非常深，这句话怎么说叫做 on the internet, nobody knows you are a dog。也就是为了让学生提炼提升明辨是非的能力。所以说其实也是在告诉我们怎么样与不同国家的人进行这种人际交流，网络交流。<\ T6>

The textbooks focus on development, and it pays great attention to language use, linking with the daily life. For example, we often use some internet slang when chatting online, some internet slang. We type, so it doesn't matter, right? Use Chinese to chat. But when we communicate with foreign friends, there are some simple ways to chat, for example, G2G, an expression with two big letter and an Arabic number 2 in the middle, what does it mean? Without the introduction from our textbooks, many students may not know that it actually means got to go. And for example, coz, these three letters mean because. If the textbooks don't make any introduction many students may not understand these expressions, right? So, the textbooks actually are inspiring for our students to develop their intercultural communication competence, and these abbreviations are very common for people in English-speaking countries, it is very normal. Therefore, for non-English speaking countries, for example, like us Chinese, it is necessary to need to learn about these rules and this knowledge to catch up with the time. For example, there is another text Click for a Friend, and people need to be aware of online treatment. This is a problem that both Chinese and our foreign friends need to pay attention to. Online is a virtual thing. And a sentence mentioned in the text is very important, which leaves a deep impression on me. How to say it? On the internet, nobody knows you are a dog. This aims to enhance students' critical thinking skills. Therefore, it is telling us about how to communication with people from different countries online.

[31] <C I> 老师我们刚提到关于文化不同国家人的交流能力，还有一种能力我想提到关于本国文化自信，所以说老师您觉得英语这本新的教科书能够增强学生对本国文化的自信吗？为什么的？<I>

We have mentioned the intercultural communication competence, and there is one skill that I can think of and that is home cultural confidence, so do you think the textbooks can enhance students' home culture confidence? Why?

[32] <C T6> 这套教材其实它通过介绍，通过比较中外文化，帮助学生更好的理解文化的意图，学会理解和包容不同的文化，以此来提升我们的自信、文化自信、道路自信来帮助学生树立文化知识，帮助学生内化的文化知识，树立正确的文化价值观。这里有比较才有建立。里面介绍的很多比较经典的中国文化，所以作为中国人，我们对这点肯定是要有自信。中国毕竟 5000 年的有 5000 年的悠久文化，这是我们对中国文化自信的根源。<T6>

Through introducing and comparing Chinese and western culture, the textbooks in fact can help students to better understand cultural intention, to be open, to learn to respect different cultures, to enhance our confidence, cultural confidence, to build up their cultural knowledge, to help them internalize cultural knowledge, to set up positive value. Understanding stems from comparison. There are a lot of introductions to classic Chinese culture, as Chinese, we should be confident. After China has a history of more than 5000 years, this is the basis of our confidence.

[33] <C I> 我们刚刚提到的一些技能的培养。老师，您觉得为了更好提升您学生的文化素养，您觉得您的学生还有哪些需要培养的技能？就是关于文化方面的文化。<I>

We have talked about the development of some skills. To better enhance students' cultural competence, do you think there are any other skills that your students need to develop? About cultural aspect.

[34] <C T6> 文化方面的。我们要用一种发展的眼光来看待这些问题。在培养学生这方面要培养学生的独立性，还要注意培养他们怎么样与这个同学与家人怎么样相处，怎么样尊重别人，尊老爱幼，乐于助人，这是学生在成长的过程中必须学会的一些技能。作为高中生的最主要的一点，要有这种朝气蓬勃，积极向上的精神，要能够积极的去探索求知，善于质疑。<T6>

Cultural aspect. We should look at this question from a development point of view. We should develop students' independence, and their competence in getting along with classmates and families, how to respect other people, respect the elder, be willing to offer help. These are some necessary skills in students' growth. As senior high students, the most important point is staying positive and optimistic, to actively explore and question.

[35] <C I> 最后一个问题。老师您觉得关于这种...这是一个比较开放性的问题，然后老师可以根据您自己的经验来进行分享。您关于《英语》教科书中的文化内容还有哪些您个人的观察或者您想要分享的方面吗？或者您觉得这本教科书有什么可以改进的地方吗？<I>

The last question. Do you think about...this is an open question, and you can make sharing depending on your own experience. Do you have any other observations that you would like to share about the cultural content in *English*? Or do you think there are any other areas that can be improved in these textbooks?

