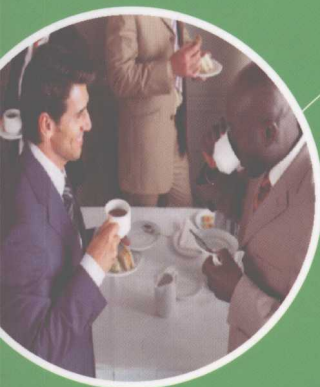




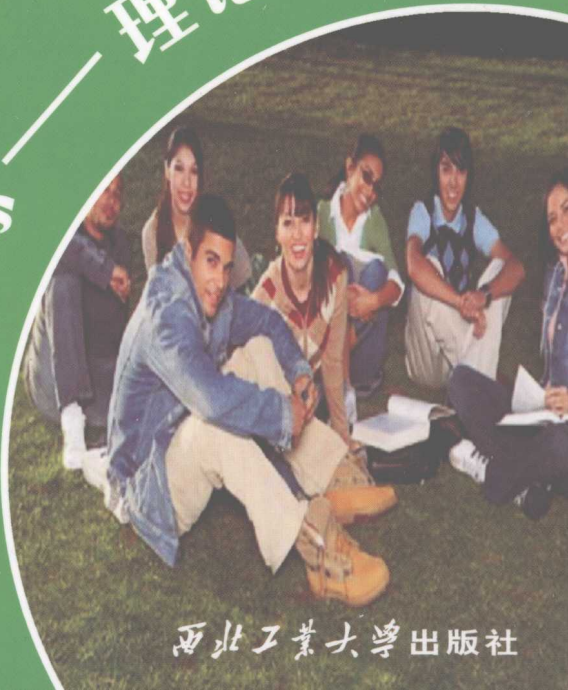
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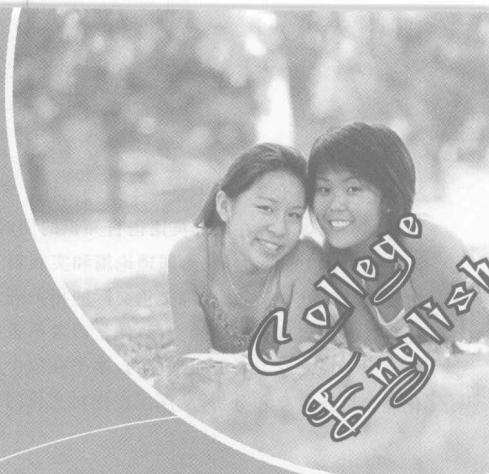


理论与实践

跨文化交际



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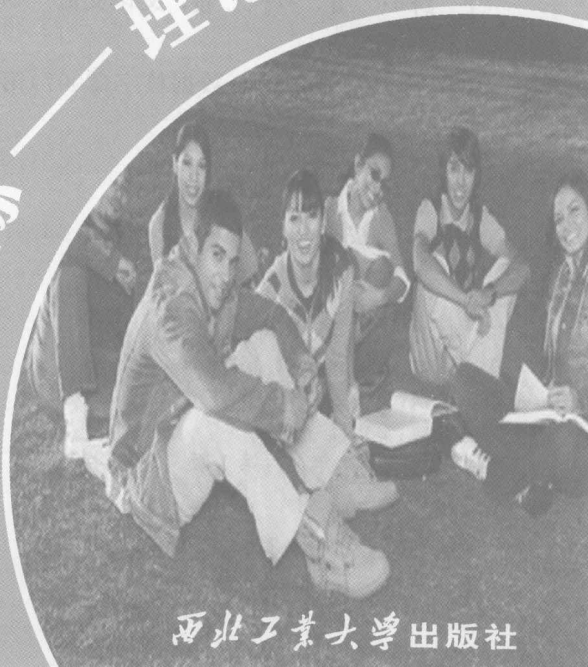
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【内容简介】 本书是一本集理论性、实践性、知识性和趣味性于一体的教材,旨在帮助英语学习者在掌握英语语言知识的同时,确立跨文化意识,提高跨文化交际能力。本书从主体上分两大部分,即理论篇和实践篇。理论篇以介绍跨文化交际的基本理论为出发点,帮助学习者掌握跨文化交际的相关理论和概念。实践篇通过介绍在中英不同文化背景下如何进行有效的交际,使学习者熟悉相关的交际策略,进而提高其跨文化交际能力。为了提高学习者的实践能力,本书在每个单元都有若干案例分析,供学习者对一些文化现象进行观察和分析,从深层次探讨文化间的异同和相互作用及影响。

