

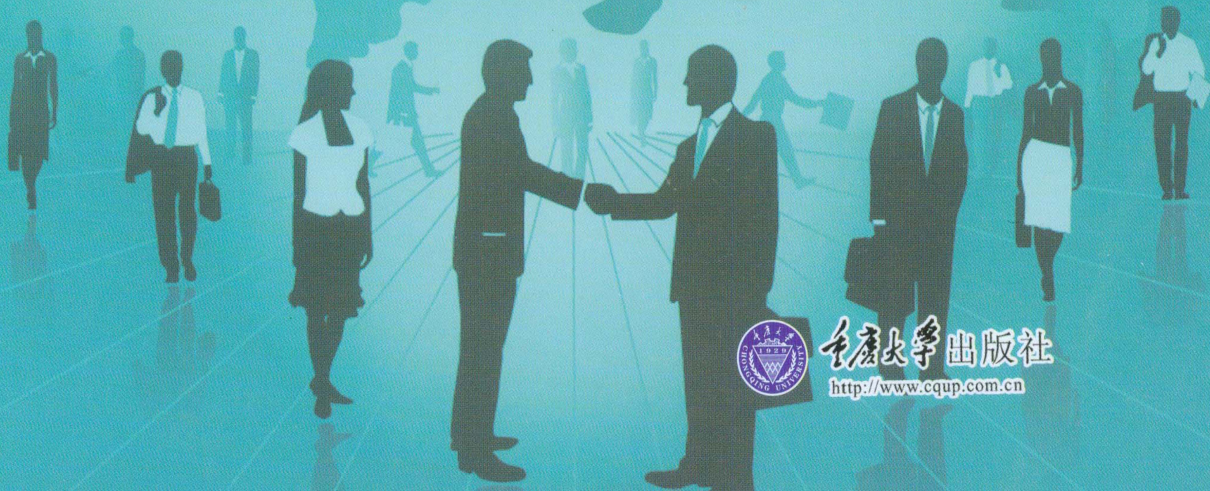
**HAPPY** 高职高专商务英语系列教材

■ 总主编 曾用强 袁 洪

Intercultural Business  
Communication

# 跨文化商务英语交际

主编 詹作琼 王济华



重庆大学出版社

<http://www.cqup.com.cn>

图书在版编目(CIP)数据

跨文化商务英语交际/詹作琼主编.—重庆:重庆大学出版社,2016.3

高职高专商务英语系列教材

ISBN 978-7-5624-9664-9

I.①跨… II.①詹… III.①商务—英语—高等职业教育—教材 IV.①H31

中国版本图书馆CIP数据核字(2016)第028326号

高职高专商务英语系列教材

**跨文化商务英语交际**

主 编 詹作琼 王济华

责任编辑:牟 妮 版式设计:牟 妮

责任校对:秦巴达 责任印制:张 策

\*

重庆大学出版社出版发行

出版人:易树平

社址:重庆市沙坪坝区大学城西路21号

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全国新华书店经销

重庆升光电力印务有限公司印刷

\*

开本:787mm×1092mm 1/16 印张:13.75 字数:292千

2016年3月第1版 2016年3月第1次印刷

印数:1—2 000

ISBN 978-7-5624-9664-9 定价:32.00元

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# 前 言

近年来,高职院校都相继开设了跨文化交际相关课程,该课程具有很强的实用性,对于提高学生在涉外交际中的跨文化意识和跨文化交际能力具有重要作用。本书编写上紧贴高职院校的教学实际,以建构主义,任务案例型教学法理论为指导,探索适合高职高专学生的跨文化交际教材。

本教材通过对具有代表性国家的文化的描述、阐述和讨论,培养学生主动分析,批判文化差异的能力,使得学生能够客观地认识不同国家之间的文化差异,提高跨文化敏感度,得体合理地解决跨文化冲突。本书具有以下特色:

1. 本教材结构清晰,设计合理,各章有开篇的引文、学习目标、章节导读、案例导入、理论介绍部分配备丰富的练习、影片赏析、批判思维、小组活动项目、学习效果检测、网络自主学习、主题国家介绍环节。

