

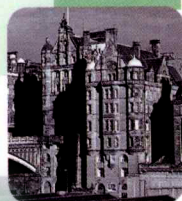


“十二五”规划商务英语高职高专系列教材

INTERCULTURAL
COMMUNICATION PRACTICE

跨文化交际实训

房玉靖 姚颖 主编



对外经济贸易大学出版社

University of International Business and Economics Press

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出版说明

“十二五”规划商务英语高职高专系列教材是对外经济贸易大学出版社联合多家全国示范性高等职业院校推出的一套全新的立体化商务英语教材，主要适用于全国高职高专院校英语专业的商务/应用/外贸英语方向以及国际贸易或财经类专业的学生。

根据目前高职教育提出的“工学结合，项目为中心，案例驱动教学，边讲边练”为核心的理念，本套教材着眼于提高学生实际操作能力和就业能力，采取模块化、多案例、互动式、重实训的编写方式，课程内容以适度够用为标准。

整套教材按照现有教学课程设置，内容包括《商务英语综合教程1-4》、《商务英语听说实训1-4》、《商务英语口语实训1-2》、《商务英语写作实训》、《商务英语翻译实训》、《国际商务函电实训》、《国际商务谈判实训》、《国际商务制单实训》、《商务礼仪实训》、《文秘接待英语实训》、《英语应用文实训》、《跨文化交际实训》、《旅游服务英语实训》、《酒店英语实训》、《物流英语实训》、《财经英语实训》、《会展英语实训》、《英美概况》、《国际商务报刊选读》等。

本套教材的编写队伍来自全国示范性高等职业院校，编写教师不但具有丰富的商务英语教学经验，且有企业第一线工作经历，并主持或参与过多项应用技术研究项目，这是本套教材编写质量的重要保证。

此外，每册教材均配备有PPT课件，供教师教学参考，请登录 www.uibep.com 下载。

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2009年8月

前言

在 21 世纪的信息时代，伴随着中国对外开放的深入，全球经济一体化步伐的加快，以及中国世界工厂地位的确立，中国企业的机遇与挑战也相伴而来。一方面，中国企业的市场份额扩展到全球范围；另一方面，中国企业要面临国内外对手的激烈竞争。中外企业在日益频繁的交往和碰撞中互相影响着对方的国家文化、企业文化以及个人价值观。而在这些东西方的跨文化交流中，研究彼此的商业运作模式及思维方法也必将为有效的交际起到不可低估的作用。同时，在频繁的交际中，我们屡屡看到来自不同文化背景的人们在交际中所表现的尴尬、不快与失望。基于此，本书以双语教学、文化教学、任务型教学法等理论为指导，从跨文化交际的视角，剖析国际商务交流的实例，介绍与跨文化交际相关的理论与实践。

本书共分为八章，涵盖了跨文化交际各个方面的主要内容，并对其中一些重要问题有相对深入的介绍与讨论。第一章从文化的定义、特点以及层次入手，打开跨文化交际的大门；第二章和第三章分别探讨了文化差异在言语交际和非言语交际方面的种种表现；第四章对影响人们感知和认知世界的文化因素进行了剖析，并比较了中西方在文化价值观方面的不同，介绍了文化维度的概念；第五章主要描述了跨文化交际过程中可能遇到的障碍，以及应对文化冲击的种种方法；跨文化商务交际的礼仪为第六章，主要涉及了交际中的诸多细节，如介绍、问候、礼物、着装、社会习俗、幽默、迷信和禁忌、商务日程等。第七章和第八章是跨文化商务交际的实战部分，第七章介绍了跨文化商务谈判，探讨了谈判的定义，跨文化谈判的风格，各个阶段、谈判策略等，第八章探讨了跨文化品牌经营和跨文化广告，以及影响这两方面的种种要素。

本书通过对英语国家较为典型的主流文化现象进行描述、阐释和讨论，培养学生对目的语文化的兴趣和理解力，进而使学生主动观察、分析、对比、评价文化及文化差异现象，较为客观、系统、全面地认识英语国家的文化，以有效拓宽学生的国际视野，提高学生的跨文化交际意识，培养学生的跨文化交际能力。本教材以强调教学与实际应用相结合，突出实用与培养技能为原则，形成了三个鲜明的特点：

1. 教学目标明确。本教材语言难度适中,内容丰富,章节安排合理,课堂可操作性强,课堂教学给学生留有思考、开放式探讨的空间;阅读材料为学生提供有关背景知识,教材语言流畅地道,取材于国外跨文化交际领域知名学者的著作,从中国学生的视角出发进行了精心编写,适合高职专业学生的学习。

