

高等学校英语专业系列教材
Textbook Series for Postgraduate English Majors

STEM

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跨文化交际

(第4版)

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Bridge Between Minds: Intercultural Communication

主编 王 蓉 张爱琳



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内容提要

本书共 8 章,主题涉及文化和交际的内涵、跨文化交际的定义、文化的隐藏核心、语言交际、非语言交际、人际关系、社交习俗、跨文化交际能力提升。本书附录部分为学习者提供了相关阅读书目,供学习者进一步拓展学习。全书以篇章结构为纲,以“案例”解读为引导,兼顾理论系统、实际需要与学习的生动有趣,在培养学习者的跨文化交际能力的同时,提升学习者独立思考和批判性思维的能力。

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总 序

进入 21 世纪,高等教育呈现快速扩展的趋势。我国高等教育从外延式发展过渡到内涵式发展后,“质量”已成为教育改革与发展的关键词。由国务院颁布的《国家中长期教育改革和规划纲要(2010—2020)》(以下简称《纲要》)明确要求狠抓本科教育人才培养存在的主要问题,厘清高等教育人才培养目标、理念、社会需求,制订本科教学培养模式、教学内容和方法、质量保障与评估机制,切实提高人才培养的质量。我国英语专业在过去的数十年中经过几代人的努力,取得了显著的成绩和长足的发展。特别是近年来随着经济社会的快速发展和对外交流活动的增多,“一带一路”倡议的提出和“讲好中国故事”的需要,英语专业的学科地位也随之大大提升,其规模目前发展得十分庞大。英语专业虽然经历了一个“跨越式”“超常规”的发展历程,但规模化发展带来的培养质量下滑、专业建设和人才需求出现矛盾、毕业生就业面临巨大挑战等严峻的现实表明,英语专业的教育、教学与育人又到了一个不得不改的关键时刻。

《纲要》在强调狠抓培养质量的同时,也提出了培养“具有国际视野、通晓国际规则、能参与国际事务和国际竞争”人才战略方针。基于这样的战略需求,外语专业教学指导委员会明确提出了人才“多元培养,分类卓越”的理念。基于这样的理念,即将颁布的《英语专业本科教学质量国家标准》(以下简称《国标》)对英语专业本科的现有课程设置提出新的改革思路:英语专业课程体系包括公共课程、专业核心课程、专业方向课程、实践环节和毕业论文(设计)五个部分;逐步压缩英语技能课程,用“内容依托式”课程替代传统的英语技能课程,系统建设语言学、文学、文化、国别研究等方面的专业课程。

自 2001 年开始,在重庆大学出版社的大力支持下,我们成立了由华中、华南、西南和西北以及东北地区的知名专家、学者和教学一线教师组成的《求知高等学校英语专业系列教材》编写组,以《高等学校英语专业英语教学大纲》为依据,将社会的需求与培养外语人才的全面发展紧密结合,注重英语作为一个专业的学科系统性和科学性,注重英语教学和习得的方法与规律,培养学生能力和育人并举,突出特色和系列教材的内在逻辑关系,反映了当时教学改革的新理念并具有前瞻性,建立了与英语专业课程配套的新教材体系。《求知高等学校英语专业系列教材》经历了 10 余年教学实践的锤炼,通过不断的修订来契合教学的发展变化,在教材的整体性和开放性、学生基本技能和实际应用能力的培养、学生的人文素质和跨文化意识的培养这三方面上有所突破。通过这套系列教材的开发建设工作,我们一直在探讨新的教学理念、模式,探索英语专业人才培养的新路子。今天,我们以《国标》为依据,回顾我们过去十多年来在教学改革上所做的努力,我们欣慰地看到我们的方向是契合英语专业学科定位和发展的。随着《国标》指导思想的明确,为了适应英语专业学科课程设置的进一步调整,我们对《求知高等学校英语专业系列教材》进行了最新一轮的建设工作。

全新的系列教材力求在以下方面有所创新:

