



《大学英语选修课系列教材》
COLLEGE ENGLISH ELECTIVE COURSE SERIES

语言文化类

*Log into the
World of Cultures
— Intercultural
communication*

跨文化交际

主 编 张爱琳



重庆大学出版社

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内 容 提 要

本书以传统的篇章结构为纲,以“案例”解读为引导,兼顾理论系统、日常需要与教学活动的生动有趣,以利培养学习者的跨文化交际能力,以及独立思考和批判性思维的能力。

本书的读者对象为英语专业本、专科学生,非英语专业已达到大学英语四级的本科生及研究生,以及相同程度的其他英语学习者和使用者。对涉外工作者亦有重要参考价值。

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总 序

我国的大学英语教学起步于 20 世纪 80 年代,经过 20 多年的发展,大学英语在教学水平、课程设置、教学方法、教学环境、师资队伍等各个方面都有了长足的进步和发展。但随着我国加入 WTO 和国民经济的快速发展,大学英语教学暴露出与时代要求不相称的一面。为适应现代社会对人才培养的实际需求,推动和指导大学英语教学改革,教育部于 2003 年颁布了《大学英语课程教学要求(试行)》(以下简称《要求》),并于 2007 年结合对人才能力培养的新要求再次做了修订和调整,作为全国各高校组织非英语专业本科生英语教学的主要依据。

《要求》将大学阶段的英语教学分为一般要求、较高要求和更高要求三个层次,强调要贯彻分类指导、因材施教的原则,使英语教学朝着个性化的方向发展,要“将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合,形成一个完整的大学英语课程体系,以确保不同层次的学生在英语应用能力方面得到充分的训练和提高。”这样,大力发展大学英语选修课就成了大学英语教学改革的重要课题。

大学英语选修课的开设不仅是《大学英语课程教学要求(试行)》精神的体现,也是《教育部财政部关于实施高等学校本科教学质量与教学改革工程的意见》(以下简称《意见》)的内在要求,《意见》将“学生的实践能力和创新精神显著增强”作为教学改革的重要目标之一,而大学英语教学要在这方面有所作为的话,必须注重培养学生的跨文化交际能力、文化素养和在全球化、信息化的背景下获取知识的能力,这显然是传统的大学英语教学和课程设置所不能胜任的。

近年来,全国许多高校纷纷进行了开设大学英语选修课的尝试,并取得了可喜的成绩。但是由于指导思想不明晰、教师知识结构单一和配套改革滞后等原因,在大学英语选修课的开设中出现了“因人设庙”,开课随意性强,开课种类单一,各门课程难易不均,课程测试不规范,学生对各门课程的兴趣差异过大等问题。大学英语

选修课的开设迫切需要某种程度的规范与引导,需要更为科学地设置选修课程,确实达到《要求》和《意见》中提出的目标。

针对以上问题,我们认为,一套由成熟理念指引的、体系科学的、建立在选修课开设的成功实践基础之上的系列教材能够起到这种规范和引导作用。因此,重庆大学出版社组织来自全国各地的、在选修课开设方面走在前列的高校的专家和教师,在多次交流与反复论证的基础上,组织编写了这套《大学英语选修课系列教材》。该套教材具有以下明显的特点:

第一,教材体系科学、系统。系列教材以《大学英语课程教学要求(试行)》为指导,覆盖语言技能类、语言应用类、语言文化类和专业英语类等四个板块,既注重语言基础知识的积累,也充分考虑对学生文化素质的培养,确保不同层次的学生在英语应用能力方面得到充分的训练和提高。

第二,坚持“实用、够用”的原则。在体例安排和内容选择上严格按照选修课的课时要求和学生水平的实际需要,力求精练,避免长篇累牍,在语言难度上体现了与英语专业同类教材的差别。

第三,注重知识与技能相结合,语言与文化相结合。在深入浅出地讲授知识的同时,结合课程内容尽可能多地为学生提供说与写的练习,在雕琢学生语言的同时,尽可能培养学生的跨文化交际能力和批判性思维能力。

第四,强调学生综合能力的培养:考虑到学生在选修课阶段可能不再修综合英语类的课程,各教材在主要训练与课程相关能力的基础上,适当补充了其他能力的训练内容。

第五,吸纳并总结近年来相关高校选修课开设的经验和成果。该套教材的参编者来自全国多所高校,多数教材是由开设该门课程最成功的、最受学生欢迎的学校和教师撰写,教材既吸纳了相关讲义的优点,又根据专家意见,按照学科要求和普遍情况进行了改编,在保证教材科学性的前提下,最大程度地体现了大学英语学生的选修取向。

选修课的开设是大学英语教学改革的重要发展方向,但是在改革中诞生的事物也必然不断地在改革中被重新定义,因此我们这套大学英语选修课教材的体系也将是动态的和开放的,不断会有新的教材被纳入,以反映大学英语教学改革在这方面最新的成功尝试。相信随着教学改革不断走向深入,我们的教材体系也将日臻完善。

总主编

2008年1月

前 言

中外文化交流肇始于古代丝绸之路,繁盛于当今网络时代。在今天全球化背景下,大到国家的外交商贸,小到凡人的衣食住行,无不反映出东西方文化接触沟通、碰撞融合的特征。由此产生的诸多文化交际困惑、障碍和矛盾已成为亟待解决的问题。语言是交际的工具,对于今天的国际交流而言,英语无疑是重要的媒介,但仅此还不足以使交流顺畅,还需了解语言所根植之文化。只有在掌握语言的同时,发展文化理解能力和跨文化交际能力,在拓展国际视野的同时,增强本土情怀,才能在已成为“地球村落”的世界上,在与他人的交往中如鱼得水、应付自如。本书的编写出版即针对这一现实情况。