2. 结构安排合理。本教材以商务活动中的跨文化交际为轴心,探讨了跨文化商务沟通的技巧。各章的范式统一、结构明晰。各章均由学习目标、课前问题、章节主体、术语解释、生词提示、章节理解问题、案例分析、拓展实训活动、阅读扩展等部分构成,教材体系科学合理。

3. 练习突出实践。练习设计上以商业实务为背景。体例新颖,基于任务型教学理念,课堂活动设计符合学生跨文化敏感度发展的阶段规律,案例设计与教材内容相关度高。课堂任务所涉及的内容大多属探索性的,在引导学生对跨文化交际问题进行思考的同时,有针对性地讲解跨文化交际的相关理论和实践,并配以相关案例,使学生学以致用,及时运用所学理论分析实际问题,以提高其跨文化交际能力和分析问题、解决问题的高端思维能力。

作为一本理论教学与实际应用相结合的教材,本书适用于国际经贸、商务和管理等专业的学生,以及其它各类层次的学生用做跨文化沟通、跨文化交际和跨文化传播课程的学习。

本教材由房玉靖、姚颖担任主编,杨玥、刘晓春、马峥、董陶担任副主编。由于编者水平有限,书中难免存在错误缺点,敬请读者不吝赐教。

编者

2010年8月

Contents

Chapter 1	Culture, Communication & Intercultural Communication	1
	Culture	2
	Communication	7
	Intercultural Communication	13
	Intercultural Business Communication	18
Chapter 2	Verbal Communication	27
	Verbal Communication	28
	Oral Communication	37
	Written Communication	42
Chapter 3	Nonverbal Communication	53
	Introduction to Nonverbal Communication	54
	Body Language	56
	Eye Contact	63
	Body Touch	65
	Spatial Language	68
	Temporal Language	71
Chapter 4	Cultural Values	79
	Definition of Values	80
	Comparison between Western Values and Chinese Values	81
	Cultural Dimensions	89

Chapter 5 Culture Shock in Intercultural Communication	107
Definition & Causes of Culture Shock	108
Stages of Culture Shock	113
Symptoms of Culture Shock	120
Strategies for Managing Culture Shock	122
 Chapter 6 Business Etiquette & Social Customs	133
Introductions and greetings	134
Social Entertainment	139
Gift Giving and Receiving	146
Dressing Rules	149
Social Customs	152
Humor, Superstitions and Taboos	155
Business Scheduling	158
 Chapter 7 Intercultural Business Negotiation	165
Definition of Negotiation	166
Intercultural Negotiation Models and Styles	167
Phases of Negotiation	175
Intercultural Negotiation Strategies	181
Intercultural Negotiation Guidelines	184
 Chapter 8 Intercultural Market Communication	193
Intercultural Brand Marketing	194
Intercultural Advertising	200
Certain Aspects of Culture Affecting Marketing and Advertising	204
 Reference Key	219
Bibliography	229

Chapter

1

Culture, Communication & Intercultural Communication

Learning Objectives

In this chapter, you should be able to

- ✧ define culture, communication and intercultural communication
- ✧ describe the characteristics of culture, elements and types of communication
- ✧ understand the importance of intercultural communication and intercultural business communication

Warm-up

1. What are the major differences between Chinese and western cultures?
2. Use some examples to explain intercultural communication.

Focused Study

I. Culture 文化

Definitions of Culture 文化的定义

The term culture has been defined in a variety of ways. Even among anthropologists, there is no agreed-upon definition of culture. In the following, several definitions of culture from dictionaries or by scholars both in China and abroad are given for a general understanding of culture and how it is interpreted in different cultures.

Historically, the word derives from the Latin word “colere”, which could be translated as “to build”, “to care for”, “to plant” or, “to cultivate”. Thus “culture” usually referred to something that is derived from or created by the intervention of humans — “culture” is cultivated.

According to the *Concise Oxford Dictionary*, culture is “the arts and other manifestations of human intellectual achievement regarded collectively”.

From anthropologic perspective, however, culture is “the customs, civilizations, and achievements of a particular time or people”. This is an anthropologist’s definition.

Scholars give various definitions of culture from different perspectives.

Edward Sapir, both a linguist and anthropologist, says, “Culture may be defined as what a society does and thinks. Language is a particular way of thought.” In another book (1921), he says “Culture is the socially inherited assemblage of practices and beliefs that determines the texture of our lives.”

Geert Hofstede (1997) views culture from a psychological perspective, defining it as “the collective programming of the mind which distinguishes the members of one category of people from another.” Culture is “software of the mind”.

