



高等教育“十一五”规划教材


跨文化学术交流英语

**English for Academic
Communication in Intercultural Context**

王庆奖 黄 瑛 ◎主编

Robert Kemp ◎主审



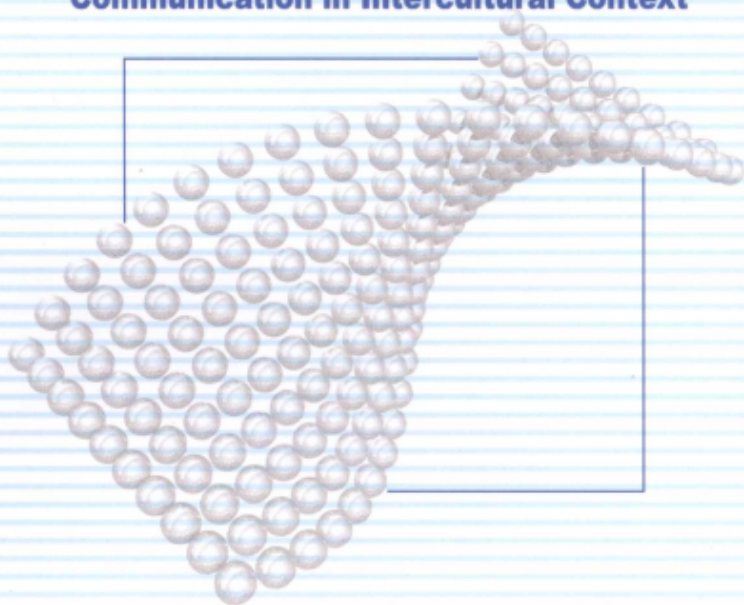
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北 京

内 容 简 介

本书将学术英语交流置于跨文化的语境之中,通过介绍文化和跨文化的基本知识、学术英语写作的基本方法以及国际学术交流的有关知识,旨在帮助学习者确立文化和跨文化意识,重视文化因素对学术英语写作的影响,提高学术英语的写作能力,培养国际学术交流的实际应用能力。

本书包括十个章节和参考书目,主要内容以实用性、实践性和学术性相结合,涉及文化和跨文化的基本概念和常识、学术写作中的文化因素、学术英语写作的基本方法、学术成果出版发表的一般方式及可能出现的法律问题、国际学术活动的组织、参与和体验等方面。

本书的读者对象为是英语专业本科生、研究生,非英语专业研究生以及程度相当的其他英语学习者和使用者。

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前 言

世界各国交往日益密切的全球化是编写本书的基本背景和出发点；英语教材百花齐放、百家争鸣的局面则给本书提供了出版空间。目前英语教材有的只侧重语言技能，有的专门用以提高文化素养，合二为一者寡。这就促成了本书的特色：

文化氛围浓。第一二章主要介绍了文化和跨文化的基本概念与常识，为后面章节提供了理念和背景方面的铺垫，置英语学术于跨文化的语境之中；第三章侧重于将前二章的内容与学术写作衔接起来，意在使学生感受到学术交流中的文化意义。

体现实用性。本书的第四至六章介绍英语学术论文写作技能基本方法、学术成果出版发表的一般方式，为学习本课程的学生所必备；第七章则讨论了学术写作、学术出版过程中可能出现的法律问题，能让学生更好地体会到学术的严肃性，是本书的重要特色。

突出实践性。第八至十章介绍了国际学术活动的组织、参与和体验，旨在使学生感受一般国际学术活动的环境和想象，以便更有效地进行跨文化的学术交流。

强调学术性。在整个编写过程中，编者对跨文化与东西方思维方式等理论进行了罗列和探讨，其中不乏编者的心得体会。这样的写作思路考虑了学生对理论的需求，从更高视角为后续的部分提供理解基础。此外，在行文格式上，本书也力求按照基本的学术规范进行编写，可为学生提供了写作范例。

本书的适用对象主要是英语专业、非英语专业的研究生和英语专业的本科生。这几类群体在他们的学业和未来的职业生涯中或多或少都会涉及到论文写作，也或多或少会有机会参加国际会议，从而体验到跨文化的环境和氛围。当然其他英语爱好者亦不妨选用本书，以便在不时之机为跨文化的学术活动做准备。

本书的设计课时为 36 至 40 学时。在教学过程中，教师既可讲授理论；也可学生自学理论，教师辅导；还可通过练习强化理念。采用案例教学法或任务型教学法使用本书也是不错的选择。在教学中，教师可以根据学生的实际情况决定教学内容的主次等问题。