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前 言

当今世界,“全球化”已经成为不可抗拒的趋势,英语已经成为地球村的国际通用语言。随着中国成功加入 WTO,人们与外界交往的机会越来越多,跨文化交际正在成为越来越普遍的现实。另外,我国的外语教学正迈入一个新时期,培养学习者的跨文化交际能力和应用外语的能力正成为一个主要目标。在此大背景下,我们认为有必要编写一本使学习者了解跨文化交际,学习跨文化交流技巧和策略的书籍。

本书编写的基本原则是理论性和实践性相统一,突出应用性和指导性。旨在帮助英语学习者培养跨文化意识,提高跨文化交际能力,在学生掌握了相当程度的语言技能基础上,增强学生运用英语获取知识信息,表述意见观点,分析跨文化交际中所产生的问题,解决问题的技能,全面提高学生的综合文化素质。重点培养学生在中、英不同的文化背景中,如何高效地完成跨文化交际活动,避免交际失误的发生。在理论和实践的层面,使学生熟悉并掌握跨文化交际策略,理解跨文化交际的模式,最终提高跨文化交际能力。

本书的内容框架为传统的篇章结构。在理论层面,将阐述跨文化交际的基本理论框架,引导学生逐渐认识跨文化交际是对交际的预测过程。在实践层面,将使学生会如何对交际行为进行准确的预测,对言语交际行为和非言语交际行为进行多方位的文化对比和实例分析,提高学生对文化差异的直觉性和敏感性,提高其对交际误区的洞察力,掌握交际策略,提高跨文化交际能力。

本书内容包括理论篇和实践篇。每一章的结构分为以下部分:



名人格言、本章导入、预习题、正文、正文注释、正文词汇、正文问题讨论、本章总结、案例研究、案例讨论、课外阅读、课外阅读讨论,这种安排体系有利于加强教师与学生的互动,培养学生的自主学习能力和独立思考及批判思维能力。本书融合了实用性,知识性,趣味性和思考性,有利于培养学习者的跨文化综合应用能力。

第一单元主要以交际、人际间的交际和文化为切入点,使学生熟悉跨文化交际的基本理论基础。向学生说明语言学家对交际过程的几种阐释,以及对交际和文化的对比和分析。

第二单元以跨文化交际的概念为出发点,进一步阐述了不同文化间的交际特征,以及各自不同文化所具有的共有属性。本章使学生进一步了解语言与文化的关系。

第三单元主要探讨文化模式和交际的关系。不同的文化模式下人们的价值观、信仰、社会规范是不同的,并进而影响着人们的交际策略。

第四单元为言语交际篇。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交际中对环境因素的依赖程度。

第五单元以非言语交际行为差异为主题,讨论体态语,时间和空间语言的交际功能以及在不同文化中的不同体现。

第六单元探讨文化震荡产生的原因和表现形式以及文化调试必经的几个阶段。进一步探讨在不同的文化模式下角记者应该如何应对,如何使自己的行为规则更适合成功的交际活动。

第七单元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交际策略的方法和重要性问题。

第八单元介绍在中西不同的背景下日常对话的不同模式和特征。

第九单元介绍中西不同文化下的幽默与笑话的功能和特点。

第十单元介绍颜色词在不同文化背景下的文化内涵。

第十一单元主要探讨谚语,习语和比喻在不同文化背景下的功能和内涵。

第十二单元探讨东西方文化差异与思维对国际经济贸易的影响问题。

本书的读者对象为大学英语四级以上水平的非英语专业学生以及英语专业学生。

编 者

2006年12月

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Unit 1 An Introduction to Intercultural Communication Studies

Our most basic common link is that we all inhabit this planet.

—John F. Kennedy

Studying a second language without learning the culture is like learning how to drive a car by studying a driver's manual and never getting behind a steering wheel.

—K. J. Irving

Developing intercultural awareness usually goes along with learning a new language and being exposed to a new culture. Intercultural awareness is the ability to understand cultures. Intercultural communication studies involve a variety of factors and is relatively a new field.

Preview Questions

1. What do the quotations at the beginning of the text mean? Try to prove the importance of learning the culture of the target language.
2. Why should EFL learners learn the cultures of the English speaking countries?



Text

1.1 The Importance of Training Intercultural Communication (IC) Awareness

Modern society has made intercultural communication a necessity. With the development of science and technology, the world seems to be shrinking. Modern transportation and communication, electronic media and international organizations have brought near the people in the other hemisphere as if they were our next door neighbors. The mobility of people and the contact between countries have greatly increased intercultural communication. In today's world, intercultural awareness has become a prerequisite for successful intercultural communication.