考虑到中国大学生的英语程度、接受心理、认知方式、年龄特点和未来需要等因素,本书的框架设计为传统的篇章结构,具有理论上的系统性和完整性,符合当前中国学生的接受心理和认知模式。在具体内容的处理上则以任务型的“案例分析”法为主,以激发学生的学习主动性、参与性,增强学生彼此间和师生间的互动性,以及突出教材与使用者之间的友好性(reader friendly)。

由此,本书表现出以下特色:1. 博采众家之言,广泛吸收跨文化研究领域的新成果和新理论,内容充实详尽,学习者有较多的选择自由度和使用灵活度。2. 提供大量新鲜生动的文化事例,通过任务型活动(Activity)引导学生思考和探求问题与解答,其后的讨论部分则作为参考,阐释跨文化交际的思想和理论以深化理解,并提供相应的实践建议和指导,突出启发性和实用性。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。第二类为案例分析题,通过对具体生动的事例进行分析和讨论,加深对文化的认识,增强跨文化交际敏感性和实际交际能力,同时激活思维,培养发现问题、分析和解决问题的能力,同时还可促进学习者英语语言表达能力的提高。4. 附录中提供了丰富、实用和易于学习者获取的推荐阅读书目,以及国内外知名跨文化研究相关网站的网址,以方便使用者查找检索更多相关信息和最新研究成果。

本书在内容裁剪、整体结构和编写体例上充分考虑了读者的实际需求,既可用

作大中专学生的教科书,也可为一般读者提供有价值的参考资料。

本书的编写参阅了大量的文献资料,在此谨对各位作者致以衷心的感谢。重庆交通大学澳大利亚英语教师 Dennis Hulse 和重庆邮电大学美国英语教师 Nicholas Gearhardt 对本书各章节进行了仔细的审阅,提出了中肯的修改意见。重庆大学出版社外语分社对本书的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。

鉴于编者的知识水平和现有资料有限,书中的错误疏漏之处在所难免,殷切希望专家和读者提出批评建议,以便不断改进提高。

编者

2007年12月

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Chapter One

COMMUNICATION AND CULTURE

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. We believe that with this study you will improve your communication skills and become a more effective communicator in cross-culture situations.

I. Basics of Communication

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

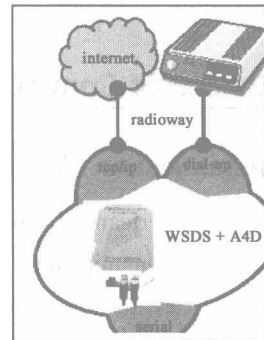
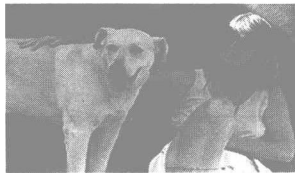
Study the following communication situations. Work in groups to identify as many types of communication as you can. Then try to figure out the criteria on which you base your classification.

1. An orator delivers a speech to a large gathering.
2. You complain to your instructor about your course credits through telephone.
3. Two blind people exchange ideas in Braille.

4. A farmer gives instructions to his plough working cow.
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 washing machine receives commands from the built-in computer.

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 five types:



1. Human communication (1, 2, 3, 6, 7, 8)
2. Animal communication (9)
3. Human-animal communication (4)
4. Human-machine communication (5)
5. Machine-to-machine communication (10)

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.

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 as many ways as possible 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, which cannot be done without communication. 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 definition. 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.

Communication: characteristics

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.

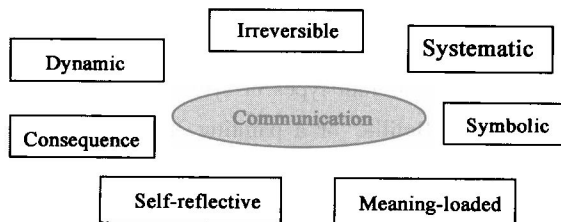
Activity 3

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.

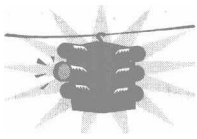


Communication is *dynamic*. It's more like a motion picture than a single snapshot.

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.

Communication is *irreversible*. Once a person has said and another has received and decoded the message, the original sender cannot take it back. Once a communication event takes place, it is done. Even if you can experience a similar event, it cannot be an identical one.

Communication is *systematic*. It is part of a large system. We send and receive messages not in isolation, but in a specific setting or context. The nature of communication depends to a large extent on this context. Settings and environments help determine the words and actions we generate and the meanings we give to the words and actions of other people. The elements of this system include a) the place or location: school buildings, theaters, public squares, homes etc. ; b) the occasion: wedding, funeral, academic conference, class, graduation ceremony, etc. ; c) the time when the communication takes place; and d) the number of participants: two people, a group, or a large audience. Perhaps now you may see how the people in the pictures of Activity 2 communicate and why they communicate the way they do.



Communication is *meaning-loaded*. Humans are meaning-seeking creatures. Throughout our lifetime we have accumulated various meanings as the outside world has sent us trillions of messages. These meanings are stored somewhere in our brains for us to retrieve and employ. In each communication event participants attribute meaning to a behavior. Then meaning exchange is more obvious.

Communication is *symbolic*. Humans are symbol-making creatures. We are able to generate, receive, store, and control symbols. Human symbolic communication is the difference of man and the difference it makes. In other words, it is man's alone.

Today we have at hand very different types of symbols to conduct communication with: sound, light, a mark, a statue, Braille, or a painting etc. that represents something else. When we look at the curved arrow, the traffic lights, or the snowman, we learn something. Our words and actions are other sets of symbols (very important ones) through which we convey our messages, ideas and feelings to other people.