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新国标应用型本科商务英语系列规划教材

总主编　王立非

跨文化交际实训

（双语）

Intercultural Communication Practice

主　编　刘重霄　刘　丽

对外经济贸易大学出版社
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主编　刘重霄　刘　丽

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Intercultural Communication Practice

刘重霄　刘　丽　**主编**

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出版说明

本系列教材是国家现代教育改革的必然要求。2014 年伊始，国家国务院和相关部门针对现代职业教育改革开展了多次会议，引导普通本科高等学校转型发展，采取试点推动、示范引领等方式，引导一批普通本科高等学校向应用技术类型高等学校转型，重点举办职业教育。

截至 2016 年年底，全国有 300 多所高等院校开设了商务英语本科专业，其中多数院校属于应用型本科院校。《商务英语专业本科教学质量国家标准》也即将颁布。本套教材根据本标准着力打造，适用于全国应用型本科商务英语专业和财经类本科专业学生。

本套教材具有以下特色：

一、吸收二语习得和现代教育的最新理论，体现《商务英语专业本科教学质量国家标准》的最新要求。教材编写上注重提高学生的语言技能，让学生掌握相关的商务知识与实践技能，培养学生的跨文化交际能力、思辨与创新能力，以及自主学习能力。

二、秉承应用型本科教育“优化理论，突出实践”的理念。应用型本科教育注重技术但不能完全抛弃学术，其人才培养是学术性与职业性的有机统一，其基本特征是“本科底蕴+突出应用+专业特长”。体现在教材上，其强调“优化理论，突出实践”，优化理论基础，注重理论与专业技术的相关性，以培养目标与从业要求为依据对基础理论进行优化整合，介绍与专业相关的必要理论，重点强化行业知识的讲解；突出实践方面，强调教材的编排设计，从教学目标到内容的组织、练习题的设计都环环相扣，注重培养学生的职业适应能力，突出实践教学的内涵。

三、贯彻“任务引领、项目导向”的指导思想。本套教材以“任务驱动”为理念，强化了教材的任务驱动效应，突出作业流程的可操作性；以真实企业业务经营为主线贯穿始终，从而保持教材内容前后的一致性和连续性；通过具体任务的设计和实施，使学生能够掌握业务技能。

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前　言 Preface

随着全球范围内不同国家和地区的人们在经济、政治、文化等领域交流的增加和深入，国际跨文化的理论和实践也得到了深入发展。

跨文化交际学，作为一门新兴的交叉学科，日益受到外语教育界的广泛关注。国内越来越多的高等院校，无论是专业英语还是公共英语，都开设了跨文化交际类课程。为了适应跨文化交际教学发展的需要，针对我国普通高校、特别是商务英语专业学生的具体情况和未来职业需求，结合教师多年跨文化教学实践经验，编写了《跨文化交际实训》，旨在通过实训知识介绍和实际案例分析，提高学生的跨文化交际意识和能力。

本教材的特色体现为：以具体的案例及分析培养学生的跨文化交际意识，以适宜的选材及知识介绍增加学生的跨文化知识，以多样性的课内外活动设计增加学生的跨文化情感体验，最终实现跨文化交际能力的有效提升。此外，本教材的部分案例来自于编者或朋友的亲身经历，材料具有较强的真实性和现实性。

从结构安排上，本教材主要包括 7 个单元的内容，涵盖了跨文化的基本理论和必要的知识信息、跨文化交际的实际行为以及跨文化商务实践：Understanding Culture, Communication and Intercultural Communication；Cultural Patterns and Communication；Managing Intercultural Conflicts；Verbal Communication；Nonverbal Communication；Business Customs and Etiquette；Business Negotiation across Cultures。每单元都设有 Focused Study（主要进行基本理论、概念、知识信息介绍，包括文化背景知识、术语解释、词汇、思考题）、Case Study（具体的案例介绍与分析）、Extended Activity（与本单元内容相关的实践活动的延展）、Related Information（本单元知识点或相关理论的扩充）等环节。以上章节安排和内容设置都是基于当前跨文化交际理论研究的成果和编者多年教学实践的积累，必将受到广大师生与学习者的欢迎。