2. 本教材选择的案例来源丰富,不仅包括欧美发达国家,也体现了与中国商务交往密切的南亚、中东、拉美等国家的例子。

3. 编写内容上采用模块的形式,每个单元以一个国家文化为主线,将商务文化交际理论与文化结合,显示文化的差异性,尤其侧重介绍与中国商务往来最多的中东、拉美和亚洲各国商务文化。

4. 每个模块配备的练习形式多样,包括案例分析、问卷调查、跨文化访谈、网络资料搜索,旨在培养高职学生的沟通能力、信息处理能力和批判思维能力,有利于提高学生的综合素质。

5. 影片欣赏环节设计针对90后学生的学习特点,突显立体性和趣味性,囊括了体现主要国家文化的电影,通过对电影的批判赏析增强学生的跨文化冲突分析和处理能力,进而全面提高学生的跨文化交际能力和跨文化敏感度。

本书分为12个章节,涵盖了跨文化交际各个方面的主要内容。第一章介绍跨文化沟通的基本概念,阐述了跨文化交际的重要性;第二章讨论了文化在跨文化沟通中扮演的重要角色;第三章和第四章分别讨论了言语交际和非言语交际中的文化差异;第五章、第六章和第七章探讨了跨文化研究专家的文化维度,并对经典的文化价值取向进行了阐述;第八章介绍了文化休克的表现和解决策略;第九章介绍了各国的礼仪;第十章介绍了各国不同的商务谈判风格;第十一章分析了文化对营销策略的影响;第十二章介绍了跨国企业的人力资源文化。每个章节以一个国家的文化为主题,采取案例分析和项目教学法,通过导入案例、理论学习、电影赏析、自我评价、小组项目、网络自主学习、主题国家文化介绍七个主要模块的学习,达到教学的针对性、灵活性和趣味性。

