

● 大学英语拓展课程系列

拓展课程



Encounters with Westerners:
Improving Skills in English and Intercultural Communication

跨文化交际技巧

——如何跟西方人打交道（修订版）

学生用书

Don Snow



● 大学英语拓展课程系列

Encounters with Westerners:
Improving Skills in English
and Intercultural Communication

跨文化交际技巧

——如何跟西方人打交道（修订版）

学生用书

Don Snow

图书在版编目(CIP)数据

跨文化交际技巧: 如何跟西方人打交道 / (美)斯诺(Snow, D.) 编著. —修订版.

—上海: 上海外语教育出版社, 2014

(大学英语拓展课程系列)

学生用书

ISBN 978-7-5446-3602-5

I. ①跨… II. ①斯… III. ①英语—阅读教学—高等学校—教学参考资料

IV. ①H319.4

中国版本图书馆CIP数据核字(2014)第002811号



出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@slep.com.cn

网 址: <http://www.slep.com.cn> <http://www.slep.com>

责任编辑: 许 高

印 刷: 上海新艺印刷有限公司

开 本: 787×965 1/16 印张 12.25 字数 232千字

版 次: 2014年4月第1版 2014年7月第2次印刷

印 数: 5 000 册

书 号: ISBN 978-7-5446-3602-5 / G · 1110

定 价: 23.00 元

本版图书如有印装质量问题, 可向本社调换

Encounters with Westerners:

*Improving Skills in English
and Intercultural Communication (Revised Edition)*

Student's Book

跨文化交际技巧

——**如何跟西方人打交道** (修订版)

学生用书

出版说明

教育部最新颁布的《大学英语课程教学要求》将大学英语的教学目标确定为“培养学生的英语综合应用能力，特别是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行交际，同时增强其自主学习能力，提高其综合文化素养，使其适应我国社会发展和国际交流的需要”，并提出：“将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合，确保不同层次的学生在英语应用能力方面得到充分的训练和提高。”《大学英语课程教学要求》明确要求大学英语教学中开设选修课，以满足大学生的实际需求。

依据《大学英语课程教学要求》，上海外语教育出版社邀请国内外英语教学专家开发编写了选修教材，通过教材的出版引领、促进大学英语选修课程设置的发展，丰富我国大学英语教学。这些教材品种丰富，涵盖面广，包括以下多个系列：大学英语应用提高阶段专业英语系列教材、大学英语综合应用能力选修课系列教材、职场英语选修教程系列、大学目标英语、牛津专业英语基础丛书等。这些年来，全国数百所高校使用了这些教材，部分老师对教材的内容和编写形式提出了宝贵的建议，为我们进一步完善教材提供了实践依据。

虽然很多高校多年来一直尝试开设选修课，专家学者也进行了理论研究，但目前此类课程在大学英语教学中所占比重并不大，仍处于探索阶段。多数教学专家对大学英语选修课程的具体教学目标和教学内容范围未形成统一认识，教育主管部门亦未出台具体的选修课教学要求。为了进一步推动大学英语选修课教学的发展，外教社在多年选修课教材使用情况调研的基础上，结合专家学者的最新研究成果和建议，充分考虑我国目前的大学英语教学现状、师资条件、实际需求等因素，重新策划编写了“大学英语拓展课程系列”。该系列教材包括EAP、ESP和EOP三个子系列。

- EAP (English for Academic Purposes)

学术英语类侧重高级水平英语听、说、读、写、译等技能的培养,为大学生出国留学、攻读研究生、进行科研等学术活动打下更扎实的英语基础。此类课程包括跨文化交际、文学赏析、学术英语写作等,适合需要继续在学术上深造的大学生使用。

- ESP (English for Specific Purposes)

专业英语类侧重提升专业英语能力,在培养学生听、说、读、写、译等基本语言技能的基础上,教授与该专业相关的英语词汇和表达,并尽可能传授专业知识,以使大学生轻松通过英语媒介获取本专业知识和信息。此类课程适合相关专业学生学习,针对性强。

- EOP (English for Occupational Purposes)