Culture is “one of the two or three most complicated words in the English language. It is a general process of intellectual, spiritual and aesthetic development; a particular way of life, whether of a people, a period or a group; the works and practices of intellectual and especially artistic activity.” (Williams, 1983)

“Culture is the total accumulation of beliefs, customs, values, behaviors, institutions and communication patterns that are shared, learned and passed down through the generations in an identifiable group of people.” (Davis, 2001)

From the definitions given above we can see that culture is really difficult to define because it is a large and inclusive concept. But the only requirement for being cultured is to be human. Culture is what distinguishes human beings from animals.

Metaphors in Culture 文化中的隐喻

● The Culture Iceberg 文化冰山

The Iceberg metaphor for culture shows a cruise ship sailing close to the iceberg for a look at this foreign territory. Part of the iceberg is immediately visible; part of it emerges and submerges with the tides, and its foundations go deep beneath the surface.

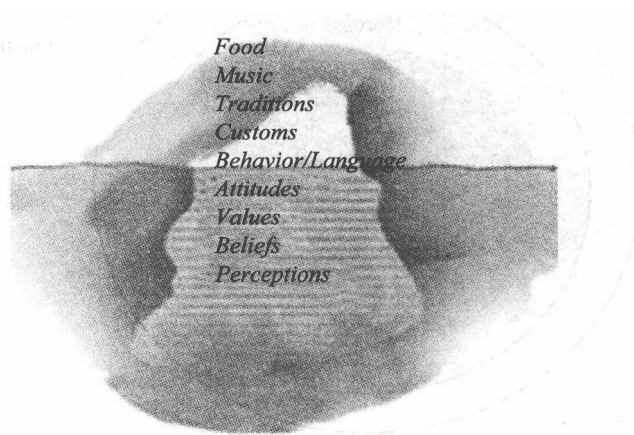


Fig. 1-1 Cultural Iceberg

Culture above the waterline. Aspects of culture that are explicit, visible, and taught. This includes written explanations, as well as those thousands of skills and information conveyed through formal lessons, such as manners or computing long division or baking bread. Also above water are the tangible aspects: from the “cultural markers” tourists seek out such as French bread or Guatemalan weaving, to the conformity in how people dress, the way they pronounce the letter “R”, how they season their food, and the way they expect their office to be furnished.

Culture below the waterline. “Hidden” culture: the habits, assumptions, understandings, values, judgments, etc. Usually these aspects are not taught directly. Think about mealtime, for example, the order you eat foods at dinner: Do you end with dessert? With a pickle? With tea? Nuts and cheese? Just have one course with no concluding dish? Or consider how you know if someone is treating you in a friendly

manner: do they shake hands? keep a respectful distance with depressed eyes? leap up and hug you? address you by your full name? These sorts of daily rules are learned by osmosis — you may know what tastes “right” or when you’re treated “right”, but because these judgments are under the waterline, it usually doesn’t occur to you to question or explain those feelings.

● The Culture Onion 文化洋葱

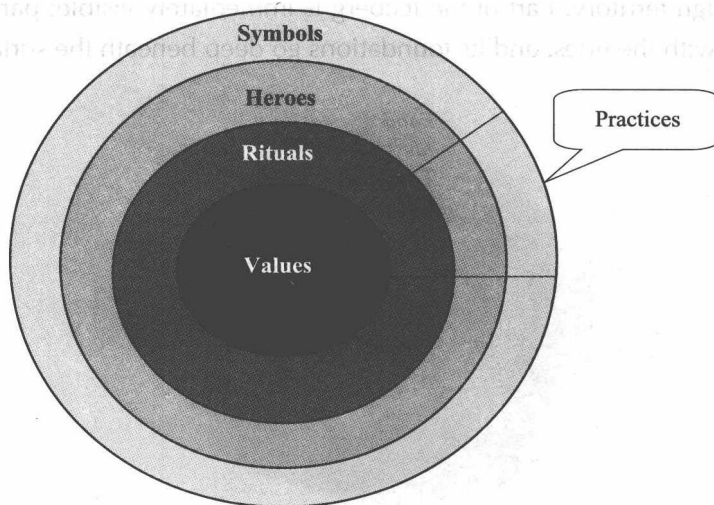


Fig.1-2 The Culture Onion

Geert Hofstede states that the following four levels embody the total concept of culture like an onion with 4 layers: symbols, heroes, rituals, and values. These have been described like the skins of an onion which indicates that symbols represent the most superficial and the easiest to perceive by an outsider and the least important to an insider. Words, gesture, pictures, or dress, hairstyles, flags, status symbols etc. belong to this category. The second “skin of the onion” is heroes, referring to what kind of people you worship. Batman in the USA, and Wukong (the Monkey King) in China can serve as cultural heroes. The third “skin of the onion” is rituals. Rituals are those collective activities that are considered socially essential within a culture. Sporting events, for instance, are rituals. Symbols, heroes, and rituals (the three outer layers of the onion) have been included in the category of practices. Practice means what people do. They are visible and obvious to an outside observer. They are determined by the core of culture –

values, which are the deepest manifestations of culture and the most difficult to understand by an outsider.