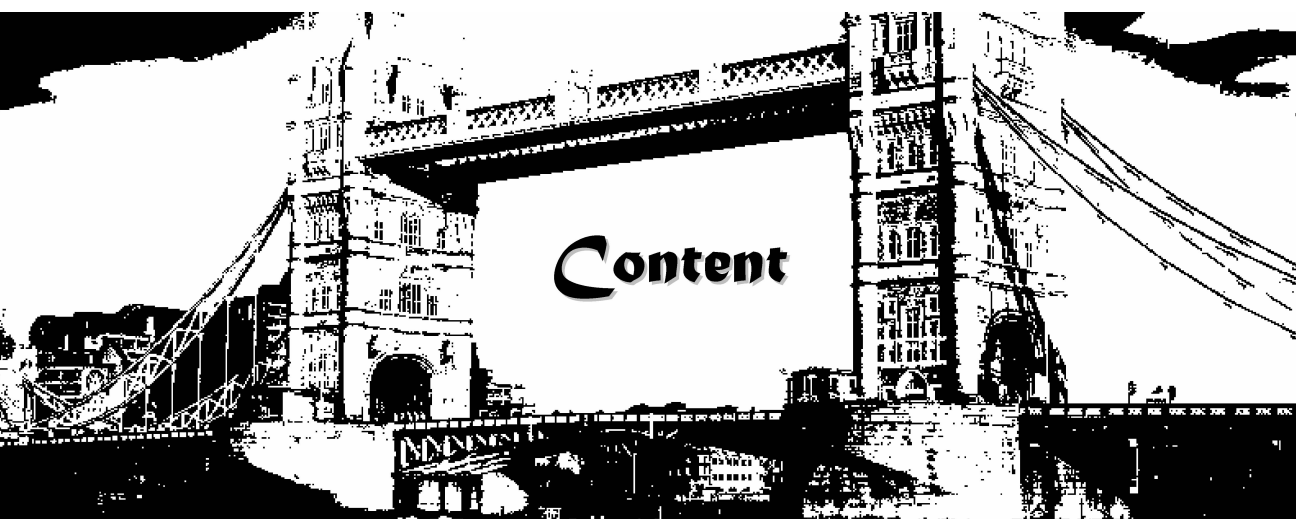
本教材是广东省外语艺术职业学院商务英语专业省级示范性院校建设项目的研究成

果;第一章由伍发泉老师编写,第二章由广东工贸职业技术学院辛燕清老师编写,第三章和第四章由广东开放大学(广东理工职业学院)赵翠芳老师编写,第五章和第六章由陈秋红老师编写,第七章和第八章由詹作琼老师编写,第九章由王济华老师编写,第十章由梁熲老师编写,第十一章由陈懿老师编写,第十二章由苏旋老师编写。全书由詹作琼老师设计,由詹作琼、王济华、赵翠芳和陈秋红四位老师统稿校阅。

本书编写力求适合高职的实际,但由于编者的水平与经验有限,在实际编写过程中难免会有错误,恳请专家、师生和读者批评指正。

编 者

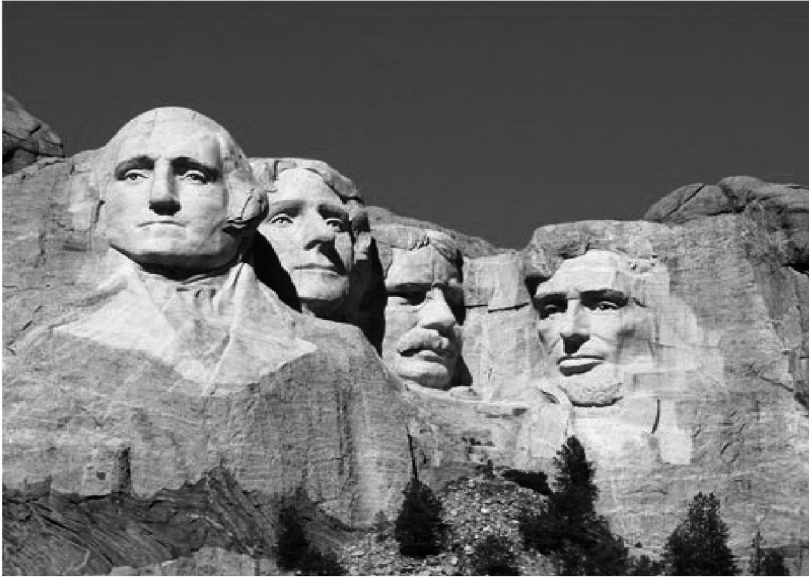
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# **CHAPTER 1**

## **AN INTRODUCTION TO INTERCULTURAL COMMUNICATION**



**The Mount Rushmore National Memorial, United State**

### **Learning Objectives**

Upon completion of this chapter, you will be able to:

- Understand the definition of intercultural communication.
- Identify the four elements for the emergence and development of intercultural communication.
- Understand the general history of intercultural communication.
- Build up awareness of intercultural communication.
- Learn about the culture of the U.S.

*To know another's language and not his culture is a very way to make a fluent fool of one's self.*

*Winston Brembeck*

## 本章导读

跨文化交际研究是一门兴起于 20 世纪六七十年代的社会学科。本章阐述了跨文化交际的基本定义,简要介绍了促使跨文化交际研究产生的四个基本要素,梳理了跨文化交际研究的发展历史并指出了跨文化交际学习中需要注意的问题。通过本章的学习,有助于学习者准确了解跨文化交际中的重要信息。

### I. Lead-in Case

When I first went to Hong Kong, I had no idea about Chinese tea-drinking and found myself caught in a very awkward situation. I visited a Chinese family and was immediately given a cup of tea. I was not thirsty and I did not particularly like that type of tea, but out of politeness I finished the cup. But the more I drank, the more I was given. I kept insisting that I did not want any more, but the host took no notice. I drank about twelve cups of tea that afternoon! The host must have thought I was greedy, but I did not know how to avoid getting more tea poured. (Helen Oatey, 1988)

#### Discussion

1. *What is the problem that the author faced in this case?*
2. *How could you help the author get out of the awkward situation?*

### II. Warm-up

1. Have you experienced an awkward situation because of the cultural differences? If the answer is yes, please describe your experience(s).
2. What would you do if you were in such a situation?
3. Can you give some suggestions about avoiding awkward situations in communications with people from another culture?