职场英语类侧重提升职场英语能力,为大学生将来在英语环境中工作打下扎实的职场交际基本功。此类课程多数适合所有大学生使用,有部分教程与专业结合,适合相应专业学生使用。

除了重新修订已出版的教材外,我们还通过邀请更多海内外英语教学专家参与编写、和国外出版社合作出版等方式,扩大本系列教材的选题规模,以满足各专业大学生的学习需求。本系列教材具有时代感强、实用性强、课堂可操作性强等特点,相信会给我国大学英语教学带来新风向。

上海外语教育出版社

2014年3月

Acknowledgements

In writing the first edition of *Encounters with Westerners*, I benefited from the contributions of many people, and here I would like to recognize and thank each of them. The following people all provided an invaluable service by pilot-teaching early drafts of *Encounters* and giving useful feedback: Jeri Behringer, Erin Hetrick, Anne Kavanagh, Mick Kavanagh, Anne Froeslev, Amy Snow, Kim Strong, Bonnie and David Graber, Warren Harder, Lois Leuz, Margie Michalewski, Dong Wensheng, Huan Yingzhi, He Ning, Liu Ying, and Zhang Bicong. I also received useful assistance from Janel Fox, Gao Youping, Wu Wenquan, Xu Ying, Zhang Li, and Zhang Liwei in collecting student feedback. My thanks also go out to the many middle school teachers of Nantong prefecture who provided feedback after using *Encounters*. Finally, Wen Qiufang and Don Dorr read over the manuscript and offered valuable suggestions.

I also received valuable assistance when working on the revised edition. Teachers of Shantou University's English Language Center provided valuable assistance by teaching the revised drafts of *Encounters*, giving suggestions, and cleaning up my prose; in this regard I particularly want to thank Amy Chastain, Sarah Sheeran, and Elaine Pequegnat; also Alethea Buchal and Yolanda Yang. Special thanks to Yang Xiaohua, who repeatedly read drafts of the material and provided much useful feedback.

All of those listed above have offered a wealth of valuable insights, which have made this a better textbook than it would have been otherwise. Responsibility for any remaining faults lies entirely with me.

Don Snow
Shantou 2014

To the Teacher:

Teaching *Encounters with Westerners*

The following provides a basic introduction to teaching the various parts of this textbook. More information about the activities and concepts in this textbook can be found in the *Encounters with Westerners Teacher's Book*.

I. Goals of *Encounters with Westerners*

Encounters with Westerners is an integrated skills textbook designed for use either in English skills courses, especially oral skills courses, or introductory courses on Western culture or intercultural communication. It assumes that the ultimate goal of English study is not just to learn a language for its own sake. Rather, the goal is to learn how to understand and effectively communicate with people from other nations and cultures. *Encounters with Westerners* is intended to help students not only improve their English, but also grow in their ability to interact effectively with people from other cultures, especially Westerners.

More specifically, *Encounters* has five goals:

- 1) Help students develop good intercultural communication habits and skills.** *Encounters* builds students' awareness of how they go about interpreting the behavior of foreigners, and helps them build the habit of pausing to consider alternative possible explanations of puzzling or problematic behavior on the part of foreigners, rather than jumping to (often ethnocentric) conclusions.
- 2) Familiarize students with basic concepts of intercultural communication.** *Encounters* introduces many of the basic concepts of intercultural communication, assuming that the more students understand about the various factors that affect intercultural communication, the more aware they will be of the role these factors play in influencing how they interpret the behavior of foreigners.
- 3) Help students improve their English language skills.** *Encounters* allows students to build their English skills by reading about and discussing topics that are intellectually appropriate – and generally interesting –

to adult learners in China. In particular, *Encounters* helps students build discussion skills, and learn to explain ideas at ever greater levels of nuance.

4) Teach students basic aspects of Western culture. *Encounters* introduces students to many of the key characteristics of Western culture in general, with a particular focus on the culture of the United States. In part this is because the US is the world's largest English-speaking nation in terms of both population and economy. Also, as one of the world's most strongly individualist cultures, it provides an especially useful contrast to China's culture.