Characteristics of Culture 文化的特点

Regardless of the definition employed and a lack of definitive ingredient list for culture, there is a general agreement as to what the major characteristics of culture are. Examining these characteristics will help us understand this nebulous concept called culture and enable us to see how these characteristics influence communication.

Culture is shared. According to the Haviland textbook, culture makes the actions of individuals understandable to other members of the group. Making allowances for variation from culture to culture, one shared element found in all cultures is an understanding in regard to gender roles, which are the roles a particular culture assigns to men and women.

Culture is learned. Culture is learned, not biologically inherited. The process whereby culture is passed from one generation to the next is called enculturation. Children begin learning their cultures the moment they are born. Parents and extended family teach children what is expected of them in terms of familial duty and contributions to the household.

Culture is based on symbols. Much of human behavior is mediated by symbols — signs, sounds, emblems, and other things that represent meaningful concepts. For instance, the religious symbols found in most Oaxacan homes represent a particular belief system and are used to remind people of their faith and their moral code. The most important symbolic aspect of culture is language. Language represents the most pervasive use of symbols in a culture because it uses symbols to represent objects and ideas.

Culture is integrated. The foundation of culture includes three structural elements that work together to keep the culture strong: An infrastructure provides the basic necessities of life, a social structure determines how people interact with one another, and a superstructure, or worldview, provides a belief system that helps people identify themselves, their society, and the world around them. It is apparent in the video that the infrastructure in Oaxaca is changing, which affects the other layers of structural elements as well.

Culture is dynamic. When one element within the system shifts, the entire system shifts to accommodate it. When the women of Oaxaca leave their cultural homeland and lock to the city to work, they provide an example of the dynamic nature of culture. They

and their families must adapt to new circumstances without losing their cultural identities.

Although cultures do change, most change affects only the surface structure of the culture. The deep structure resists major alterations.

Key Terms

1. Guatemalan weaving 危地马拉的编织

危地马拉是古代玛雅文化的中心之一。1523 年沦为西班牙的殖民地，1821 年摆脱殖民统治，宣布独立。1823 年加入中美洲联邦，1839 年成立共和国。危地马拉人主要从事农业，种植玉米、咖啡、香蕉、豆类、辣椒、西红柿、棉花等。在太平洋沿岸的种植园里，资本主义农业有了发展。棉纺、丝纺、编织、制陶、皮革等手工业较发达。农民的住房一般系用土坯或树枝搭盖的窝棚。食物以玉米面饼为主。白人和印欧混血种人穿欧式服装，印第安人穿传统服装。条纹花布长裙和带鲜艳刺绣的短上衣是印第安妇女的主要服装。印第安人的文化具有古代玛雅文化的一系列特征。

Glossary

- | | |
|-------------------|----------------------|
| 1. anthropologist | n. 人类学家 |
| 2. interpret | v. 解释，翻译 |
| 3. derive | v. 得自，起源，引申于 |
| 4. intervention | n. 插入，介入，调停 |
| 5. manifestation | n. 显示，证明 |
| 6. intellectual | adj. 智力的，聪明的 |
| 7. linguist | n. 语言学家 |
| 8 assemblage | n. 集合，装配 |
| 9. aesthetic | adj. 美学的，审美的，有美感的 |
| 10. identifiable | adj. 可辨认的 |
| 11 inclusive | adj. 包含……在内的 |
| 12. metaphor | n. 隐喻，暗喻 |
| 13. cruise | n. 巡航 |
| 14. territory | n. 领土，版图，领域，范围 |
| 15. submerge | vi. 淹没 |
| 16. explicit | adj. 明确的，详述的，明晰的，外在的 |