第一,围绕听、说、读、写、译五种能力的培养来构建教材体系。在教材内容的总体设置上,颠覆以往“以课程定教材”的观念,不再让教材受制于刻板的课程设置体系,而是引入 Program 理念,根据《国标》中对学生的能力要求,针对某方面的具体能力编写对应的系列教材。读写和听说系列不再按照难度区分混合编排题材,而是依据文体或专业性质的自然划分,分门别类地专册呈现,便于教师在教学中根据实际需要搭配组合使用。例如,阅读教材分为小说类、散文类、新闻类等;口语教材分为基本表述、演讲、辩论等专题成册。

第二,将五种能力的提升融入人文素养的综合提升之中。坚持英语专业教育的人文本位,强调文化熏陶。在跨学科新专业不断涌现的背景下,盲目追求为每种新专业都专门编写一套教材,费时费力。最佳的做法是坚持英语专业核心教材的人文性,培养学生优秀的语言文化素养,并在此基础上依照专业要求填补相关知识上的空缺,形成新的教材配比模式和体系。

第三,以“3E”作为衡量教材质量的标准。教材的编写上,体现 Engaging, Enabling, Enlightening 的“3E”功能,强调教材的人文性与语言文化综合能力的培养,淡化技能解说。

第四,加入“微课”“翻转课堂”等元素,便于课堂互动的开展。创新板块、活动的设计,相对减少灌输式的 lecture,增加学生参与的 seminar。

我们希望通过这套系列教材的全新修订和建设,落实《国标》精神,继续推动高等学校英语专业教学改革,为提高英语专业人才的培养质量探索新的实践方法,为英语专业的学生拓展求知的新空间。

《求知高等学校英语专业系列教材》编委会
2017年6月

前言

《跨文化交际》于2011年的第3版由重庆大学出版社修订再版发行以来,承蒙各地使用者的厚爱,已告售罄。在2017年出版社征求再版意见时,我们即认为应对其进行修改,主要基于以下三个方面的考虑:其一,几位作者通过自己以及同行的充分教学实践和学习研究,获得了新的体验和启示,同时也得到一些使用该教材的兄弟院校的积极反馈,故希望对该书进一步充实完善;其二,跨文化交际学科近几年的研究又有长足的进展,其研究成果理应在该教材中及时得到反应和体现;其三,随着全球化的推进,人们的跨文化交际实践不断丰富,无论是商务交往,企业的跨文化管理还是技术传播,都增添了不少新鲜生动的事例。如将之应用于教材,肯定有助于增强教材的趣味性、实用性和时代感。唯其如此,方能更好地适应社会和科学的发展,更好地满足使用者的需要。

本书旨在帮助21世纪的英语学习者在国际交往日益频繁的今天,进一步增强文化意识和跨文化意识,发展跨文化交际能力,以便在已成为“地球村落”的世界上,在与他人的交往中能如鱼得水、应付自如。修订仍在原书的基本框架内进行,学习方式仍以任务型的案例分析法为主,注重学生的学习主动性、参与性,师生和生生之间的互动性,以及教材与使用者之间的友好性。修订的重点涉及:1.对内容做了较大幅度的增添、拓展和深化,特别补充了一些新的理论研究发现,以使本书更加充实完整,让使用者有更大的选择自由。无论是课程设计还是课堂安排,教师均可针对不同能力的语言学习者灵活地组织教学。2.将原来整体置于章末的参考答案解说部分,分别调整到每个Activity之后以方便对照查阅,节省来回翻看的时间,减少麻烦。3.每一章后编写了两类练习。第一类为问答题,通过思考和回答问题帮助学习者复习巩固本章所学内容。此次修订对部分问题进行了删减和修改,拓展了问题的思维深度和知识宽度,从而使学生的学习维度从课堂延伸到课外,充分挖掘了教材的内容,为学生进一步的案例分析讨论奠定了基础。第二类为案例分析题,通过对具体生动真实的事例进行分析和讨论,加深对文化的认识,增强跨文化敏感性和实际交际能力,同时激活思维,培养发现、分析和解决问题的能力,提高英语语言表达能力。此次修订,在案例中增添了许多目前在跨文化交往中比较频繁出现的交际案例,案例所涉及的背景更具有国际化的特点,其时代性和实用性特点鲜明。案例的分析和讨论不仅提升了学生的跨文化交际能力,而且提高了学生的思辨能力。4.附录中推荐阅读书目有少量增加,以方便教师和有兴趣的