同时，本教材配有练习题参考答案和教学课件资源。

本教材由首都经济贸易大学外国语学院部分骨干教师参与编写。

由于水平有限，若有疏漏与不足之处，敬请广大专家与读者批评指正。

编　者

2018 年 4 月

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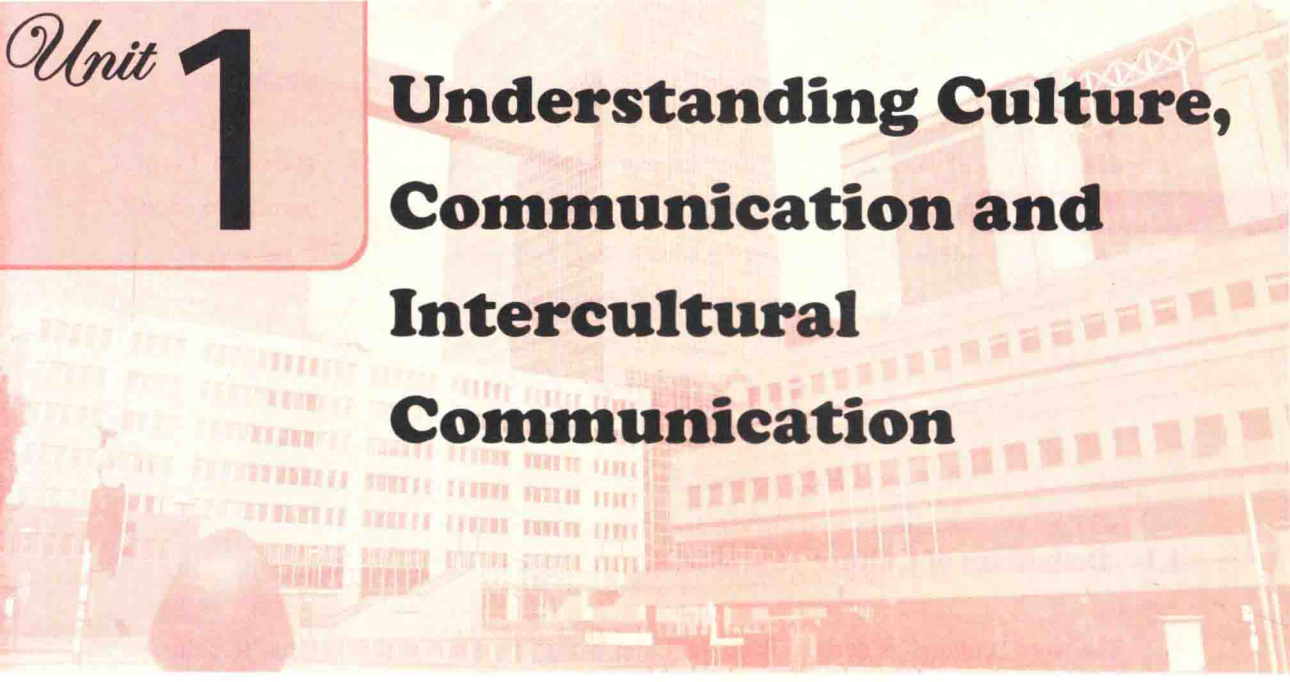
Unit 1

Understanding Culture, Communication and Intercultural Communication



Learning Objectives

After learning this unit, you will be able to:

- ✧ define characteristics of culture and communication;
- ✧ understand the relationship between culture and communication;
- ✧ define and classify the types of intercultural communication.

Warm-up

1. What is culture in your view?
2. How can people from different cultures communicate with each other?
3. What will get on the way when people from different cultures communicate with each other?

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Focused Study

1. Culture 文化

1.1 Definitions of Culture 文化的定义

The word "culture" is derived from the Latin word "*cultura*" which means "to cultivate". Culture follows us anytime and anywhere. Culture lives in the past as well as in the present. Man is born and brought up in a specific cultural environment. Cultures are not uniform and every society has its own unique culture. Cultural elements like customs, traditions, morale, values, and beliefs, are not the same everywhere. Meanwhile, one culture also varies from time to time.

The scope of culture is very inclusive. According to general statistics, there exist hundreds of definitions about culture. Many scholars have defined and understood culture in various ways for many years. There are some famous ones among those definitions. The English anthropologist Edward Tylor was the first one to coin the term "culture" in the eighteenth century. He defined culture in 1871 as:

> *the outward expression of a unifying and consistent vision brought by a particular community to its confrontation with such core issues as the origins of the cosmos, the harsh unpredictability of the natural environment, the nature of society and humankind's place in the order of things (Cohen, 1991).*

Kroeber and Kluckhohn (1952) express their opinion:

> *Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiment in artifacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other as conditioning elements of further action.*

Edward Hall was a pioneer researcher in intercultural communication field. He understood culture as follows:

> *Culture (is) those deep, common, unstated experiences which members of a given culture share, which they communicate without knowing, and which from the backdrop against which all other events are judged (Hall, 1966).*

Bate and Plog propose a descriptive definition:

> *Culture is 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, and that are transmitted from generation to generation through learning.*

This definition includes not only patterns of behavior but also patterns of thought (shared meanings that the members of a society attach to various phenomena, natural and intellectual, including religion and ideologies), artifacts (tools, pottery, houses, machines, works of art), and the culturally transmitted skills and techniques used to make the artifacts (Bates & Flog, 1990).

