



普通高等教育“十一五”国家级规划教材

新世纪高等院校英语专业本科生系列教材（修订版）

总主编 戴炜栋

# 跨文化交际实用教程

*A Practical Course in  
Intercultural Communication*

Marilia Resende 编著  
纪玉华



**教师用书**  
Teacher's Book

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## 总序

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、八级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才”。为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国30余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养



MARILYN RESENDE

的作用是有目共睹的。外教社为满足教学和学科发展的需要，与教材编写者们一起，力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”，以打造英语专业教材建设完整的学科体系。为此，外教社邀请了全国几十所知名高校40余位著名英语教育专家，根据英语专业学科发展的新趋势，围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究，并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识、文化知识和相关专业四大板块，品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等，总数逾200种，几乎涵盖了当前我国高校英语专业所开设的全部课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，提供更多的选择。教材编写深入浅出，内容反映了各个学科领域的最新研究成果；在编写宗旨上，除了帮助学生打下扎实的语言基本功外，着力培养学生分析问题、解决问题的能力，提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成，其中多数是在各个领域颇有建树的专家，不少是高等学校外语专业教学指导委员会的委员，总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍，再次得到教育部的认可，荣列“普通高等教育‘十一五’国家级规划教材”。我深信，这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养，填补现行教材某些空白，为培养高素质的英语专业人才奠定坚实的基础。

**戴炜栋**

教育部高校外语专业教学指导委员会主任委员  
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# The Authors

## MARILIA RESENDE:

语言学博士，葡萄牙里斯本大学教授，现任厦门大学英文系外籍专家，精通英、葡、德、法、西等多国语言，长期从事多元文化和跨文化交际研究，出版多部专著、编著并在国际重要刊物上发表论文多篇。论文主要探讨“自己”与“他人”，以及语言与文化的关系。

## 纪玉华:

英语语言文学博士，厦门大学英文系主任，批评语言学和跨文化交际研究方向的博士生导师，在国内外学术期刊发表论文40余篇，编写出版专著、编著和译著60余本。曾在英国、美国和加拿大讲学、研究、生活数年，熟悉多国文化。还应邀赴香港、台湾和澳门多所大学访问讲学。

Dr. Marilia Resende is a PhD in Linguistics from the University of Lisbon who is currently teaching at Xiamen University. She is multilingual (speaks 9 languages and has studied over 20) and is keen on multiculturalism. She taught at various European universities (in Sweden, Holland, Germany and the UK) and integrated the Council of Europe for over 10 years where she was involved with language planning and policies. Her fields of expertise include General and Applied Linguistics, Language Teaching Methodology, and Course Design, Development and Assessment. She is a published author in Intercultural Communication and her research interests focus on the language/culture interface and the 'self' *vis-à-vis* the 'other'.

Dr. Yuhua Ji is a PhD in English Language and Literature and is the Head of the English Department at Xiamen University. He is well published in the field of Applied Linguistics and is a PhD supervisor in Intercultural Communication. He has lived and worked abroad for a considerable time (in the UK, USA and Canada) and this experience has somehow endowed him with a multicultural identity. His research interests focus on Critical Discourse Analysis and Public Speaking. His academic portfolio includes a series of lectures, seminars and workshops held not only in China's mainland but also in Taiwan, Hong Kong and Macao.

# Foreword

A *PRACTICAL COURSE IN INTERCULTURAL COMMUNICATION* is designed as a task-based interactive learning experience for students and teachers alike. It aims to encourage and foster critical thinking while spurring readers' curiosity and interest in other cultures beyond China. The Student's Book is sold with a Teacher's Book which is written to make the teacher's job easier, whilst allowing for flexibility not only in the teaching procedure but also in the adjustment to the target group.

The Student's Book is, basically, a hands-on textbook on Intercultural Communication, rather than a theoretical compendium on the subject. It is purposefully created to meet the challenges that Chinese students face when using English as a foreign language, especially as they need to be culturally aware of different communication patterns and styles as well as different values, customs, beliefs, and social practices within the English language. Thus, the Student's Book is intended for Chinese students at university level – not only undergraduates but also postgraduates and both English majors and non-English majors.