本书的编写由以下具有多年跨文化以及教学经验的作者完成：刘汉玉（第一章）、黄瑛（第二章）、任朝迎（第三章）、林德福、欧阳敏（第四章）、资谷生（第五章）、覃邦金（第六章）、王庆奖（第七章）、杨亚佳（第八章）、王荣媛（第九章）、万成宾、李静（第十章）。

由于编者水平有限，错误在所难免，真诚希望广大读者对本书提出宝贵意见，以便将来订正。

编 者

2009 年 8 月

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Chapter 1

Concept of Intercultural Communication

Objectives

1. To get some knowledge of the nature of culture;
2. To understand the relationship between culture and communication;
3. To know some concepts of intercultural communication.

Introduction

Nowadays we are living in multicultural societies within a global village, facing frequent and direct cultural contacts. As cultural interflows in the world are irreversible trends, we need more than simply greater factual knowledge of each other, and more specifically, we need to identify one culture from another in the process of intercultural communication. When people of different cultural backgrounds communicate with each other, misunderstanding and conflicts come up. Thus the study of intercultural communication involves the ways and values that people understand one another when they do not share a common cultural experience. The issues of intercultural understanding are embedded in the complex questions as Bennett (2001) proposes: “What kind of communication is needed by people in a pluralistic society to be both culturally diverse and unified in common goals? In what way can people contribute to creating a climate of respect, not just tolerance, for diversity?” The new vision and innovative competencies we bring to this changing world will determine the appropriate answers to those questions.

Intercultural communication is a complex concept that has taken on a wide variety of meanings and interpretations. According to Klyukanov (2005), for example, intercultural communication is a “process that is inherently variable and subject to interpretation”. While individuals and groups bring their unique and special meaning to this term, in the most basic sense, intercultural communication means that some form of culture and some form of communication have interacted in a particular space, time and context. When forms of culture and forms of communication intersect, one can refer to this as intercultural communication. However, it is at the point of intersections that a range of complex issues arise from the intricate link between culture and communication.

1.1 The nature of culture

It is a basic concept that culture is the unique human capacity to categorize experiences by encoding and decoding such classifications symbolically, and by teaching and learning such abstractions of classification from one generation to another. It is usually a process through which an older generation induces and compels a younger generation to reproduce the established lifestyle through enculturation. Consequently, culture is embedded in a person’s total way of life.

1.1.1 Defining culture

Since culture is ambiguous, multidimensional, complex and all-pervasive at an unconscious level, it is difficult to define. As early as the 1950s, about 164 definitions of

culture were listed by some scholars ranging from all-encompassing ones (“it is everything”) to narrower ones (“it is opera, art, etc.”). Later, some other scholars define culture as an “integrated system of learned behavior patterns which are characteristics of the members of a society and which are not the result of biological inheritance”. Some describe culture as a system of shared beliefs, values, customs, behaviors, and artifacts that the members of a society use to cope with their world and with one another. In the intercultural context who does prefer Samovar & Porter’s (2004) definition that culture is the deposit of knowledge, experience, beliefs, values, actions, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and artifacts acquired by a group of people in the course of generations through individual and group striving. Culture, according to the above points, can be summarized as everything, and is the total way of life learned and transmitted that a group of people shares.

This definition draws attention to a number of cultural manifestations at different layers of depth, ranging from inner core basic assumptions and values, through outer core attitudes, beliefs and social conventions, to surface-level behavioral manifestations. This omnipresent quality of culture leads Hall (1976) to conclude, “There is not one aspect of human life that is not touched and altered by culture.” In a very real sense our own culture is very natural to us, and is part of who you are. Therefore culture is a key aspect of human adaptability and success in a society.

1.1.2 Culture and its elements

On the definition of culture we have accepted, there are several elements that together constitute the culture of a particular region or the culture of a particular people. However, we have to mention that all cultures share a common core of elements, which often distinguish one culture from another.

Most scholars contend that cultures may be classified by three large categories of elements: artifacts including items ranging from arrowheads to nuclear bombs, magic charms to antibiotics, torches to electric lights, and chariots to space shuttles; concepts such as beliefs or value systems like right or wrong, God and man, ethics, and the general meaning of life; and behaviors referring to the actual practice of concepts or beliefs. For the particular interest and purpose of intercultural communication, we will look at the following eight elements that all cultures possess.

