



跨文化交际导论

GATEWAY TO INTERCULTURAL COMMUNICATION

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哈尔滨工业大学出版社

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COMMUNICATION

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内 容 提 要

本书为高等院校英语、非英语专业本科生及研究生提高跨文化交际水平而编写,也可作为具有相当英语水平的各行业人士、从事跨文化交际的工作者的参考用书。

主要包括:跨文化交际研究发展概况;跨文化交际的重要概念及观点;跨文化交际实践;世界观、价值观的跨文化差异及其对交际的影响;跨文化交际与外语学习;语言交际与非语言交际;交际障碍的克服与交际能力的提高等。

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序

很高兴有机会成为《跨文化交际导论》的第一位读者。本书的出版显然是跨文化交际领域及外语教育界令人振奋的一件事情。

近年来，跨文化交际的研究与实践方兴未艾，成果令人瞩目。更为可喜的是，这一领域涌现出一批新人正在努力使跨文化交际的理论内容不断丰富，研究框架更加多样，实践愈发深入，视野日益宽泛。

作为一部颇具特色的跨文化交际实践范本，该书立足中国学生实际，重点培养中国英语学习者的跨文化交际能力。从文化的视角、从理性的高度追本溯源。全方位、多角度的文化对比，有利于学生清晰审视各民族文化的差异，在交际中注意克服母语文化的干扰，增加交流的灵活性和有效性；同时，该书有意识地提高学生对本民族文化的再认识，增强对自身文化的认同感，从而既了解异国文化进行有效交际又始终保持自己的文化身份。这一点是十分可贵的，也是易被一些学者和外语教师所忽视的。

本书的另一大特色是形式新颖多变，内容设计始终以学生为中心。大量真实案例和轶闻趣事使学生有机会亲历交际过程，在深入体验多姿多彩的文化世界的同时，促进外语学习。

我们正处于一个历史性的转折点，面临时空紧缩、全球化进程加速的挑战。相信本书可以帮助推进跨文化交际方面的工作，并在很大程度上缩小和克服文化差异所造成的距离。

贾玉新

2004 年春

前 言

英语已成为当今地球村的国际通用语,在全球拥有最广泛的学习者和使用者,而英语教学理应成为跨文化教育最重要和最直接的手段。我们希望通过努力,为中国的英语学习者,包括高等院校英语专业的本科生、非英语专业的本科生和研究生,以及具有相当英语水平的各行业人士提供一本了解跨文化交际、学习跨文化交流的指南。

本书编写的基本原则是兼顾理论性和实践性,突出指导性和可操作性。在结构上包括内容讲解和学习活动两大部分。这两部分相辅相成。每一章由情景和相关问题导入主题讲解,其后是配合该部分教学内容的课堂活动和与之相关并且结合学生文化背景的讨论题。在内容讲解和学习活动中大量加入了有关中国语言文化的成分。案例分析的设计主要是培养学生运用所学知识分析问题和解决问题的能力。为了扩展学生对跨文化交际研究的了解,引发更多的思考,补充正文讲解的不足,每章还添加了补充阅读材料。关键词的编排则旨在加强学生对基本概念的理解和掌握。

本书内容包括五大部分,共十九章。

第一部分为跨文化交际基础篇。主要介绍了跨文化交际研究在国内外的概况,如何理解交际与文化的概念、特点及其相互关系。

第二部分是跨文化交际的核心篇。重点讨论文化如何影响人们对世界的认识和感知,特别是世界观和价值观如何因文化而异,并影响着人们的日常行为和人际关系。

第三部分为言语交际篇。主要阐述文化因素对言语交际行为的影响,介绍中西方人对言语交际功能的不同认识和在对交际中环境因素的依赖程度,较为详细地从词汇、语句、篇章和语用等不同层面上说明中英语言存在的差异,探讨中国学生英语学习中与英语口语、笔语交流中的语言迁移问题。

第四部分是非言语交际篇。以非言语交际行为的跨文化差异为主题,讨论体态语、时间和空间语言的交际功能,以及这些交际功能在不同文化环境中的不同体现。

最后一部分为跨文化交际提高篇。重点讨论如何克服跨文化交际中的障碍,培养跨文化交际能力和跨文化交际研究对人自身发展的重要意义。

作为哈尔滨工业大学重点建设教材项目的研究成果,本书以宋莉为项目的总设计和总负责人,基本结构和内容以其编写的跨文化交际课程讲义为基础,通过参编

人员共同努力完成。傅利主要负责全书内容和形式的审查与架构,并参编第一章至第三章,第八章至第十一章由刘立达编写,第十二章至第十六章由刘秀杰编写,第十七章和第十九章主要由贾雪睿编写。来自澳大利亚的 Julia Mickler 女士为保证语言的流畅得体,内容的客观真实,费时对书稿进行了细致的审阅,提出了中肯的建议。