5) Help teachers learn more about culture and intercultural communication. Through teaching *Encounters*, it is hoped that teachers – both Western and Chinese – will grow in their understanding of intercultural communication, and of Chinese and Western culture.

II. Teaching *Encounters with Westerners*

A. Encounters

The Encounter exercises are “critical incident” exercises, a type of exercise frequently used for intercultural training. Critical incident exercises start with presentation of a short story describing a problematic encounter between people from two different cultures, an encounter in which there is some kind of cultural misunderstanding. Students are then asked to think about different possible explanations for what went wrong and why. These activities make students more aware of the interpretation process that is such an important part of intercultural communication. They also encourage students to develop the habit of considering a broad range of possibilities when interpreting the behavior of people from other cultures, rather than interpreting from only a narrow ethnocentric basis. Finally, these exercises are useful for illustrating cultural differences.

By intent, the Encounter activities are open-ended – no “right” explanation of the situation is provided. This underlines the reality that in actual intercultural encounters, people often never know what the “right answer” was, and have to tolerate a degree of uncertainty and ambiguity.

Procedure suggestions:

Step #1: Presenting the situation

- 1) Before presenting the situation to your class, you may want to change the setting or details of the encounter to make it seem a little closer to your students' lives, or to make it more comfortable for them to discuss. For lower level classes, you may also want to simplify the vocabulary and sentence structure; for more advanced groups you may wish to enrich the language.
- 2) In general it is best to present the situation to students orally (though you can also have them read it from the book).
 - For lower level classes:
 - ✿ first introduce new vocabulary as necessary;
 - ✿ then tell the situation as a story, speaking clearly and using short sentences with ample pauses in between;
 - ✿ repeat the presentation if necessary.
 - For more advanced classes:
 - ✿ present the situation more rapidly, using natural speech;
 - ✿ rely on students to ask about unfamiliar vocabulary or details of the situation that they didn't understand.
- 3) After presenting the situation, check students' comprehension by quickly asking the whole class a few questions about the key points of the situation.

Step #2: Small group discussion of interpretations: This step provides students with practice explaining ideas succinctly and clearly in English. It also provides practice in thinking broadly and flexibly about intercultural encounters. (In this step your students' natural instincts will probably be to cut through the fuss and just decide what is the "right" thing to do. One goal is therefore to help students see that how they interpret a situation is vitally important precisely because it is the foundation for deciding what to do. Another goal is to help students develop the habit of considering alternative interpretations of unclear situations rather than simply jumping to the first conclusion that suggests itself.)

- 1) Have each student individually write down several possible interpretations of the situation. Each idea should make sense as an interpretation of the situation; in other words, in a relevant way it should address what needs

to be explained about the situation. Each interpretation should also be explained clearly enough that other students will understand the idea, and also see how it differs from other possible interpretations.

- 2) Have students divide into groups of three or four to share their ideas and generate a group list of possible interpretations of the situation.
 - Ask for at least five possible interpretations.
 - Encourage students to brainstorm – i.e. to consider any idea, no matter how wild, and put it on the list. Only after they have generated as many ideas as possible should they look back at their list to decide which interpretations seem especially likely.
- 3) Have each group choose one member to serve as recorder (note-taker). Having a single set of notes encourages the group to work together as a team and discuss their ideas. It also forces them to explain their ideas clearly enough that the recorder can write them down.
- 4) Encourage students to consider both nice and nasty interpretations of a situation. It is very easy for these exercises to degenerate into a search for nice ways to interpret potentially nasty encounters, and unless the possibility of both bad and good intentions is considered these exercises will seem divorced from the real world.
- 5) While students discuss, circulate to offer help with language, suggestions for groups that have stalled, and advice on culture. This is also a good opportunity to deal with interpretations which are simply ridiculous, thus sparing students from embarrassment later – and sparing you from the need to publicly shoot down the interpretation in front of the whole class.

Step #3: Reports and large group discussion: This step allows students to see other options they did not think of, and gives them a chance to check their ideas against your perspective.

- 1) First, have groups volunteer suggestions while you note them on the board.

Ask each group to suggest just one idea and then move on quickly to the next group. This keeps things moving and ensures that each group has a chance to contribute.