From the more recent perspective we highlight the definition of Hofstede who stated that, "culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving" (Hofstede, 1997). In this book, we intend to use this definition because it is more comprehensive and inclusive.

Iris Varner and Linda Beamer (2006) think, "culture is the coherent, learned, shared view of a group of people about life's concerns that ranks what is important, furnishes attitudes about what things are appropriate, and dictates behavior".

Spencer-Oatey (2008) writes, "culture is a fuzzy set of basic assumptions and values, orientations to life, belief, policies, procedures and behavioural conventions that are shared by a group of people, and that influence (but do not determine) each member's behaviour and his/her interpretations of the 'meaning' of other people's behaviour".

1.2 Layers of Culture 文化分层

Culture can be manifested at different layers of depth. Trompenaars and Turner suggest a more insightful way of viewing culture. They describe a multi-layered model of culture in which three main areas are identified. The outmost layer of culture includes explicit products of

a culture, which are easily observed and constitute "symbols of a deeper level of culture" (Trompenaars and Turner, 1994). The core encompasses basic assumptions about life and the world, and implicit ways of dealing with all aspects of human existence. The middle layer is made of norms and values, and determines what behaviours are interpreted as right or wrong, good or bad. Getting to know, understand and respect norms and values observed by a different cultural group is a fundamental step towards becoming effective intercultural communicators (Scherer & Walbott, 1994).

A similar view is expressed by Hofstede (1994), who identifies four main layers of culture that is known as "onion diagram" (see Figure 1.1). Hofstede describes the four layers of culture in Figure 1-1 as:

1. Culture symbols

Symbols are the most visible and superficial part of a culture that can be seen by others of the same and differing cultures. Symbols are those objects, words and gestures that mean something and are recognised by those sharing the same culture. Examples of symbols include jargon, hairstyles, Coca-Cola, religious and status symbols. With time old symbols may give way to newer more fashionable symbols. Being superficial they are easily copied by individuals belonging to other cultures.

2. Culture heroes

Culture heroes are those persons, dead, alive, real or imaginary that exhibit characteristics that are well respected within that culture. Heroes range from presidents to comic book characters.

3. Culture rituals

Rituals are those practices that are exercised by members of a culture that are considered socially essential. Examples of rituals include handshaking when meeting someone, religious ceremonies and the way in which business and other meetings are conducted.

4. Culture values

Unlike culture symbols, culture values are not visible to an observer. Hofstede (1994) describes values as a "feeling with an arrow attached to it" such as evil versus good, dirty verse clean, ugly versus beautiful, natural-unnatural. Many values remain unconscious to those who hold them. Therefore they often cannot be discussed, nor can they be directly observed by others. Values can only be inferred from the way people act under different circumstances.

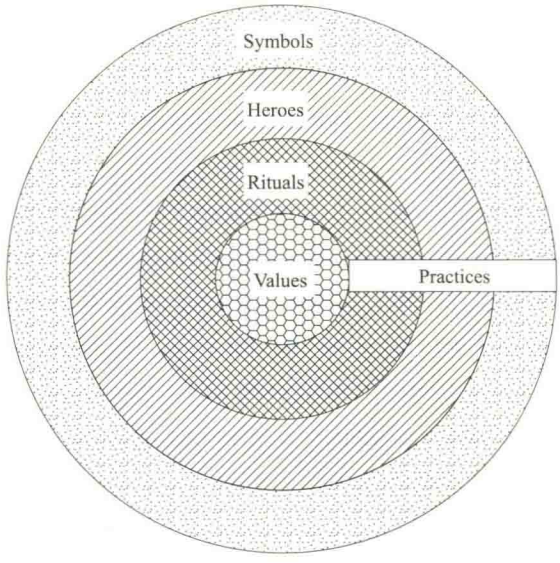

Figure 1-1 Manifestations of Culture at Different Levels of Depth

1.3 Characteristics of Culture 文化的特征

Regardless of various definitions of culture, a number of characteristics of culture have been drawn attention to. We here focus on four important points.