- | | |
|--------------------|----------------------------------|
| 17. tangible | <i>adj.</i> 有形的, 可触摸的, 确凿的, 实际的 |
| 18. conformity | <i>n.</i> 一致, 符合, 遵守 |
| 19. assumption | <i>n.</i> 假定, 设想, 担任 (职责等), 假装 |
| 20. embody | <i>vt.</i> 代表, 使具体化, 包含 |
| 21. ritual | <i>adj.</i> 仪式的, 老规矩的, 惯常的 |
| 22. nebulous | <i>adj.</i> 星云的, 星云状的, 朦胧的 |
| 23. whereby | <i>conj.</i> 凭借 |
| 24. enculturation | <i>n.</i> 对某种文化的适应 |
| 25. familial | <i>adj.</i> 家族的, 家庭的 |
| 26. pervasive | <i>adj.</i> 普遍的, 蔓延的, 渗透的 |
| 27. integrate | <i>v.</i> 整合, 使……成整体 |
| | <i>adj.</i> 真诚的 |
| 28. infrastructure | <i>n.</i> 下部构造, 下部组织, 基础结构, 基础设施 |
| 29. superstructure | <i>n.</i> <政> 上层建筑 |
| | <i>n.</i> <建> 上层结构, 上部构造 |
| 30. alteration | <i>n.</i> 改变, 变更 |

Comprehension Questions

1. Use examples to explain the metaphor “Culture Iceberg” and “Culture Onion”.
2. It is said that grammatical mistakes can be accepted, but cultural mistakes will cause trouble. Can you use examples to explain why cultural mistakes could be troublesome?

II. Communication 交际

Communication, the basis of all human contact, occurs wherever there are human beings. When a baby is born, it cries. The crying is communication. When you achieve your goal, your friends come and say, “Congratulations!”; the word “congratulations” is communication. When you run into a friend on your way to school in the morning, you greet him, “Good morning!”. The expression “good morning” is communication.

Definitions of Communication 交际的定义

Can you find a Chinese equivalent to the English word *communication*? Circle the item that you consider suitable.

沟通 传播 通信 交流 交际 传通



Probably some of you have circled the first, others the second, and still others the first three and so on. In the mainland of China, all are used to translate the word. “沟通” is preferred in the field of management (管理学), “传播” in the field of journalism (新闻学) and “通信” in the field of communication (通讯学). “交流” is basically used by people with psychological (心理学) background. “交际” is mostly used by people with linguistic (语言学) background, although its usage isn’t confined to the field of linguistic. So we use “跨文化交际” for intercultural communication. But some people also use “跨文化沟通” or “跨文化交流”.

Generally speaking, communication can be defined as a dynamic, symbolic, transactional and contextual process in which people create shared meanings or messages.

Communication is dynamic, because communication is an ongoing and ever changing activity. In any communication event, the sender and the receiver of the messages constantly shift from being encoders to decoders and the messages also change in each turn of interaction.

Communication is symbolic, because symbols are central to the communication process. They represent the shared meanings that are communicated. A symbol is a word, action, or object that stands for a unit of meaning. Meaning, in turn, is a perception, thought, or feeling that a person experiences and might want to communicate with others.

Communication is transactional, because each person encodes and sends messages, and in turn receives and decodes messages. The coding and decoding process is primarily culture-based and involves a various set of elements, including words, gestures, symbols, etc.

Communication is contextual, because all communication takes place within a specific context. The context includes the place where people meet, the social purpose for being together, and the nature of the relationship. In other words, context includes both physical and social settings within which messages are exchanged.

Types of Communication 交际的类型

Communication of information, messages, opinions, speech and thoughts can be done via different forms of modern communication media, like e-mail, telephone and mobile. Some of the basic ways of communication are by speaking, singing, sign language, body language, touch and eye contact. These basic ways of communication are used to transfer information from one entity to other. There are many different types of

communication but they can be classified into four basic types of communication. These four types of communication are as follows:

- Verbal Communication 语言交流

Verbal communication includes sounds, words, language and speaking. Language is said to have originated from sounds and gestures. There are many languages spoken in the world. The bases of language formation are: gender, class, profession, geographical area, age group and other social elements. Speaking is an effective way of communicating and is again classified into two types viz. interpersonal communication and public speaking.

Good verbal communication is an inseparable part of business communication. In a business, you come across people from various ages, cultures and races. Fluent verbal communication is essential to deal with people in business meetings. Also, in business communication self-confidence plays a vital role which when clubbed with fluent communication skills can lead to success.

Public speaking is another verbal communication in which you have to address a group of people. Preparing for an effective speech before you start is important. In public speaking, the speech must be prepared according to the type of audience you are going to face. The content of your speech should be reliable and you must have enough information on the topic you have chosen for public speaking. All the main points in your speech must be highlighted and these points should be delivered in the correct order. There are many public speaking techniques and these techniques must be practiced for an effective speech.