### III. Focused Study

#### Part One Definition of Intercultural Communication

Intercultural communication is the term first used by Edward T. Hall in 1959 and is simply

defined as interpersonal communication between members of different cultures. Another simple, yet effective, approach is to define it as communication that occurs between individuals and *entities* that are culturally unlike (Rogers & Steinfatt, 1999). That is to say, intercultural communication can take place not only between two individuals but also between international entities. The key focus is that the individuals or entities are culturally different.

Intercultural communication can have different forms. Many scholars made efforts to set *boundaries* for intercultural communication study. We shall look at the core content of intercultural communication proposed by Rich and Gudykunst (Chen & Starosta, 2007, pp. 13-16).

According to Rich (1974), intercultural communication can be classified into five forms: (1) Intercultural communication focuses on the study of interactions between people from different cultural backgrounds, such as the interaction between people from America and China. (2) International communication focuses on the study of interactions between *representatives* of different nations, such as the interaction between representatives on the United Nations. (3) Interracial communication focuses on the study of interactions between members of the *numerically* or politically dominant culture and co-culture in the same nation, such as the interaction between whites and African Americans. (4) Interethnic or minority communication focuses on the study of interactions among co-cultures in the nation such as the interaction between *Hispanic* and Japanese Americans. (5) Contracultural communication focuses on the study of the developmental process linking intercultural communication to interracial communication, such as the development process that led from the interactions between Columbus and Native Americans to the interactions between First Nation tribes and Canadians. Rich's classification clearly shows that intercultural communication study should be approached at an interpersonal or *rhetorical* level. Except for contracultural communication, Rich's categories remain visible today.

Gudykunst and Hammer (1987) classified intercultural communication by using interactive-comparative and mediated-interpersonal dimensions to divide the realm of the inquiry into four categories: (1) Intercultural communication includes a focus on both the "interactive" and the

entity

[ 'entəti ]

n. 实体

boundary

[ 'baundəri ]

n. 界限, 边界

representative

[ ,reprɪ'zentətɪv ]

n. 代表

numerically

[ nju(:)'merɪkəl ]

ad. 数字上地,  
在数字上

Hispanic

[ his'pænik ]

adj. 西班牙的

rhetorical

[ ri'tɔrɪkəl ]

adj. 修辞的



“interpersonal”. It deals with interpersonal communication between people from different cultures or co-cultures, such as that between Chinese and Americans, or between whites and African Americans, and *encompasses* the areas of intercultural, interracial, and interethnic communication identified by Rich. (2) Cross-cultural communication focuses on the concepts of “interpersonal” and “comparative” and deals with the differences in communication behaviors between people of different cultures, such as the differences in negotiation strategies between Swazis and South Africans. (3) International communication stresses the concepts of “interactive” and “mediated”. It mainly deals with media communication in another country, exploring, for example, the role media play in Korean society. (4) Comparative mass communication focuses on the similarities of media systems in different countries, as in China and Russia.

encompass

[in'kʌmpəs]

v. 包含, 围绕

## Follow-up Activity

*Look at the following intercultural communication case, and then discuss with your partner about the questions below.*

### Case 1

#### Your Husband Is much more Handsome than Mine

An American woman received a letter from a recently married Japanese friend. The Japanese wrote in her letter, “My husband is not very handsome. Your husband is much more handsome than mine.” The American woman was very surprised at what her friend wrote.

### Discussion

1. *Why do you think the American was surprised?*
2. *Why do you think the Japanese woman wrote, “My husband is not very handsome”?*
3. *Taking the American culture into consideration, how would you write the letter if you were the Japanese?*

## Case 2

## Why Should They Do Like This

A Chinese couple was spending their holiday in England. While they were taking a walk along one of the main streets in London with a British friend, they met another Chinese who had been living there for some time. He was a good friend of this couple and they had not seen each other for several years. They greeted him warmly and continued their conversation in a loud and excited way using their native language. After a while, the British became very upset and angry, and turned his head away and sighed. The Chinese noticed his reaction, looked at each other, and then started their conversation again but in a lower voice.

