跨文化交际导学

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前　言

　　"电大英语专业本科导学系列丛书"是人才培养模式改革和开放教育试点项目中以课程为单元的多种媒体教学资源一体化建设的有机组成部分。"导学"为文字辅导教材，与主教材及录音、录像、VCD、CAI、网络等多种媒体相辅相成，指导开放教育的学习者自主学习，并进行自我评价。同时，也可以供辅导教师参考使用。

　　"电大英语专业本科导学系列丛书"由中央广播电视大学外语部和全国电大英语教研中心组共同策划并制订编写方案，编写者都是全国电大开放教育第一线的英语教师，他们既熟悉教材又熟悉学生，由他们所编写的材料具有实用性、针对性和可操作性；学习任务的设计力求新颖、真实、贴近生活；编写中把握"实用为主，够用为度"的原则，尽量不加重学习者的学习负担。

　　本导学系列丛书不同于传统意义上的教学辅导，是对现代远程开放学习环境下教学模式的实践和探索。在编排设计上突出"导、学、评"三个字。导即辅导 (tutor)、指导 (guide)，根据每单元的话题，重点辅导学习者在学习中遇到的疑难问题，进一步指导学生完成各项语言技能的评价。学即学习，包括学生自主学习 (autonomous learning)、小组学习 (group learning) 和面授辅导课的学习活动。本书注意体现个性化学习方式和做中得学 (learning by doing) 的学习理念，通过完成相关的学习任务，保障学习过程的落实。评即评价 (assessment)，书中设计的各种评价项目，都与每单元的学习过程同步，可用于自我评价 (self assessment)、同学互相评价 (peer assessment) 和教师评价 (tutor assessment)。

　　《跨文化交际导学》以语言、文化、交际三者之间的密切联系为出发点，以增强学习者对跨文化交际中文化差异的敏感性为教学的侧重点，通过介绍跨文化交际中一些基本概念及分析和学习跨文化交际中一些典型个案，帮助学习者掌握跨文化交际中的基本知识和技巧，以提高跨文化交际的质量。在如今全球化浪潮日益高涨，"地球村"的概念日益深入世界各个角落的情况下，跨文化交际几乎成为每个"地球村"村民日常的交往方式。如果我们的学习者仅仅具备 language competence，不具备 communicative competence，是难以进行有效交际的。"跨文化交际"这门课无疑是非常重要的，而学好这门课也不是十分容易的，它实际上涉及到交际学、组织行为学、传播学、社会语言学、语用学，甚至修辞学等多种学科，因此编写了这本《跨文化交际导学》，希望能够在学习者

刻苦努力自学成才的道路上，助一臂之力。

　　本导学以《跨文化交际》的单元为单位，同样分为八个单元。每单元由导学、课后练习、练习答案及补充阅读材料等四部分构成。导学的内容包括：Content of the Unit（单元学习内容简介）和 Notes（注释）。其中 Notes 又分为 I.Difficult Points in the Text（课文难点）和 II.Important Concepts（重要概念）两项内容。在 Difficult Points in the Text 中，对单元内阅读材料里难理解的句子或段落，从词汇、语法、句型等各方面进行了讲解，同时大都提供了译文。因为考虑提供译文的目的是为了帮助同学理解原文，故而在翻译时尽量贴近原文，有时宁肯牺牲一点中文表达中的顺畅。在 Important Concepts 中，则对该单元所学的涉及跨文化交际学的一些重要概念进行了一定的整理，有些地方提供了较详细的讲解，以帮助学习者掌握这些概念，并且能够尝试使用这些概念进行案例分析。课后练习也分为两部分，第一部分以单元所学内容为主，通过写作题、问答题、选择题、翻译课文等练习，旨在一方面提高学习者的英语实际应用能力，一方面巩固本单元所学的知识。第二部分的练习则是为提高学习者的综合英语水平设计的，主要为单项选择和选词填空两类题型。单项选择题涉及词汇和语法结构知识，选词填空的语言材料多与该单元所学内容有关，做好这一类题，不但可以提高一般英语水平，也能对每单元所讲授的内容有更好的了解。第二部分的练习是以 TEM 4 为蓝本设计的，难度也与之相当。每单元后有一至两篇补充阅读材料，都与所学内容紧密相关，旨在为学有余力、同时对跨文化交际的方方面面有兴趣作进一步探讨的学习者提供一些方便。

　　在本书编写过程中，浙江广播电视大学的徐琰老师审读了全文，提出了极其宝贵的修改意见。在此谨致以诚挚的谢意。

　　作者自 1996 年电大英语专业"专升本"试点工作开始以来，多次讲授"跨文化交际"这门课，积累了一定的经验。但限于学识水平，书中错误之处在所难免，还望读者批评指正。