[36] <C T6> 总体来讲对这本书这套教材其实很多方面已经涉及到了。但是以我个人观点来看，刚才所提到这些问题，比如像独生子女空巢老人，包括一些社会道德层面的问题，社会与法制方面的问题，特别是青少年违法犯罪方面的，包括校园欺凌方面，还可以增加一些正面的文本进行正面的引导，正面的教育。<T6>

On the whole, these textbooks have already covered a variety of aspects. However, based on my personal view,

the problems I mention, for example, the only child and empty nester, including some problems on the moral level, and problems about the society and laws, especially juvenile delinquency, bullying, there can be more texts to provide guidance and positive education.

[37] <C I> 好的。今天进入到我们今天采访的最后一个环节。就是要麻烦老师您签署一下此次采访的一个同意书。然后我现在就开始现在就停止录制了。<\ I>

Okay. This is going to be the last section of our today's interview. Please sign the consent form to participate in this interview, and I will stop the recording now.

Appendix 3 – Consent Form to Participate in Research

**THE EDUCATION UNIVERSITY OF HONG KONG
THE DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

CONSENT TO PARTICIPATE IN RESEARCH

**Evaluating the Cultural Representation in Mainland Secondary English Textbooks:
A Mixed Method Study**

I _____ hereby consent to participate in the captioned research supervised by Dr WONG, Ming Har Ruth and conducted by Ms XIA Yang, Anna who are staff / students of the Department of English Language Education in The Education University of Hong Kong.

I understand that information obtained from this research may be used in future research and may be published. However, my right to privacy will be retained, i.e., my personal details will not be revealed.

The procedure as set out in the **attached** information sheet has been fully explained. I understand the benefits and risks involved. My participation in the project is voluntary.

I acknowledge that I have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Name of participant

Signature of participant

Date

INFORMATION SHEET

Evaluating the Cultural Representation in Mainland Secondary English Textbooks: A Mixed Method Study

You are invited to participate in a project supervised by Dr WONG, Ming Har Ruth and conducted by Ms XIA Yang, Anna, who are staff / students of the Department of English Language Education in The Education University of Hong Kong.

The Introduction of the Research

Culture is often an inseparable part of a language. In a globalized world, it is important for students to develop their cultural awareness and intercultural communication capacity when learning English as an international language. In classrooms, language textbooks are a key source for cultural input. The aim of this study is to explore the cultural representation in the English textbooks extensively adopted in mainland China and to what extent the textbooks can be used as materials for cultural learning. The study is expected to shed some light on the values of the textbooks as cultural learning resources and how the textbooks can be improved in future.

With years of experiences in teaching with language textbooks, English teachers can offer insightful views on the values of the textbooks for cultural learning. Therefore, you are sincerely invited to participate in this study to share your valuable perceptions about the cultural representation in the textbooks and its values for cultural learning.

The Methodology of the Research

The sample size of this study is expected to be at least 6 teachers who use *English* published by the Foreign Language Teaching and Research Press in 2019 for teaching English in a senior high school in Shenzhen. All contact details will be obtained through either emails or WeChat. Participants will be invited to have an online individual interview with the researcher through WeChat or any online communication software on your availability in Putonghua, and examples of the interview questions have been attached at the end of this information sheet for your reference. The interview may take about 30 minutes to 1 hour. To avoid time conflicts with your personal affairs, the interviews will be scheduled at your convenience. The interview will be recorded and transcribed for an analysis to supplement a content analysis of the cultural content in the textbooks. All personal information and the data collected from this study (e.g., interview recording) will be kept confidential throughout the study and be destroyed upon the completion of this study on or one week after 4th April 2022.

Potential Benefits and Risks of the Research

The study can benefit you with a critical reflection on the cultural content of the textbooks: whether the textbooks have offered enough content to develop students' cultural awareness and intercultural communication skills in response to the 义务教育英语课程标准 [English Curriculum Standards for Nine-year Compulsory Education]. The findings of the study can be used as reference for the future development of the textbooks and help teachers and other educational stakeholders make informed decision about the use of the textbooks. There is no potential risk anticipated in this research.