**Discussion**

1. *Why did the British become upset and angry?*
2. *What is the proper manner to deal with such a situation if you were the friend of the couple?*
3. *If you were having a walk with a Chinese friend and then came across a friend of childhood on the street in China, how would the situation be different? What makes the difference?*

**Part Two Why Study Intercultural Communication?**

Intercultural communication occurs whenever there is communication between people from different cultural backgrounds, for example, what happened on Marco Polo's stay in China, Monk Jianzhen's mission to Japan, and Zheng He's seven voyages to the Western Seas — they tell us that intercultural communication is as old as history. Nevertheless, as a *discipline*, its history is short.

Intercultural communication as a field of study first emerged in the U.S. as a result of the four trends that lead to the development of the global village.

## (1) Convenient transportation systems

In the form of transportation and communication systems, new technology has accelerated intercultural contact. Supersonic transports now make it possible for tourists, business executives, or government officials to enjoy breakfast in San Francisco and dinner in Paris.

## (2) Innovative communication systems

Innovative communication systems have also encouraged and facilitated cultural interaction.

discipline  
[ 'disiplin ]  
n. 学科

Communication satellites, sophisticated television transmission equipment, and digital switching networks now allow people throughout the world to share information and ideas *instantaneously*.

### (3) Economic globalization

As we enter the 21st century, the United States is also no longer the dominant economic force in the world. For example, according to Harris and Moan (Samovar & Porter, 2003), there are now more than 37,000 transnational corporations with 207,000 foreign *affiliates*. This expansion in globalization has resulted in multinational corporations participating in joint ventures, licensing agreements and other international business arrangements.

### (4) Widespread migrations

In the United States, people are now redefining and rethinking the meaning of the word “American”. It can no longer be used to describe a somewhat *homogeneous* group of people sharing a European heritage. As Ben J. Wattenberg tells us, American has become the first universal nation, a truly multi-cultural society marked by unparalleled diversity (Samovar & Porter, 2003). People with different cultural backgrounds live in the country melt various cultures together, thus forming a new one.

instantaneously

[ˌɪnstənˈteɪnjəsli]

ad. 瞬间; 即刻地

affiliate

[əˈfɪliət]

n. 分支机构;  
附属机构

homogeneous

[ˌhɒməuˈdʒiːnjəs]

adj. 由相同(或同类型)事物(或人)组成的; 同种类的



Melting pot



Swear-in ceremony as U.S. citizens

Look at the picture of immigrant people swearing-in as U.S. citizens. There are many people from various ethnics. Have a discussion with your classmates and try to write an essay, making a short list of the possible difficulties the Asian people—especially the Chinese, might come across when they start their life in the United States. Then give your suggestions about solving these difficulties.

### Part Three The History of Intercultural Communication Studies

It is in the United States that intercultural communication first developed as a formal field of study. Chen and Starosta (2007) summarized its development which is shown in the following chart.

Historical period	Important events
The <i>Burgeoning</i> Period	<ol style="list-style-type: none"> <li data-bbox="316 521 909 642">1. The U.S. government in 1946 passed the <i>Foreign Service Act</i> and established the Foreign Service Institute (FSI).</li> <li data-bbox="316 662 909 834">2. Edward T. Hall and other prominent <i>anthropologists</i> and <i>linguists</i> were hired to develop “predeparture” courses for overseas workers.</li> <li data-bbox="316 854 909 976">3. They developed their own intercultural training materials, and formed new ways of looking at culture and communication.</li> <li data-bbox="316 995 909 1062">4. Thus, the field of intercultural communication was born.</li> </ol>
From 1960 to 1970	<ol style="list-style-type: none"> <li data-bbox="316 1089 909 1305">1. Two representative books in the 1960s are Oliver’s <i>Culture and Communication</i> (1962) and Smith’s <i>Communication and Culture</i> (1966). Oliver’s study focuses on Asian philosophy and communication behaviors.</li> <li data-bbox="316 1324 909 1446">2. The first intercultural communication training actually started in the 1960s with Peace Corps members.</li> <li data-bbox="316 1466 909 1540">3. The first college class in this field was in 1966 at the University of Pittsburgh.</li> </ol>