同学拓展阅读。

本书的编写参阅了大量的文献资料,详见参考文献部分。在此谨对各位作者致以衷心的感谢。此次修订工作得到了很多人士的关心、支持和帮助。本书的主编张爱琳教授对本书的再次修订提出了非常中肯的意见。重庆大学出版社外语分社对本书的修订、出版付出了辛勤的劳动。重庆邮电大学外国语学院的部分教师也对本书的修订提出了建设性的意见和建议。借此机会一并对他们表示最诚挚的谢意。

此次修订是对原书的改进和提高,但由于编者学识和水平有限,书中定有疏漏和错误,热切希望使用者提出批评建议,以便不断改进。

编 者

2017 年 12 月

Introduction

Many consultants, distinguished authors and textbooks talk about the need to understand other cultures because of the fact that we live in a global village. From last century's challenge of Jules Verne's *Around the World in 80 Days*, astronauts can now make the trip in under 80 minutes, while the Internet user takes a mere 8 seconds. The media has given us a taste for other countries, and the cost of modern air travel is within the budget of many Western people so we are travelling overseas more regularly than ever before. Holiday travel, business trips, family reunions and overseas conferences to other parts of the world are now commonplace events for professionals and ordinary people alike, with the big trip overseas, a rite de passage for many young people. The closeness of South-East Asia means that Indonesia, Thailand, Hong Kong of China, Singapore, Vietnam and Malaysia are favourite destinations for many westerners. Trades between countries are more frequent and in much larger quantities. Through all kinds of social media and advanced communication tools, such as the mobile devices and palm devices, we are increasingly linked across the globe and this has enabled us to connect with people on the other side of the world as quickly as it takes us to contact and converse with those who inhabit our neighborhood physical space. We can no longer remain detached and isolated from global issues, tensions and conflicts. The 2014 World Cup in Brazil stimulated fans all over the world. The fluctuation of the oil price is felt everywhere. The 2016 Olympic Games in Rio de Janeiro attracted sports lovers in countries all over the world. The military conflicts in the Middle East concern all peace-loving people everywhere on the earth. The list is endless. What naturally follows is that contact between nations has become more frequent, more numerous and more significant than ever before. We need to understand each others' cultures because we are increasingly visiting other cultures and interacting with them.

How do we manage this change process? How do we deal with the ever increasing intercultural contact? A good knowledge of a foreign language, mainly English—the most widely

used language in the world today—is of course indispensable. But language alone does not ensure successful communication, especially communication. Let's look at some of the communication cases between people from Chinese and English cultures:

1. One cold winter day in a Chinese city, Wang Lin on his way to the library met an American professor who knew very little about China. After greeting him, Wang said: "It's rather cold. You'd better put on more clothes." but the professor didn't appear happy on hearing this. Why?

2. You are the only Chinese among some Americans. One of them is telling a joke. You feel good because you understand every word. All of a sudden, everyone is laughing. Everyone except you. Why?

3. There has been a very famous brand of battery in China: White Elephant. Suppose this product is to be exported to the UK or the USA, it's very likely to fail without changing its brand name. Why?

In each of the above situations there is something "wrong." But this "something" has nothing to do with the language, which is acceptable. The problem lies in the culture in which the language is used. In the first case, for instance, Americans (and many Westerners too) don't like to be told what to do as they tend to be independent; while Chinese are in the habit of showing and accepting concerns. The second case tells us that sometimes connotations (the implied meanings) of words are keys to our understanding. In the third case, a white elephant, which arouses beautiful associations in the minds of Chinese, stands for something big, probably expensive but useless in the English culture. From the above simple cases, it's not difficult to see what an important role culture plays in communication and why language alone doesn't guarantee successful intercultural communication.