- Groups should try to add new ideas to the list on the board (so they need to pay attention to what is being said by other groups).
 - After each group has made a contribution, open the floor to anybody who wishes to volunteer additional ideas.
- 2) Then have students look at the list on the board and decide which of the suggested interpretations they think are most likely, and which they think are least likely. (Take care not to indicate your own thoughts at this point in the exercise.)
- 3) Next, go over the suggested interpretations and indicate which you think are most and least likely.
- When your judgment differs from students', take the opportunity to give additional information about the target culture (American culture, Western culture, or whichever foreign culture you are teaching about), explaining relevant cultural points which the students may not be aware of.
 - Try not to make it seem that you are coming in as final judge with the one and only right answer. Point out interpretations which you feel are especially probable, but also give credit to others which are not very likely but possible. (This allows you to affirm more of the ideas students have suggested, and also reminds everyone that the world is a place of great variety in which the improbable sometimes does happen.)
- 4) Finally, ask students which of the relatively likely/reasonable interpretations give the most benefit of the doubt to the foreigner in the situation, and which are least generous.
- You do not need to argue or even imply that students should choose the most generous interpretation, but by asking the question you call to their attention the fact that there is a choice to be made about whether or not to give the benefit of the doubt.

Step #4: Follow-up: Follow up by doing one or more of the Discussion Activities. (See below.)

Step #5: Commenting on students' work: You may wish to collect the

interpretations that students wrote individually at the beginning of the exercise and go over them. This gives you an opportunity to help students improve the clarity with which they express and explain their ideas. It also allows you to comment on how reasonable and likely the ideas they suggest are. (See also “Writing” in “Discussion Activities” below.)

B. Letter to Fran and Fran’s Response

The Letter to Fran exercises are also critical incident exercises. The main difference between these and the Encounter exercises is that they are not entirely open-ended – an “answer” of sorts is provided by Fran’s Response. The interpretation task is also subtly different; in the Letter to Fran exercise, the students’ task is to try to see things from Fran’s perspective and guess how she will view them.

Procedure suggestions

Step #1: Reading the Letter to Fran

- 1) First, have students read the Letter, either as homework or in class. (Because the Letters are fairly short and not too difficult, one option is to have students read them quickly in class to build reading speed.)
- 2) Check students’ comprehension by asking them to quickly summarize the situation in the Letter to you.

Step #2: Answering the Questions

- 1) Once students understand the situation, go to the Questions. If time allows, have them discuss the Questions in pairs or small groups. If time is short, ask them to quickly think about the Questions and come up with one or more answers. Have students write their answers down, and save their answers.
 - It is best to do this in class rather than at home because students are likely to skip this step if it is assigned as homework.
 - Ensuring that students make guesses before they read the Response will help them build active reading skills.
- 2) Close this phase of the activity by asking a few volunteers what they predict Fran’s response will be – but don’t tell them if they are right or wrong.

Step #3: Reading Fran's Response

Have students read Fran's Response in class.

- Have students remind themselves of their answers to the Questions.
- Have students read Fran's Response quickly, checking to see whether or not their guesses were correct.
 - ❖ Over time you can help students build their reading speed and active reading skills by only giving them a limited – and ever decreasing – amount of time in which to read.
 - ❖ Encourage them to read for main ideas, not 100% comprehension of every word. (They can reread the Letter more carefully later.)

Step #4: Discussing Fran's Response

1) Among options for discussing Fran's Response are the following:

- Ask students how accurate their predictions of Fran's Response were. Which parts did they guess correctly? Which parts surprised them?
- Check students' comprehension of the Response.
- Answer questions or comment on the content of Fran's Response.
- Give students a chance to ask about other possible explanations they may have for the situation in the Letter to Fran. (When you tell students how likely you think these additional explanations are, give as much credit to each guess as possible.)

2) Go over the phrases in Using Words Correctly.

- For students at the intermediate and advanced levels, accurate usage of word combinations, especially verb + preposition combinations, tends to be a common problem. To address this problem it is necessary for students to develop the habit of learning word combinations rather than single isolated vocabulary items.
- To check, ask students in class to make sentences using the Using Words Correctly combinations.
- With verb + preposition combinations, make special note of where the object can come. Ex: "to clear (something) up" and "to clear up (something)" are both possible.