burgeoning

[ˈbɜːdʒ(ə)nɪŋ]

adj. 迅速发展的

anthropologist

[ˌænrəˈpɒlədʒɪst]

n. 人类学家

linguist

[ˈlɪŋgwɪst]

n. 语言学家

Continued

Historical period	Important events
From 1971 to 1980	<ol style="list-style-type: none"> <li>1. In 1970 and 1971, intercultural communication was recognized by the International Communication Association (ICA) and the National Communication Association (NCA) respectively.</li> <li>2. SIETAR-International (the International Society for Intercultural Education, Training and Research) began in 1975, and is now probably the largest international organization engaged in intercultural communication.</li> <li>3. In 1977, an academic journal titled <i>International Journal of Intercultural Relations</i> was first published under the editorship of Dan Landis.</li> </ol>
From 1981 to the Present Time	<ol style="list-style-type: none"> <li>1. Theory building and methodological refinement characterized intercultural communication study during this decade.</li> <li>2. Today intercultural communication not only has become one of the major academic disciplines in the United States but also is widely acknowledged and extensively researched in all parts of the world.</li> </ol>

## Part Four The Potential Problems in Learning Intercultural Communication

We should be aware that there are some potential problems in learning intercultural communication.

Potential problems	Description
avoidance of the unfamiliar	Culture often separates you from people with a history different from your own, and many people often feel uncomfortable when confronted with strangers. This tendency is the reason the bias of similarity can be a potential communication problem.

Continued

Potential problems	Description
uncertainty	People have a desire to reduce the uncertainty in every new meeting with strangers from diverse cultures. If the amount of uncertainty present in initial interactions is not reduced, further communication between the people will, in all likelihood, not take place.
withdrawal	If you cannot find similarities and / or fail to reduce uncertainty in a satisfactory manner, you are apt to withdraw from the communication event. Withdrawal, at an interpersonal, intercultural level, has often been the rule rather than the exception.
stereotype	Stereotypes are a collection of false assumptions that people make about characteristics of people from other cultures. Stereotypes hamper intercultural communication. Because they are oversimplified, overgeneralized and keep you from making fair and honest judgments about other people.
prejudice	Prejudice amounts to a rigid and irrational generalization about a category of people. Prejudice is irrational to an extent that people hold inflexible attitudes supported by little or no direct evidence.
racism	Racism refers to the belief that one racial category is innately superior to another. Built into this idea of superiority is the belief that a group of people can be mistreated on the basis of race, color, religion, national origin or ancestry.
ethnocentrism	The term ethnocentrism was coined by William G. Sumner (1906) and it refers to the view of things in which one's own group is the center of everything. It often leads to pride, vanity, beliefs of one's own group's superiority, and contempt of outsiders.
cultural shock	In general, it is a term used to describe the anxiety and feelings (surprise, disorientation, confusion, etc) people have when they have to behave within an entirely different cultural or social environment. It is another major potential problem facing you as you are engaged in intercultural communication.

### Discussion

look at the following case and answer the questions.

*In Hong Kong, a Chinese policeman (A) goes to his British superior (B) and asks for a leave*

to take his mother to hospital.

A: Sir?

B: Yes, what is it?

A: My mother is not very well, sir.

B: So?

A: She has to go to the hospital, sir.

B: Well, get on with it. What do you want?

A: On Thursday, sir.

B: Bloody hell, man. What do you want?

A: Nothing, sir.

### Questions

1. What do you think the Chinese policeman wants?
2. How do you know what he wants?
3. What do you think of the British officer's response?
4. What is the proper way of communicating with the British officer?