Why do these problems arise? There are many factors of course. One very important factor may be that people are not usually aware of culture due to their familiarity with it. It sounds paradoxical but it is true. This is just like what air is to people who never give it a thought until it is taken away.

That is why we need to develop our cultural awareness, and improve our intercultural communication competence, so that we can better meet the challenges which are inevitable in this globalizing world. This is what this book aims to achieve, the increase in global intercultural awareness and competence. Together we will enhance our awareness of culture, and explore diverse cultural aspects such as beliefs, values, world view, discourse patterns, body language,

time and space views, human relationships, and behaviors. We know that it is impossible to expound all the details of any culture in one book alone, as culture covers almost every aspect of a person's life as well as that of a group. Armed with this contribution of cultural and intercultural awareness and basic knowledge and skills, we can design our own strategies for dealing with difficulties when they arise in specific intercultural communication situations.

During the learning process we will access the visible aspects of culture (like culturally conditioned behaviors of distinctive people) and the invisible aspects (such as beliefs, values, worldviews and relationships). Moreover, we will appraise the diversity of cultures, appreciate the similarities, respect the differences, anticipate potential problems in intercultural communication and develop an ability to deal with them. Through comparing and contrasting, we will have a better understanding of our own native culture as well as other cultures. This will make us more qualified citizens of China and of the world.

The above aim will be achieved through this thought-provoking, task-based interactive learning experience. We are about to discover a lot about culture both as readers and participants.

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Chapter 1

Communication and Culture

The life which is unexamined is not worth living. (Socrates)

Every tale can be told in a different way. (Greek proverb)

The greatest distance between people is not space but culture. (Jamake Highwater)

I Warm-up: Look and Say



Study the picture on the right showing a “mature couple” on a tandem bike. Try to give a brief account of what you have seen from the picture to your partner, and then think about whether this picture can tell you something about the relationship between communication and culture.

Both the two wheels of a tandem bike and a mature couple in life have something in common: they work together with each other to get the best result. This may shed some light on how culture and communication are related. They “work in tandem” and they are so closely linked that it is often difficult to decide which is the voice and which is the echo.

We humans cannot live in a culture-free situation, nor can we survive without communication. In today’s “shrinking” world, our communication behavior is extended from that within our own community to that among and between others. As a result, intercultural communication competence becomes necessary. In this chapter, we begin with communication, the basis of all human contact. Then we will look at aspects of culture, and the relationship between culture and communication.

II Basics of Communication

A Communication: Broad Types and Essential Elements

The American anthropologist Edward T. Hall says communication is culture, and culture is communication. It means that communication and culture are directly linked. Since they are two different concepts, we’d better deal with them one at a time. Let us begin with communication. Communication is the term we are too familiar with to give it a second thought. Familiarity, however, does not mean good understanding. We need to understand communication to be better communicators.

【Activity 1】

Study the following communication situations. Work in groups to identify as many types of communication as you can. Then try to figure out the criteria on which you base your classification.

1. A car dealer delivers a speech to a large audience in the auto exhibition.
2. You complain to online sales about the late delivery through Wechat(微信).
3. Two blind people exchange ideas in Braille.
4. A jockey gives instructions to his horse in the horsemanship performance.
5. A programmer issues commands to a computer.
6. Tom talks to himself while brandishing his toy gun.
7. An archaeologist is deciphering a mysterious sign on the recently unearthed pot.
8. An Arabic traveler talks to you in Arabic that is Greek to you.
9. A hen clucks to her chicks.
10. My wireless earphones receive commands from the cellphone.