在编写过程中参考了一些国内外出版的书刊,补充阅读材料部分节选了某些文章或出版物的片段,由于无法与这些作者一一取得联系,只有在书中对所选用的材料来源做以详细说明。在此书出版之际,我们谨向诸位作者表示由衷的敬意和感谢。

希望对跨文化交际领域的初探,能为各界师友提供稍许借鉴。也欢迎读者对谬误之处给予指正!

编 者

2004 年 4 月于

哈尔滨工业大学

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Part I

ABCs OF INTERCULTURAL COMMUNICATION

Learning objectives

By the end of this part you should be able to understand and explain:

- ▶ Intercultural communication as human activity and as a field of study
- ▶ Basic concepts of communication and culture
- ▶ Important features of communication and culture
- ▶ Relationships between culture and communication
- ▶ Basic terms and conceptions used in the study of intercultural communication

Chapter 1 Introduction to Intercultural Communication



Phil is my foreign teacher. He is very nice and friendly to me and he often asks us to have free talk in his apartment. One day, I decided to give Phil a gift to express my appreciation of his help in my oral English. I called him but the line was busy. So I went to Phil's apartment directly. He opened the door looking surprised, but didn't let me in. I stood in the corridor and said a few words of thanks, and gave my gift to him and left quietly with great disappointment and puzzlement. How could he be so cold to me? All my gratitude and fondness of Phil seemed to have gone ...



I could never forget my experience of an oral exam with our American teacher Mary. After reading the passage I chose on the spot and answered her questions about the reading material and I asked her how I did in the exam. She said I had done a very good job and my oral English was quite good. I left the examination room happily. But to my great astonishment, I wasn't given a high score for what her praise of me. I felt kind of being tricked and couldn't understand why Mary appeared to be so hypocritical. Similar things happened to my classmates, too.

Stories told by students

Dear reader, have you ever had such an experience as the above two students? What do you think causes their trouble? Is it because their English was not good enough? Do you agree that Phil was cold to the student and Mary was hypocritical? How can we avoid such unhappy moments? Do you have any stories to tell about your contact with foreign teachers or foreign friends?

Now please read the descriptions in chart below and see what they have in common:

◆ A Japanese girl married an Australian engineer and brought him to her parents in Tokyo.

◆ A class of 25 overseas students from Asia, Europe, North America and Africa are learning Chinese as a foreign language in a provincial university in China.

◆ A business investor from Hong Kong is working on a new project with his partners from mainland China.

◆ A female Malaysian professor of history is attending an international conference on globalization and human progress in Hawaii.

◆ A Tanzanian young man stays with an African American family while working on an MA in Boston University.

◆ Six new male students: one from Shanghai, two from Shandong, two from Heilongjiang and one from Yunan; they share the same room on the campus at a university in Beijing.

What have you found out about these instances? Yes, they all involve people from different cultural backgrounds. Then what difference will this fact make to the people in each situation? What can you predict about their interaction? Will you have any chance of coming into contact with people from other cultures? How do you prepare yourself for such opportunities? And...

There are many more questions to ask about communications between people from different cultural backgrounds. This book attempts to offer some of the answers and more importantly it is designed to help you find the answers on your own. It is an exploration of other people and other cultures, the language they use and the way they live. At the same time you can get a discovery of new things about yourself in this journey. We sincerely hope you enjoy such a voyage.

① Warm-up questions

1. Does a good knowledge of English grammar guarantee proper use of the language? Why?
2. What changes have taken place to interpersonal communication with the development of science and technology? (Think about the invention of modern means of communication and transportation)
3. How has China changed since the adoption of the opening up policy?

What changes do the ordinary Chinese have to come into contact with people from other cultures?