The Teacher's Book is written for the teachers and it includes an overview of the book and Teaching Notes for each chapter. The overview includes chapter summaries and objectives whereas the Teaching Notes cover:

- vocabulary for students to preview;
- background information for the teacher;
- strategies for reading comprehension;
- hands-on application through case study analyses;
- chapter conclusion;
- answers to activities – pre-tasks and follow-up tasks.

In this Foreword, various Teaching Tips are provided in order to help the teacher plan his/her lessons. These Teaching Tips will clarify the teaching methodology used in the book, guide the Teaching Procedure, and give Teaching Suggestions regarding the use of each section in the chapters so as to make the book teacher-friendly as well. The following section will consider teaching methodology, teaching procedure, and teaching suggestions.

## 1. TEACHING METHODOLOGY

As mentioned in the Preface of the Student's Book, the book is structured using



a Communicative Language Teaching Method and a student-centred approach; consequently, the idea is for students to “learn by doing” and to integrate all the language learning skills (speaking, listening, reading, writing, and translating) in their cultural experiences. According to this approach, students are perceived as activity participants, task-fulfillers instead of quiet listeners and passive recipients of knowledge; in contrast, teachers are viewed as motivators, facilitators, activators and communication partners, rather than controllers, instructors and assessors. As a result, student-talking-time should exceed teacher-talking-time for students are constantly engaged in discovery techniques which help develop critical thinking. Moreover, throughout the lesson, students are involved in various social and discursive practices which require either pair work or group work and ultimately contribute to the development of social and communicative skills.

As the course is content-based, rather than skills-based (for example, an intensive reading course like College English), students are taught using a top-down approach which focuses on exchange of ideas rather than a bottom-up approach which centers itself on vocabulary acquisition and word for word translation of texts. The goal is to guide students to become proficient intercultural communicators in real life social practices; therefore, the teacher should concentrate on how the learner learns and what the learner learns, and this implies clarifying, translating (where necessary), and exemplifying key concepts in order to stimulate students’ cross-cultural awareness.<sup>1</sup> To put it simply, in this course and with this Student’s Book, language learning becomes a natural response to communicative needs which involve the promotion of cross-cultural awareness.

## 2. TEACHING PROCEDURE

It is fundamental to develop a set of routine activities to allow students to be familiar and comfortable with each new lesson; thus, Teaching Procedure needs to be consistent. Basically, Teaching Procedure should cover lead-in, presentation, reading comprehension, follow-up practice, experiential learning, wrap-up and closure. Class interaction is the primary goal so objects and pictures should be used profusely to engage students. Written work should be kept to a minimum as it will slow down the progress of the lesson and it can be rather challenging for students.<sup>2</sup>

In terms of sequence, it is preferable to start the lesson with a warm-up activity (chosen from the pre-tasks given) which involves students in the topic and develops their interest and curiosity. A class discussion would be the best lead-in to the new lesson and

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1 The vocabulary which touches upon the key concepts needs to be taught in class, so the glossary must be closely examined.

2 Note that, before class, students should be encouraged to preview the chapter and check the translation of the key concepts in the key words chart. The teacher should access the online resources to have a solid preparation on the topic/theme.

would help set the atmosphere. Then, it is important to go over the lesson objectives formulated at the beginning of the chapter to help students understand what they need to accomplish. At this stage, the teacher's input should focus on the key words chart and the glossary so as to clarify, translate and exemplify key concepts. This moment is controlled by the teacher exclusively and is followed by a close reading of the text.

The reading comprehension involves:

- skimming the text and identifying the main idea;
- underlining and explaining topic sentences (no translation is needed as the difficult words have already been translated);
- scanning the text for specific information;
- doing two follow-up tasks to ensure reading comprehension.<sup>1</sup>

The reading comprehension requires lively class interaction and integration of language learning skills. The follow-up tasks, on the other hand, entail giving clear instructions and monitoring the activity by helping with lexical input. Furthermore, during the follow-up, the teacher should set time limits to keep the pace and the activity must be checked in class. It is imperative to spot-signal mistakes but the teacher should avoid interrupting the flow of discussion and should also encourage peer correction so that students may learn from one another. Throughout this process, students need to be praised for their achievements and their performance in class needs to be registered as formative assessment. It is the teacher's duty to accept and respect all students, regardless of their level of proficiency and their cultural input.