Discussion

You may use human beings as the criteria for classification; then you have two categories: human and non-human communication. If we extend our horizon a little, then we can have roughly six types:

1. Human communication
2. Animal communication
3. Human-animal communication
4. Human-machine communication
5. Machine-to-machine communication
6. Human-machine-Human communication



From the above situations, we see that communication occurs when:

1. there are at least two or more communicators, human or non-human;
2. there must be some contact between communicators;
3. there must be a language shared by communicators;
4. an exchange of information has taken place, however much it is.

For Rules 1, 2 and 4, it is self-evident; otherwise, no communication happens. For Rule 3,

languages used by communicators vary.

We now move to the communication process between humans, since it is our primary focus. When we mention the term “communication” in the remainder of the book, we mean human communication.

B Communication: Definition and Components

What is communication? What does it have to do with us? In fact, communication occurs in any place where there are human beings. When a baby is just born, it usually cries. Does the crying communicate anything? When you graduate, your friends usually say “Congratulations!” to you. When a driver sees the red light, he/she will stop. All these are cases of communication. Our experiences tell us that communication is closely connected with our everyday life; without it we can hardly survive. Communication, the basis of all human contact, is as old as humankind. Today it has become even more important. Some people believe that information (the content of what is communicated) means power and money. Whoever has information has power, and hence has control over those less informed. Whether you agree or not, it indicates that we have to take communication very seriously.

Although it constantly occurs around us, human communication is not at all a simple matter. That is why so far no single definition of human communication has been agreed upon.

[Activity 2]

Study the pictures below. Work in small groups and identify the many ways in which people usually get ideas and information across. Then try to 1) define communication in your own words, 2) work out as many components or steps involved in communication as you can, and 3) list the Chinese characters that are usually employed to translate communication.



Discussion

Human beings are social creatures who need to connect and interact with other humans for survival. However, it is not easy to find a single definition due to its complexity. Up to now there are as many as over 100 definitions of communication. The pictures above give us some clues in defining communication.

We see that communication involves a message exchanged between a sender and a receiver, a channel (face to face or through the telephone) for the message to be conveyed, a setting in which the communication event occurs, a feedback from the receiver and possibly a noise and/or gesture accompanying the process of message sharing.

From these components of communication, we can draw some definitions. In its most general sense, communication refers to the sharing or exchange of information, ideas, feelings and so on. Put simply, it means getting across our ideas, views, feelings, emotions, etc. Since it involves an exchange process between humans, communication is never static. Instead, it is a dynamic, systematic process in which meanings are created and reflected in human interaction with symbols. But this definition doesn't mention whether communication behavior is intentional and/or unintentional. There are two schools of thought on this. The first believes that in a communication event one intentionally attempts to induce or illicit a particular response from another person. The second holds that the concept of intentionality is too limiting because there are instances where messages are conveyed unintentionally. In nonverbal communication cases, more messages are likely to be conveyed without the sender's awareness. This is what we have to be especially alert to in intercultural communications.

Owing to its complexity, the term communication does not have a single equivalent in Chinese. Many terms have been used to translate communication. They are 交际, 交流, 传播, 沟通, 通信, 传通. In mainland China, each of these terms is preferred by a certain discipline: 交流 in the field of psychology, 沟通 in management, 传通 in journalism, 通信 in communication. The first one, 交际, is mostly adopted by people with a linguistic background.

Communication: Characteristics

It is a great challenge trying to search for a universal definition of communication. Communication is a term that has been used in many ways, for diverse purposes. In addition to the definition and the components of communication, the study of its characteristics helps us to have a better understanding of how communication actually works.

【Activity 3】

Study the definition of communication and see what characteristics you can derive from it. Group discussion is recommended.

Definition: Communication is a dynamic, systematic process in which meanings are created and reflected in human interaction with symbols.

Discussion

From the above definition we know that communication is a process with several distinctive characteristics. Here are some important ones.

Communication is *dynamic*. It's more like a motion picture than a single snapshot. When we communicate, we interact with each other. When we don't like one idea, we replace it with another. We sometimes even shift topics in the middle of a sentence.