4. Do you have any intercultural experience yourself? What about other people you know?

Intercultural Communication as a Human Activity

The history of communication between people of different cultural backgrounds is almost as long as human history itself. The mergence and conflicts between the primitive nomadic tribes, the visits of sailors to alien lands, the bargains of merchants along the "silk road" during the Tang Dynasty in China, the immigration of thousands upon thousands of "gold-diggers" to North America, they are all examples of intercultural communication, not to say the ever-heated interaction of high officials at the United Nations since the establishment of the organization and the ever-growing wave of tourists into all corners of the world. Indeed, intercultural communication as a human activity has existed for centuries. Today, the development in science and technology, especially the advancement in transportation (ships, transcontinental railroads, automobiles and airplanes) and telecommunication (newspapers, telegraphs, telephones, televisions and the Internet) has literally shrunk the world into a "global village", where people of different colors and languages can easily transcend the limits of time and space and get in touch with one another. It is through such increasing waves of intercultural contact that mankind has created our diverse yet prosperous world.

Intercultural Communication as a Field of Study

The removal of physical and even temporal barriers, however, cannot guarantee successful communication between people of different cultures. Communication can bring people together, but culture may keep them apart. Scientific and technological progress not only brings the global villagers into constant contact with one another, but also creates more opportunities for conflicts among them. Even within one and the same country, e.g. the United States, understanding between different racial and ethic groups is no easy job. Out of the need to smooth communication between different cultural groups and to solve conflicts between them as well as the desire to promote better understanding of people of different cultural groups, a new field of

study-the study of intercultural communication-came into being. This new field of study originated in the United States in the late 1950s when anthropologists made studies of the native Indians and the problems U.S. diplomats at the Foreign Institute Service had with people from other cultures. The study of intercultural communication gained acceptance through training and testing practice in the 1960s and 1970s, formed its basic framework in the late 1970s and has made great achievements in theory and practice ever since the 1980s both inside and outside the U.S. (Hart 1996). The subjects of study on intercultural communication are various and the research is made at different levels. But the chief concern of this discipline is how culture and communication influence one another in the process of intercultural communication and how we can predict and solve the problems that arise therein. Today, intercultural communication as a field of study is widely acknowledged and extensively researched in all parts of the world. This new field of study has proved of value to diplomats, politicians, businessmen, tourists, overseas students, immigrants and whoever may come into contact with people of different cultural groups.

Intercultural Communication Study in China

Intercultural communication study was first introduced into China in the 1980s by some English teachers and has made remarkable progress over the years. The main reason for the university English teachers' enthusiasm in the study of intercultural communication is the shift from traditional methodology to the communicative approach in EFL in China in the late 1970s and early 1980s. The EFL circle at that time realized the weakness of the traditional grammar-based teaching and tried to adopt the then prevalent communicative approach in the classroom. It was commonly agreed among English teachers that the goal of EFL was to develop the students' communicative competence in using the target language, the learning of a foreign language was believed to be the learning of a foreign culture. The communicative functions of everyday English and the knowledge of cultural backgrounds were listed as teaching items in the national syllabus (Hu & Gao 1997). The introduction of intercultural communication study was just in time to satisfy the need for theoretical guidance for the research and teaching practice under the communicative approach because intercultural communication best

illustrates the interaction among language, communication and culture. Up to now, quite a number of universities have developed courses of intercultural communication for both graduates and undergraduates majored in English, communication or international relations, some even offered the courses to non-English majors. China has now successfully organized five international conferences on intercultural communication since 1995 when China Association of International Communication was set up in the city of Harbin. Chinese scholars' study has grown from academic interest to theoretical research and practical implementation. Publications on intercultural communication by Chinese as well as foreign scholars are no longer difficult to come by. More recently, intercultural studies have been applied to other fields. Intercultural training and consultation is now gaining popularity in more developed cities like Shanghai, Beijing, and Shenzhen.

With the arrival of 21st century, the relevance of intercultural communication studies to ELT in China is becoming more important. The newly issued *Requirements for College English Teaching in China* at the China Foreign Languages Online listed intercultural communication as important content in the syllabus. The same has been written into the English Teaching Syllabus for English Majors in 2000 by the National Foreign Language Teaching Advisory Board. A booming of teaching materials and course work along side with more in-depth research into intercultural communication can be expected in the near future.

Some Terminologies about Intercultural Communication

Intercultural communication has been the interest of scholars in many different fields and various terms have been used in the research literature to refer to this discipline. The most commonly used terms are **intercultural communication**, **cross-cultural communication** and **international communication**. These seemingly confusing terms actually all concern the study of problems caused by the impact of culture and communication, but from a different standpoint. Intercultural communication involves communication between people from different cultural backgrounds. Cross-cultural communication is usually concerned with the contrastive study of patterns of communication between speakers from two cultures.