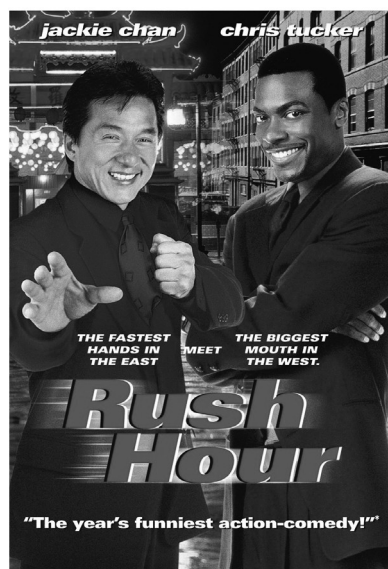
## IV. Movie Maniac

### Rush Hour

Cultures clash and tempers flare as the two cops named Detective Inspector Lee, a Hong Kong Detective and Detective James Carter FBI, a big-mouthed work-alone Los Angeles cop who are from different worlds discover one thing in common: they can't stand each other. With time running out, they must join forces to catch the criminals and save the eleven-year-old Chinese girl of the Chinese consul named Soo Yung.

#### A. Experiencing Culture via Movies

What have you observed about the differences between American culture and Chinese culture as reflected in the following aspects?



- Expressing emotions
- Ways of interacting with other people
- Language
- Cultural stereotypes
- Laws and investigations

### **B. Writing Project**

Write a short essay about the film *Rush Hour*, focusing on change of the relationship between Detective Inspector Lee and Detective James Carter and put forward your opinion about how to communicate with Americans.

## **V. Critical Thinking**

1. What can you think of the cultural differences between China and the U.S. showed in the scene when Carter picks up Lee at the airport? In what way can they communicate better?
2. As a Chinese audience, how do you like the humorous scenes in this film?

## **VI. Self-Assessment**

Go over this chapter and try to make an assessment on what you have learned with the following self-assessment questions.

1. What is the definition of intercultural communication?
2. What are the five forms of intercultural communication based on Rich's classification?
3. Why should we learn about intercultural communication?
4. What are the important events in the developmental history of intercultural communication for each period?
5. If we are to learn about intercultural communication, what problems might we face with?

## **VII. Summary**

### **Rich 对跨文化交际的五种分类**

1. Intercultural communication 文化间交际:侧重研究具有不同文化背景的人群之间的交际活动。



2. **International communication** 国际间交际:侧重研究代表不同国家的人之间的交际,如联合国各成员国代表之间。
3. **Interracial communication** 种族间交际:同一国家内部处于政治主导地位的人群与非主导人群之间的交际,如美国国内白人与非洲裔美国人之间。
4. **Interethnic or minority communication** 少数民族间交际:同一国家内部不同族裔之间的交际,如美国内部西班牙裔与日裔之间。
5. **Contracultural communication** 逆向交际:侧重研究交际活动从跨文化交际到种族间交际的发展过程。

### **Gudykunst** 和 **Hammer** 定义的跨文化交际的四种形式

1. **Intercultural communication** 文化间交际:侧重“交互、互动”(interactive)和“人际”(interpersonal),研究具备不同文化背景的人群之间的交际活动或相同文化背景下不同人群之间的交际活动,如中国人与美国人之间、美国内部白人和非洲裔之间,这一形式包含 Rich 提出的文化间交际、种族间交际和少数民族间交际。
2. **Cross-cultural Communication** 跨文化交际:侧重“人际”(interpersonal)和“比较”(comparative),研究不同文化背景人群之间在交际行为上的差异,如非洲东南部斯威士人和南非人在谈判策略上的差异。
3. **International Communication** 国际间交际:侧重“交互、互动”(interactive)和“媒体的”(mediated),研究某一国的媒体传播交际,如媒体在朝鲜社会中扮演的角色。
4. **Comparative Mass Communication** 比较大众传播(交际):研究不同国家中传媒系统的相同点,如中国和俄罗斯国内传媒体系的共同点。

## **VIII. Group Project**

We have learned about the developmental history of intercultural communication in the U.S. Form groups of 3-4 students and search online to find the information needed to get the brief history of Intercultural communication development in China, and then give a presentation to the whole class, introducing the representative theorists and their works.

## **IX. Study Online**

### **Part one 美国:我们的故事**

2010年4月, *America: The Story of US*《美国:我们的故事》,在美国的历史频道(historical channel)首映。这是一部12集的史诗纪录片,大量采用了CG画面,并同时采用了画外音、演