English, as an international language, has called for Chinese learners' intercultural awareness. People used to assume that learning the rules of English grammar and a large amount of vocabulary was sufficient in learning English. The more grammar and vocabulary a learner had learnt, the higher was the level of proficiency. Experience has shown, however, that many learners, while knowing a lot about the target language, were, in fact, unable to communicate effectively in it. For example, if someone says "He go to work" instead of "he goes to work", the grammatical mistake does not affect his communication with a native English speaker. However, if he asks an English lady how old she is, no matter how correct his grammar and pronunciation might be, the English lady may not be tolerant of his blunder, because such a question could put her in an embarrassing situation. This example shows that intercultural awareness is required if the



learner is to achieve the communicative competence, which is now universally considered as the goal of language learning.

Intercultural awareness becomes especially important when a learner reaches the advanced stage and reads authentic English texts. Very often familiarity with the dictionary definitions of lexical items and the mastery of sentence structures do not seem to be enough for the learner to understand the information. Lack of cultural knowledge affects his comprehension negatively. For example, if a learner does not know that English pillar-boxes are painted red, he might not be able to appreciate the humor in the following passage:

Bright red costumes, with hats, shoes and stockings to match, are to be all craze in the spring. Smart women will have to be careful not to yawn in the streets in case some short-sighted person is on his way to post a letter.

Moreover, intercultural awareness cannot grow naturally. It has to be trained. It is known that in native language learning, a child's acquisition of the linguistic competence¹ (learning the language forms) goes hand in hand with the acquisition of the linguistic competence, each supportive of the other. For example, when a child from the Anglo-American world² learns the word "dog", he will normally learn the cultural meaning of the word: the dog is "man's best friend". A child brought up in the Chinese culture would be taught that the dog is a dirty and dangerous animal. People, who have thus been initiated into the culture associated with their mother tongue, are naturally inclined to interpret things with their own cultural references. This natural inclination is called "intuitive competence". When people from different cultures communicate, their respective "intuitive

competence ”³ may cause miscommunication. “ Intuitive competence ” is something native speakers possess, but foreign learners have to be trained in. Therefore, it becomes necessary for Chinese students to increase the intercultural awareness in the English language learning.

To understand intercultural awareness, it may be necessary to understand what is meant by the term “culture”. Culture has been, from the very beginning, a special province of anthropologists. They were the first to explore the definition of the word “culture”. For them, culture has long stood for the way of life, attitudes and behavior patterns of a people. Later, scholars give it different definitions from different aspects of research. It is estimated that there have existed about 200 definitions of culture, which may simply be classified into two categories:

- (1) Culture in capital C.
- (2) Culture in small c.

Culture in capital C refers to the traditional concept of culture as great achievements, refinement and artistic endeavor. Culture in small c is widely used to refer to “way of life” culture.

Then, increasing intercultural awareness for learners of English as a foreign language (EFL) means learning the cultural use of the English language and understanding the cultural values and attitudes of native English speakers.

1.2 A Brief Reflection on Intercultural Communication Studies

Although intercommunication has never ceased in this multicultural world, intercultural communication studies is a relatively new discipline.

Linguistic investigation of cultural differences may date back to the early years of the 20th century. In 1911, Boas published his



Handbook of American Indian Languages. He could not have possibly imagined that his work inspired a generation of anthropologists and sociolinguists to take up the subject and shape a new discipline. Whorf, influenced by Sapir's work *Language Defined*, proposed the famous Sapir-Whorf discipline⁴, exploring the interrelationship between language and culture.

It is generally acknowledged that Edward Hall's⁵ *Silent Language* (1959) marked the beginning of intercultural studies. However, it does not mean that there had been no cultural content — the study of the country and its people — in English Language Teaching (ELT). After the Second World War, the growth of social science, particularly, anthropology and sociology led to the emphasis on the study of the “way of life” or “life-style” of a country. In literature classes, cultural component had existed and was regarded as a useful background. Rather than as cultural studies, it was referred to as “background studies” in Britain, as “civilization” in France, and as the “area study” in Germany. Since the late 1960s, language has begun to be viewed increasingly in social, pragmatic and semantic terms. All these helped to lay the foundation for the intercultural communication studies.

No wonder intercultural communication studies received more attention in the U. S. than in other countries. This is because, first of all, the U. S. is a country of immigrants. Secondly, the American economic development after World War II increased its contact with other countries. This called for intercultural communication. Unfortunately, in many countries, Americans were “cordially disliked”. It was under such circumstances that American scholars realized that “it is time Americans learned how to communicate effectively with foreign nationals” (Edward Hall