The highlight of the lesson is the hands-on application, or better, the experiential learning. This part is ensured by choosing one of the case studies available in the chapter. At this stage, the teacher makes sure students reflect on what they have learned and engage in problem-solving skills.<sup>2</sup> During the experiential learning, the teacher's focus is on social skills, which are crucial to intercultural communication, as well as on the development of cross-cultural awareness.

Finally, in order to wrap-up the lesson, the teacher reviews the lesson contents and goes over the chapter summary. In order to help the teacher, the Teaching Notes for each chapter already include a chapter conclusion. After the wrap-up, students need to be given some homework assignments and should be encouraged to do the checklists as self-assessment.<sup>3</sup> Before bringing the lesson to a closure, the teacher should draw the students' attention to the online resources as well as the audio and video resources

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1 The teacher should always choose activities that suit the target group; it is essential to be aware of student's strengths and weaknesses as well as of fast and slow learners (seating should be arranged so that weaker students can benefit from sitting with fast learners).

2 If the target group is rather advanced, the teacher can even opt for extra exercises in the critical thinking section as these tend to generate open discussion and personal reflection.

3 The teacher can use the checklists and the critical thinking activities to draft quizzes to assess the students periodically. The teacher can also ask students to hand in the personal experience written assignment for evaluation purposes.

which can help motivate students and raise their cross-cultural awareness.

### 3. TEACHING SUGGESTIONS

The following table shows how each section in the chapters can be used.

SECTION	SUGGESTIONS
Learning Objectives	Students are encouraged to preview the chapter paying special attention to the objectives and the key words chart.
Key Word Chart	The key words chart needs to be explained thoroughly.
Glossary	The glossary can be used at the beginning of the lesson to explain key concepts mentioned in the key words chart.
Pre-tasks	One exercise could be used as lead-in, to introduce the topic of the lesson. The level of the target group must be considered.
Reading Comprehension	The text must be read in class. Reading strategies that include skimming and scanning should be used to foster reading skills. The text is not meant to be translated in class as the translation of difficult words is already provided but the main ideas in the text need to be explained. In addition, topic sentences should be underlined and key words should be circled.
Follow-up Tasks	Two exercises should be used to check reading comprehension. Pair work is suggested. The level of the target group must be considered.
Additional Information	If the chapter provides this section, it is useful to go through it with students to develop cross-cultural awareness through comparison and contrast.
Conclusion	To ensure students grasp the main ideas of the text, the conclusion should be carefully explained.
Case Studies	One case study should be used in class to generate free discussion on the topic as well as hands-on application. The case studies enable students to “learn by doing”.

SECTION	SUGGESTIONS
Critical Thinking	One or two exercises could be used to develop academic skills. The level of the target group must be considered. The “Key to Exercises” provides prototype-answers but some of these activities entail open-ended questions and require open discussion and personal reflection.
Summary	This should be used for closure as it provides a review of the chapter and the consolidation of the key concepts.
Vocabulary Exercises	Although the course is on Intercultural Communication, English is the carrier (or barrier) to Intercultural Communication skills. Students’ attention needs to be drawn to these vocabulary exercises. They could be done occasionally to develop active vocabulary. Students should be encouraged to keep a vocabulary notebook.
Checklist	Students should do this regularly after class (compulsory homework assignment) because it leads to a fuller understanding of the chapter’s key concepts. The “Key to Exercises” provides the correct answers.
Group Work	Students should carry out one of the proposed activities in order to develop social skills. This is intended as an activity for out of class, but may also be used as project work.
Personal Experience	This written task can (occasionally) be used as an out of class assignment for extra evaluation.
Surfing the Net	Students should be encouraged to access online information using these web links. Teachers can also use these web links to prepare for class.
Audio and Video Resources	These suggestions can be used to complement teaching practice and motivate students to develop cross-cultural awareness.