1.1.2.1 History

History is a kind of chart that guides its member into the future. Like most of the important elements of culture, it gets passed on from generation to generation. As Samovar (2004) puts it, “These stories of the past offer the members of a culture part of their identity while highlighting the culture’s origins, what is deemed important, and what achievements it can be proud of”, all of which help shape their members and their communities. What we have

to keep in mind is each history is unique to particular culture and carries a specific cultural message. Such as the “lessons” of the Spanish conquest of Mexico tell a different tale from the building of the Great Wall of China, or the American Revolution.

1.1.2.2 Language

Language is essentially an important part of the culture. It allows the members of the culture to communicate with one another, to share ideas, feelings and information, and it is one of the chief methods for the transmission of the culture. Whether it be English or Chinese, most words, meanings, grammar and syntax bear the identification marks of a specific culture; thus we can say that “language is the carrier of culture”.

1.1.2.3 Norms

Every society or every civilization has a set of norms which are an inseparable and an important element of the culture. This can include the folkways, mores, taboos and rituals in a culture. It is widely observed that norms have great moral significance such as the norms in folkways which can guide people to behave properly, and societal taboos which may persuade people not to do. Most important norms in a culture apply everywhere and at all times, which move a society smoothly.

1.1.2.4 Values

The social values of a particular civilization are also considered an element of the culture. The values of a culture often refer to learned rules for making choices and for resolving conflicts. Values are broad, abstract concepts which provide guidelines and standards to help determine how people ought to behave in a particular culture. In other words, understanding values is a great help to avoid conflicts, to respect different cultures, and finally to achieve social harmony.

1.1.2.5 Religion and beliefs

The religion and the beliefs of the people in a civilization play an important role in shaping up the culture as well. All cultures possess “a dominant, organized religion with which salient beliefs and activities like rite, rituals and ceremonies can be given meaning and legitimacy”. Because religion is so powerful and pervasive, its impacts can be seen in the entire fabric of a culture from business practice to politics, and from individual behavior to collective activities (Samovar, 2004).

1.1.2.6 Social collectives

Social collectives refer to the social groups, organizations, communities, institutions, classes, and societies which are considered as symbolic social constructions. These units and institutions such as the family, government, schools and communities help the members of the culture organize their lives. These social organizations also establish communication networks and regulate norms for social development and social progress.

1.1.2.7 Status and roles

A status or a social role is *nothing but a position within a group or society*, which gives an overall idea of the social structure and hence is an important element of culture. This can also include *traditional gender-based or age-based roles*, social roles defining the power and distance in a social relationship, and roles in a family, all of which push a society towards harmony.

1.1.2.8 Cultural integration

The notion of cultural integration includes the degree of harmony or integration within the various elements of a culture. This can include elements like *sub-cultures, local cultures* and the difference between historical and cultural traditions.

In short, understanding the above elements will enable us to appreciate the notion that each culture in the world has its unique essence, and these elements often distinguish one culture from another in intercultural communication.

1.1.3 Functions of culture

According to Samovar & Porter, culture is a complex, abstract, and pervasive matrix of social elements that functions as an all-encompassing form or pattern for living by laying out a predictable world in which an individual is firmly oriented. The functions of culture enable us to make sense of our surroundings, dealing with problems or matters that concern us. Triandis (2000) offers a more specific function when referring to culture: “It functions to improve the adaptation of members of the culture to a particular ecology, and includes the knowledge that people need to have in order to function effectively in their social environment (146)” (Samovar, 2004). That is to say, “Culture makes all things easier out of three reasons”. (Samovar, 2004).

Firstly, culture helps facilitate the transition from the womb to this new life by providing meaning to events, objects and people, thus making the world a less mysterious and frightening place. Secondly, culture makes life less confusing and easier because the influence of culture becomes habitual and subconscious just as our breathing and walking. Thirdly, culture tells us in different degrees what we are expected to think, believe in, say, resent, wear, honor, laugh at and fight for in typical life situations.

Being both teacher and textbook, culture teaches a child from the instant of birth formally and informally how to behave, and the child quickly learns how to behave in a manner that is acceptable to the members of the society. Within each culture, therefore, there is no need to expend energy deciding what an event means or how to respond to it. The fact is that people who share a common culture can usually be counted on to behave “correctly” and predictably. Hence, culture reduces the chances of surprise by shielding people from the unknown. As a popular saying goes, “without culture, life would not be possible”. We can't