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编　者

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Contents

Unit 1

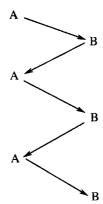## Section 1 Learning Guide

Content of the Unit

In this unit, learners are required to understand first of all, the tri-relationship among language, culture and communication. The three are so much interlaced that when we talk about one of them, we have to refer to the other two. While learning a language, one has to learn the culture which is not only carried by the language but embedded in the language. It is also true in the case of language and communication. Everybody knows that the purpose of using language is to communicate. Yet, to know only the language without a good knowledge of the culture makes one, in most cases, fail in communication, or at least not very efficient in that. This is particularly true in the case of cross-cultural communication. The purpose of this course is to help the learners have a good understanding of some basic rules and principles guiding cross-cultural communication so that they could make a good preparation for cross-cultural communication, which is turning into an important part in our daily life since they are learning English and since we are all living in a global village.

It is also in this unit that **some of the basic concepts of communication, such as definition of communication, that of cross-cultural communication, types of communication, essences determining the quality of communication, different definitions of social situation, schema etc** are introduced. Learners are asked, through their own reading of the text, to be aware of the interactions of the two sides in communication. Many cases of cross cultural communications are described, analysis of which are presented in this unit too, to help the learners have a better understanding of cultural contexts, formalities, and values of different countries and nations, esp. of the English speaking ones.

Notes

I. Difficult Points in the Text

Mutual monitoring process in a social situation(交互控制过程) (Line 6 in the box, p.4 CCC)

This is an important concept in pragmatics. It refers to the phenomenon in conversations that two sides of the speakers take turns to strike a conversation, illustrated as the following:

```
A
 \
  > B
 /
A
 \
  > B
 /
A
 \
  > B
```

In such a process, when one side of the speaker takes his turn to speak, he seems to have possessed the power to speak and therefore he is actually monitoring the process of the conversation. If he likes, or the situation requires, he might keep on talking without giving the other a chance to say a word. (Imagining your boss is angry at your work, to him it is nothing but a blunder, and he shouted at you on the phone without listening to your explanation.)

Academic discipline (学科) (Line 4, p.8 CCC)

The first word"academic" comes from the word"academy". Originally it was the name of a garden near Athens in which Plato, the great Greek philosopher taught his students. Now it refers to a place of study, including universities. But generally, it is used to call something between a school and a university, e.g. Royal Military Academy. Thus, academic, as an adjective, means"of an academy or an academician".

The second word"discipline" here means"a field of study", or"a branch of learning". "discipline", as a verb, means"to educate, to train, to bring under control, to chastise".

Language interference(母语干扰) (Line 1 from the bottom of Para. 1 of Professor Guide, p.18; Task 4, p.20 CCC)

Language interference refers to the phenomenon when a foreign language learner opens his mouth in a certain situation to speak English, he is still thinking in his mother

tongue and fails to express his ideas or sentences in the proper way of an English language user would do.

Interlocutor (对话人) (Line 3, Task 3, p.18 CCC)

The Latin root of this word "locutus" means "to speak", thus, "locutor" is a speaker, while the prefix of this word "inter" means "between, among". Many words have this prefix: international, Internet, intercultural, intercede, interaction, interject, etc.

II. Important Concepts

Culture

Culture is, in a sense, a shared background (for example, national, ethnic, religious) resulting from a common language and communication style, customs, beliefs, attitudes, and values. "Culture" in this text does not refer to art, music, literature, food, clothing styles, and so on. It refers to the informal and often hidden patterns of human interactions, expressions, and viewpoints that people in one culture share. The hidden nature of culture has been compared to an iceberg, most of which is hidden underwater. Like the iceberg, much of the influence of culture on an individual cannot be seen. The part of culture exposed is not always what creates cross-cultural difficulties; the hidden aspects of culture have significant effects on behavior and interaction with others.

Culture, unlike language, is not comprised of fixed rules that apply to all members of one culture. The cultural generalizations are descriptions of commonly observed patterns; they may not hold true for every member of a given culture. The observations are made actually on two levels:

(1) All cultures have values and ideals that their members say are true.

(2) People's behavior may not always reflect those values. (For example, egalitarianism is a strong value in the United States, but in reality and practice the behavior does not reflect this value.)

There are no absolute "rights" and "wrongs" implied in cultural behaviors. Where are in them only cultural differences or similarities. What is appropriate in one culture may be inappropriate in another culture.

Culture does not explain all behaviors. It does greatly influence behavior, but so too do: an individual's personality, age, gender, economic and educational levels, life experiences, relationships, and specific situations.