The Dissemination of the Study

The results will be shared to the staff members and students in the Department of English Language Education in the Education University of Hong Kong. In addition, the results will be presented in a seminar at the presences of supervisors and peers. If the project is selected (with an overall grade in Honours Project course at Grade A- or above), the report of the project will be placed in the Library of the Education University of Hong Kong

Your participation in the project is voluntary. You have every right to withdraw from the study at any time without negative consequences. All information related to you will remain confidential, and will be identifiable by codes known only to the researcher.

If you would like to obtain more information about this study, please contact Ms XIA Yang, Anna at telephone number or her supervisor Dr WONG, Ming Har Ruth at telephone number .

If you have any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at hrec@eduhk.hk or by mail to Research and Development Office, The Education University of Hong Kong.

Thank you for your interest in participating in this study.

Principal Investigator

Medium of Instruction: Putonghua supplied by English

Procedure:

1. Self-introduction

- Interviewer: Xia Yang, a Year 5 student
- School & Major: The Education University of Hong Kong, English language Education-Secondary
- Contact:

2. A brief introduction to the research

- Culture is often an inseparable part of a language. In a globalized world, it is important for students to develop their cultural awareness and intercultural communication capacity when learning English as an international language. Under the context of mainland China, culture learning is emphasized in its latest English curriculum guide with an aim to develop students' cultural awareness and intercultural communication capacities in a globalized world (Ministry of Education, 2017). In classrooms, language textbooks are often a key source for cultural input. The purpose of this study is to explore the cultural representation in the English textbooks extensively adopted in mainland China and to what extent the textbooks can be used as materials for cultural learning. The study is expected to shed some light on the values of the textbooks as cultural learning resources and how the textbooks can be improved in future.

3. A brief introduction to the interview

3.1. Purpose

- Explore whether the new textbooks *English* can help students learn about the cultures of different countries from the perspective of teachers as textbook users.
- Explore whether the new textbooks *English* can help students develop intercultural communication competence from the perspective of teachers as textbook users.

3.2. About data presentation

- All the interviewees will be anonymous, so your real name will not be presented in the study.
- Your responses and personal information will be destroyed upon the completion of the study.

4. Interview questions

4.1. Purpose

May I ask at which school you are currently teaching?

請問老師您目前在哪个學校上課呢？

- Could you briefly introduce your school?
請問老師您能夠簡單介紹一下您的學校嗎？
- May I ask which form you are currently teaching?
請問老師您目前正在教幾年級？
- May I ask how long you have been working as an English teacher?
請問老師您從事英文教師行業多久了？
- May I ask how long you have been using *English* for teaching?
請問老師您使用新版外研社《英語》教科書授課多久了？

4.2. Teacher perception of the cultural content in *English* and its value for cultural learning

- Do you think *English* can help students better understand their home culture? Why?
您覺得《英語》能夠幫助學生更好的瞭解本國的文化嗎？為什麼呢？
- Do you think *English* can help students understand the cultures of other countries? Why?
您覺得《英語》能夠幫助學生更好的瞭解其他國家的文化嗎？為什麼呢？
- To what extent do you think the representation of different cultures in *English* is authentic?
您覺得《英語》對不同國家文化的呈現真實嗎？為什麼呢？
- To better enhance students' cultural competence, are there any other cultural knowledge that you think your students need to learn about?
為了更好地提升學生的文化素養，您覺得學生還需要瞭解哪些文化知識呢？

- Based on your response to the previous question, to what extent do you think *English* can help students to learn about the cultural knowledge you just mentioned?
承上題，您覺得《英語》能夠幫助學生瞭解您剛剛提及的文化知識嗎？
- Do you think *English* can enhance students' intercultural communication competence? Why?
您認為《英語》能夠培養學生與不同國家的人交流的能力呢？為什麼呢？
- Do you think *English* can enhance students' home cultural confidence? Why?
您認為《英語》能夠增強學生對本國文化的自信呢？為什麼呢？
- To better enhance students' cultural competence, are there any other cultural skills that you think your students need to develop?
為了更好地提升學生的文化素養，您覺得學生還需要培養哪些技能呢？
- Based on your response to the previous question, to what extent do you think *English* can help students to develop the cultural skills you just mentioned?
承上題，您覺得《英語》能夠幫助學生瞭解您剛剛提及的技能嗎？
- Do you have any other observations that you want to share about the cultural content in *English*?
您關於《英語》中的文化內容還有哪些想要分享的方面？