Step #5: Follow-up: Follow up by doing one or more of the Discussion

Activities. (See below.)

C. Intercultural Communication

The purpose of these reading passages is to introduce basic concepts of intercultural communication. The concepts in these passages will often be helpful to students when analyzing and discussing critical incident situations (Encounters and Letter to Fran).

Procedure suggestions

Step #1: Reading the passage

- 1) This can either be read in class or assigned as homework.
- 2) Before reading, students should look at the Before You Read questions, not least because this provides a “road map” that should make it easier to read the text.
- 3) Suggest that students read the passage according to the following procedure:
 - First look over the Before You Read questions.
 - Read the passage one time quickly for the main ideas, marking unfamiliar words or questions, but not stopping to look them all up.
 - Check comprehension using the Before You Read questions.
 - Study the Using Words Correctly section.
 - Reread the passage, paying special attention to the word combinations listed in Using Words Correctly, and also noting any questions.

Step #2: Discussing the passage

- 1) In class, discuss any problems students have with the content or language of the Reading. (If your students tend to be reluctant to ask questions, you might require them to each have at least one question prepared in advance.)
- 2) You might also choose to elaborate further on one or more points in the passage, based either on your personal knowledge and experience or additional material from notes in the teacher’s book.

Step #3: Follow-up

- 1) Go over Using Words Correctly.
- 2) If time allows, do one or more of the Discussion Activities. (See below.)

D. Generalizing About Western Culture

One purpose of this passage is to introduce students to a few general characteristics shared by many Western cultures; a second is to help students learn to be careful when making and using broad generalizations.

(For procedure suggestions, see Intercultural Communication Reading above.)

E. Discussion Activities

Various kinds of discussion activities are found throughout each *Encounters* unit, but most fall into several basic types. Suggestions for teaching each kind of discussion activity are presented below.

Small group task: Most of the discussion activities in *Encounters* are small group tasks which give many students an opportunity to practice speaking in situations where they are less likely to feel shy or nervous, and where they have adequate time to explain ideas in some detail.

Procedure:

- 1) Place students in groups of three or four. (This small size gives every student a chance to talk, and also a sense of ownership in the group, so that even students who say little tend to remain engaged by listening and mentally formulating language.)
- 2) Have each group appoint a recorder to write down what the group decides.
- 3) Give groups instructions, including what their task is and how long they have to complete it. It is important that instructions include a clear task so that groups know exactly what they are supposed to do. (Vague instructions such as “Talk about _____” make it harder for groups to get started.) Good examples of tasks include:

- **Make a list** (Ex: Make a list of ten reasons why middle school children should – or shouldn’t – study a foreign language.)
 - **Prepare directions** (Ex: Prepare a list of suggestions on how to choose a good bicycle.)
 - **Decide whether or not** (Ex: Decide whether or not middle school students should be allowed to date.)
 - **Rank/Prioritize** (Ex: In order of importance, rank China’s ten greatest heroes.)
 - **Make a plan** (Ex: Plan the ideal three-day local vacation trip for your English teacher.)
 - **Solve a problem** (Ex: Your foreign teacher is interested in world news but can’t understand TV news programs in China. What suggestions do you have as to how he/she can find out about world news while in China?)
- 4) While groups discuss, wander from group to group, listening in and looking at what they have written. As you look at their lists, help with language difficulties or comment on their ideas.
- 5) To close, have each group briefly report their conclusions as you take notes on the board. It is better to ask each group to report just one comment/idea at a time rather than having one group give a long report while others sit and wait. (If one group reports everything first, the others are often left with not much to say.)

Survey: Surveys involve asking the same few questions several times to different people, so they are a good way for students to repeatedly practice questions and answers in a format which encourages genuine communication. For lower level students, this is one of the easiest formats for relatively free communicative interaction.

Procedure:

- 1) Choose a topic or list of questions. (This activity works better when you are genuinely curious about the results of the survey, and when students are too.)
- 2) Tell students what the purpose/topic of the survey is. Either list the