Finally, learning about culture is enriching. The more one learns about others, the more one sees one's own culture clearly. By learning about contrasts, we can better understand how culture has influenced individuals and their communication with others

The concept of communication

Communication is the process of sharing meaning through verbal and nonverbal

behavior.

The word "communicate" comes from the Latin word "commonis", which means "common". It is obviously that communication is closely linked with "commonness". People of the same cultural background must have a lot in common to communicate with each other effectively. Their shared knowledge makes their communication, first of all, possible. (re: Activity 1, Unit 1, pp. 8-13 CCC)

(1) Symbols of any kind can be used as a means of communication. In human society we have verbal communication and non-verbal communication (kinesics, proximity etc.)

(2) In familiar situations of human society, many interpersonal communications are done unintentionally without people's being aware of doing it. Esp. in the non-verbal communication, people blush, smile, frown, instinctively. Yet in strange situations, people usually communicate with stronger intentions. One of the causes of misunderstanding in cross-cultural communication is one interlocutor's unintentional behavior (e.g. spitting on the ground; spluttering words) might be observed by the other with a different cultural background as intentional symbol and interpreted to mean negatively or positively. (re: Task 1, 2, 3 of Activity 3, Unit 1, CCC)

(3) Human communication is a psychological process of encoding and decoding. (re: p. p. 14-19 CCC)

(4) Human communication is a cultural and social behavior. It takes place in human society and is influenced by many factors such as the physical environment, people's psychological activities and people's ideas on values. (re: Task 1, Activity 3; Task 5, Activity 4; Task 2, Activity 5, Unit 1, CCC)

(5) The human communication has its codes and procedures which are shared by people of the same cultural background. (re: Task 3, Activity 4, Unit 1, CCC)

(6) There will be no communication if no exchange of information has occurred. This is a very narrow view of communication. There are various degrees of success in communication, ranging from complete success, partial success to failure. (p. 13 CCC)

(7) There are various ways of establishing a communication contact. In general there are: direct communication which is a two-way contact when communicators can see each other's behavior and indirect communication which is a one-way contact when communicators cannot see each other and hence cannot monitor each other's behavior. (p. 11 CCC)

(8) Human communication involves many more things than the mere transference of information from one source to another: there are power relations, role relations, age and sex differences, feelings, and so on. (p. 15 CCC)

Types of communication

There are many types of communication:

(1) human communication

(2) animal communication

(3) human-animal communication

(4) human-machine communication

(5) machine-to-machine communication

(p. 11 CCC)

Cross-cultural communication

Cross-cultural communication is communication (verbal and non-verbal) between people from different cultures, communication that is influenced by cultural values, attitudes, and behavior with the influence of culture on people's reactions and responses to each other.

Ingredients of communication

(1) Message or behavioral source

By this we mean a person who has the need and intention to communicate with others. Interpersonal communication is, in this sense, a process of people's behavior that links individuals with different intentions by exchanging information, sharing their inner worlds and influencing each other's attitudes and deeds.

(2) Encoding

Encoding is a psychological activity. It is a process of creating information by choosing words and sentences of the language according to the regulations of the society and culture in communication.

(3) Message

Message is obviously the result of encoding. It links the message source and the message receiver beyond the time and space.

(4) Channel

There could be various channels. In face-to-face communication, channel is the voices people make. Letters, books, TV shows, broadcasting and so on and so forth are all channels of communication.

(5) Receiver

The receiver is the one who gets the message or information intentionally or unintentionally.

(6) Decoding

Like encoding, decoding is also a psychological activity carried by the receiver who interprets what he receives with meanings.

(7) Response

The actions the receiver takes when he gets the information. If the communication is a successful one, the response is very near the meaning of the message source.

(8) Feedback

Feedback is the actually the information the message source gets from the response given by the receiver. It is the judgement made by the message source on whether his

communication is a success or not and according to his judgement he quickly adjust himself according to his feedback. It is closely connected with response of the receiver. (re: Activity 2, Unit 1, CCC)

Social situation

A social situation is formed when two or more people gather to do an activity or fulfil a purpose.

A social situation has the following essential components:

- Two or more participants
- Definitions of the situation and goals
- Setting
- Schema
- Verbal communication
- Non-verbal communication
- Time and space (p. 28 CCC)

A social situation may receive two definitions. One is given by the community and the other is given by the participants. The community definition of a social situation is a sort of **official definition,** or official interpretation of the situation, such as a social situation of meeting, a social situation of classroom teaching, etc. The **participants' definition** refers to the interpretations of the situation given by the participants themselves. The two types of definition may coincides or differ. (p. 29 CCC)

In any social situation, people have their goals. In social situations in public places such as university, clinic, library, petrol station and casino, people have **institutionalized goals,** yet they may also have **private goals** which are difficult to detect and likely to cause misunderstanding in cross-cultural communication. (p. 31 CCC)

(re: Activity 4, Unit 1, CCC)

Situational schema (情景心理图式) (Line 8 in the box, p. 4; in the title of Task 4, p. 32 CCC)

This is another special term in pragmatics. The word "schema" (pl. schemata) means originally "outline, diagram; synopsis". In Pragmatics, it refers to a built-in way of doing things in a certain social situation. This built-in way of doing things is the psychological reaction people give instinctively in their own culture without much thinking. It is almost inherent in people's mind.