First, culture is learned. We learn culture through enculturation. Enculturation is conscious or unconscious conditioning occurring within that process where by the individual, as child and adult, achieves competence in a particular culture (Hoebel & Frost, 1976). Therefore, we learn culture consciously or unconsciously. From infancy, members of a culture learn their patterns of behavior and ways of thinking until most of them become internalized and habitual. Interaction, observation and imitation are main ways for us to enculturate ourselves to one particular culture.

Second, culture is transmitted across generations. Culture is left from those who lived before us and handed to us. Cultural components like values, beliefs and traditions can be transferred across generations in the form of symbols. Besides, art, music and dance are all parts of culture that are also transmitted across generations. The past has shaped our present and is going to influence our future. The future generations learn to adopt the culture passed down from their forefathers.

Third, culture is based on symbols. The way we see the world is based on symbols and the meaning behind those symbols. The symbols any culture employs take a variety of forms. Cultures can use the spoken word as a symbol and tell people about the importance of freedom.

They can use the written word as a symbol and let others read about such as the War of Independence. They can use nonverbal actions, such as shaking hands or bowing, as symbols to greet another. They can use flags as symbols to claim territory or demonstrate loyalty (Samovar, Porter and Stefani, 2000).

Fourth, culture is dynamic. There is no one culture that can remain in the permanent state. Culture is subject to a slow and gradual change. Culture influences human, but human activities also influence culture. Culture responds to the changing conditions of the world, such as new ideas and new techniques that are changing the old ways. Globalization leads to a mixing of different cultures. When people from different parts of the world come together, they influence each other and certainly each other's cultures. Some parts of culture may evolve into new ones and some may be discontinued over time.

Key Terms

1. Culture 文化

很多学者曾表达过自己对文化的理解，因此对文化的定义颇多，其中不乏较为宽泛的阐释，也不乏较为狭窄的阐释。荷兰著名文化学者霍夫斯塔德对文化的定义较为全面，更具有包容性，因此本书采用了他的观点，即“文化指的是在世世代代社会中的一个群体，通过个人和群体的努力，对知识、经验、信仰、价值观念、态度、意义、等级、宗教、时间观念、角色、空间关系、宇宙观、实物与物质财富的累积存储。”这一文化定义既涵盖了精神领域，也涵盖了物质领域。

2. Layers of culture 文化分层

根据文化中各个组成元素的显见程度，我们可以把文化分成几个深浅程度不同的层次，如同洋葱一般。因此，文化分层模型通常被称为“洋葱模型”。琼潘纳斯和特纳把文化分为外层、中间层和核心层三层。文化的外层是指不同文化的外在表现。文化的中层是指社会道德行为标准和价值观念。文化的核心是指不同文化有不同解决问题的方式。霍夫斯塔德的“文化洋葱模型”把文化分为象征物、英雄、礼仪和价值观四层。象征物指的是文化中最容易看到的表层部分，如语言和发型。英雄指文化中人们所尊崇的人物性格，上至总统，下至喜剧书中的人物性格。文化礼仪指某一文化群体的行为惯例，被认为是社会的根本。文化价值观不易被察觉，是一种“附着于箭的感觉”，是人们理解和秉持真善美的观念。

3. Characteristics of culture 文化的特征

文化的主要特征包括以下四点：一、文化是可以学习的；二、文化是可以传承的；三、文化是以符号为基础的；四、文化是动态发展的。

Glossary

cultivate	*v.* 耕作，种植；教养，栽培
inclusive	*adj.* 包括的，包罗广泛的
anthropologist	*n.* 人类学家
consistent	*adj.* 一致的，连续的；不矛盾的；坚持的
cosmos	*n.* 宇宙
unpredictability	*n.* 不可预测性
explicit	*adj.* 明确的；清楚的；直言的
implicit	*adj.* 不言明的，含蓄的；无疑问的，绝对的；内含的
transmit	*v.* 传送，传递；传输；发射
distinctive	*adj.* 独特；有特色的，与众不同的；区别的
embodiment	*n.* 体现；化身；具体化
artifact	*n.* 人工制品，手工艺品，加工品
backdrop	*n.* 背景
cumulative	*adj.* 累积的；渐增的；追加的
spatial	*adj.* 空间的；存在于空间的；受空间条件限制的
fuzzy	*adj.* 模糊的；绒毛般的；含糊不清的
encompass	*n.* 围绕，包围
jargon	*n.* 行话；行业术语；黑话
enculturation	*n.* 对某种文化的适应；濡化
internalize	*v.* 使内化；使藏在心底
dynamic	*adj.* 动态的；动力的；充满活力的；不断变化的

Comprehension Questions

1. How do scholars elaborate on culture?
2. What are the elements of each layer of culture?
3. What are the major characteristics of culture?

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