The typical approach of research is a comparison of cultural behavior or communicative patterns among people from the same culture with interactions between people from another culture. While intercultural communication involves interactions among people from different cultural backgrounds in more general terms, cross-cultural communication involves a comparison of interactions among people from two cultures on an aspect of specific interest. The term International communication refers to communication between people from different nations. Since nations are political entities, this term is most often used in discussing international problems in the political arena and not commonly adopted in cultural studies. It is communication between nations and government rather than between individuals.

Other terms related to intercultural communication studies are **interethnic communication** and **interracial communication**.

Interracial Communication is communication between members of different races (which pertains to physical characteristic). Interracial communication may or may not be intercultural. Interethnic Communication is communication between members of the same race but different ethnic backgrounds.

Intercultural communication is the most general and widely used term. It includes all forms of communication between members of racial, ethnic or other cultural groups. A more comprehensive definition is offered by Lustig and Koester: "Intercultural communication is a symbolic, interpretive, transactional, contextual process in which the degree of difference between people is large and important enough to create dissimilar interpretations and expectations about what are regarded as competent behaviors that should be used to create shared meanings" (Lustig & Koester 1993). According to this definition, there is a degree or continuum of interculturalness in a given instance of communication. Different terms may be applied according to the view point of the user and the degree of interculturalness involved in each case.

Objectives of This Book

This book aims at leading students (mainly EFL learners at undergraduate level) to a general understanding of the complexities of intercultural communication and providing them with a cultural perspective in dealing with the common problems in

intercultural communication. We hope with the help of this book the learners will:

- (1) come to see how culture influences our interaction with people of different cultural groups;
- (2) increase their cross-cultural awareness;
- (3) learn to predict and solve possible problems in intercultural communication;
- (4) overcome cultural barriers in EFL learning and teaching;
- (5) better understand and appreciate the Chinese people, Chinese language and Chinese culture.

In other words, we wish to help the learners develop their intercultural communicative competence by bringing them to the various facets of the communication process from an intercultural perspective.



Class activities

1. Tell stories of intercultural communication from your own/your friend's experience or observation.

2. Interview one of the following people about their interaction with the local people and report to the class what you find out or what lesson you can learn from the story or interview:

- ✧ your foreign teacher
- ✧ your foreign friend
- ✧ a friend who comes from a different place in the country
- ✧ someone who has returned from abroad
- ✧ someone of different ethnic groups from you

3. Please insert the phrase "intercultural communication" or "cross-cultural communication" into a search engine on the internet and report to your class what you can find out about the studies of intercultural communication.



Warm-up questions

1. In what sense is the world a global village? What makes it possible?
2. Do you agree that communication has become easier in a world that has really shrunk into a global village?
3. Why should EFL learners learn the culture(s) of the English speaking countries? Should they learn about cultures in non-English speaking

countries as well? Why?

4. Have you ever had any difficulty talking with your foreign teacher or friends? Was the difficulty a result of linguistic incompetence?

9 Case study

Shang Rongguang went to study in the United States in 1984 and spent two years there before he returned to Beijing. This is what he wrote about his experience during a Christmas vacation with the Finkbiners:

Like us Chinese, the Americans are hospitable. But they show their hospitality in a totally different way. For example, when a Chinese family has a house guest, especially a close relative or a friend from far away, like a foreigner, the guest automatically becomes the focus of the whole family's attention. The hosts treat their guest with the best food they can afford and tailor the family menu to their guest's taste. Sometimes either the host or hostess asks for leave from work to take their guest sightseeing.

Americans, however, welcome their guests by taking them in as one of themselves, part of the family, without giving them any special attention. Westerners may feel at home with this, but the Orientals are not used to it and may misinterpret it as neglect.

A Thai girl once complained to me that her Christmas vacation in Washington D.C. was not interesting and that she would never again choose a host family for a vacation.

"What happened?" I asked.

"Nothing. I just think I was probably not welcome."

"But how?"

"They didn't care much about me. When I said I would like to go to some museum, they said OK, you go ahead. And they did whatever they'd planned, and paid no attention to my existence."

One example she gave was that when the whole family was going skating and she went with them out of politeness. "I never did ice skating in Thailand, and I don't like it. As a visitor and a foreign student, I'd like to see more of the city." She said. Her hosts, though kind, probably never thought about this aspect of the Oriental psyche. They might even have been surprised to learn that the Thai girl didn't want to go skating with them. "Why