In order to understand, to make sense of the world, we need background knowledge to guide us. Yet the prior knowledge or background knowledge in the mind is not at random list of things. It is very likely that it is organized into networks or meaningful clusters. Psycholinguists now use the word "schema" to talk about this notion: the way our background knowledge in the mind is organized. A schema is an organized packet of knowledge that enables us to make sense of new knowledge. In the text, it is explained as

"...in a social gathering, ...rules and procedures that govern the way things are going to proceed." (p.32 CCC) The following is an example of schema:

Visiting a Restaurant in London Schema:

Open door

Enter

Give reservation name

Wait to be seated

Go to table

Be seated

Order drinks

Put napkins on lap

Look at menu

Discuss menu

Order meal

Talk

Drinking water

Eat salad or soup

Meal arrives

Eat food

Finish meal

Order desert

Eat desert

Ask for bill

Bill arrives

Pay bill

Leave tip

Get coats

Leave

When we talk about social situations, it is very important to understand the concept of "schema", as everyone of us lives together with other people. Whenever there are two people, a social situation is formed in which schema of a kind is needed simply to get on with the other people and to behave normally as a social existence.

Suppose you have never been abroad before, now this was your first visit to a very expensive grand restaurant in London and you were alone. You could only speak a little English. Did you know what to do when you enter the restaurant?

Think about this question and draw the importance of the notion of schema in cross-cultural communication.

Meaning in communication

Words do not mean anything themselves. It is language users who give them the meanings. In other words, what a word or an object means to us is actually our interpretation. Human interpretation relies on our knowledge about the language and the world.

Conventional meaning is of two kinds. They are conceptual meaning and associative meaning.

In cross-cultural communication, we should be very careful about associative meanings a word has.

Speaker's meaning is close to Chinese saying that the speaker may not mean that while the listener thinks he means exactly so.

Listener's meaning is something like what Chinese say, "Listen between the words". (p. 25 CCC)   (re: Activity 3, Unit 1, CCC)

Kinds of cross-cultural language communication

- Unilaterally cross-cultural language communication
- Bilaterally cross-cultural language communication

The success of cross-cultural communication depends on the amount of shared knowledge between peoples. The more the communicators understand each other's language and culture, the more efficient their communication will be. (p. 20 CCC)

Section 2   Assessment

Tutorial Contributions

Discussion:

(1) How is language related to culture in communication?

(2) What is considered to be a successful communication?

(3) Make an analysis on the three models on pp. 16-19 CCC to talk about why they turned out to be a success or failure.

(4) Discuss the following cases in your tutorial, using the concepts you have learnt in this unit. And prepare to write down your analysis on the failure of communication in these three cases.

Case 1: Place: Outside a classroom on a campus in the United State

Time: About 4 o'clock in the afternoon

A (an American student): What's up?

B (a new overseas student from Vietnam) (Looking up and puzzled): The sky?

Case 2: Place: Inside a classroom of a certain university in China

Time: a break between classes

A (A Chinese student): Have you married? What does your husband do?

B (A young American girl who was teaching English at the school) (staring at him, very upset): I... I... I have a boyfriend.... He is now in Japan.

Case 3: Place: New York City

Time: In the rush hour

A (An Arabian man who has just arrived): I've been waiting here for five minutes to cross this road.

B (A passerby): Well, there's a zebra crossing further down the road.

A: Well, I hope it is having better luck than I'm having.

Exercises on Text Proper

1. *Write a short piece on one of the following topics.*

(1) Language, Culture and Communication

(2) One Example of Cross-cultural Communication in My Life

(3) An Analysis on Failure of Cross-cultural Communication in the Three Cases (The cases are found in Discussion in Tutorial Contributions)

2. *Explain the following concepts in English in your own words.*

(1) direct communication and indirect communication (Reference on p.11 CCC)

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(2) mono-cultural language communication (Reference on p.16 CCC)

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(3) unilateral cross-cultural language communication and bilateral cross-cultural language communication (Reference on pp.17-18 CCC)

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_____

_____

(4) social situation, the official definition and the participant's definition of a social situation (Reference on p.29 CCC)