To conclude:

These Teaching Tips are mere suggestions to help the teacher make full use of the Student’s Book but are not supposed to curtail the teacher’s creativity; more experienced teachers may even develop alternative approaches to the use of the book.

Even though the book is structured using a Communicative Language Teaching Method, an eclectic teaching approach may be adopted according to the teacher's teaching profile and the educational setting. All in all, the primary goal is to make Chinese students qualified citizens of the world through an individually thought-provoking, task-based interactive learning experience.

The authors welcome suggestions, comments and feedback on this edition of *A PRACTICAL COURSE IN INTERCULTURAL COMMUNICATION* as well as on the Teacher's Book in order to further improve this project.

**THE AUTHORS**  
January 2012

# Overview of the Book

## CHAPTER 1

CHAPTER 1 introduces the key concepts concerning culture: “visible culture” and “invisible culture”; “small C culture” and “big C culture”; “high culture” and “anthropological culture”; “mainstream culture” and “sub-culture/co-culture”. It also includes various definitions of culture and the formation of cultural identity.

In CHAPTER 1, the teacher will guide students to:

- ◆ understand the definitions of “culture” and “cultural identity”;
- ◆ distinguish “visible culture” from “invisible culture”; “big C culture” from “small C culture”; “high culture” from “anthropological culture”;
- ◆ perceive the difference between “mainstream culture” and “sub-culture/co-culture”.

## CHAPTER 2

CHAPTER 2 starts by analysing the concept of communication and the way culture and communication are inextricably interwoven. It compares and contrasts communication styles in eastern and western cultures and it differentiates between high-context cultures and low-context cultures, using Edward T. Hall’s well-known cultural pattern theory. Additionally, the chapter unveils the concept of intercultural communication and includes various forms of intercultural communication: international, intracultural, interethnic and interracial communication.

In CHAPTER 2, the teacher will guide students to:

- ◆ understand the intricate relationship between “culture” and “communication”;
- ◆ compare and contrast communication styles in eastern and western cultures;
- ◆ distinguish intercultural, international, intracultural, interethnic and interracial communication;
- ◆ summarise the definition of intercultural communication.

## CHAPTER 3

CHAPTER 3 focuses on verbal intercultural communication. The core of the chapter is centred on translation problems as intercultural communication barriers. Therefore, the chapter analyses lack of vocabulary equivalences, idiomatic equivalences, syntactic

equivalences, experiential equivalences, and conceptual equivalences. Besides that, the chapter also compares and contrasts oral and written communication styles and establishes the link between different communication styles and different thinking patterns.

In CHAPTER 3, the teacher will guide students to:

- ◆ identify translation problems as linguistic barriers to intercultural communication;
- ◆ distinguish lack of equivalences in vocabulary, idioms, grammar and syntax, experiences and concepts between English and Chinese;
- ◆ understand the impact of culture on verbal communication;
- ◆ comprehend the way thinking patterns influence discourse patterns;
- ◆ compare and contrast verbal communication styles and written communication styles across cultures.

## CHAPTER 4

CHAPTER 4 focuses on nonverbal intercultural communication. It distinguishes the various functions and categories of nonverbal communication and analyses paralanguage, silence, chronemics, proxemics, oculosics, olfactics, haptics, kinesics, chromatics and attire. The chapter argues against the common-held belief that nonverbal communication is universal; it stresses the fact that nonverbal communication is culturally-relative and, thus, cross-cultural differences may lead to misunderstanding and barriers to intercultural communication.

In CHAPTER 4, the teacher will guide students to:

- ◆ understand the definition of nonverbal intercultural communication;
- ◆ distinguish the various categories of nonverbal communication: paralanguage, silence, chronemics, proxemics, oculosics, olfactics, haptics, kinesics, chromatics and attire;
- ◆ analyse cross-cultural differences in nonverbal communication.

## CHAPTER 5

CHAPTER 5 covers emotional and attitudinal barriers to intercultural communication. In terms of emotional barriers, it concentrates on anxiety and uncertainty as well as assuming similarities instead of differences. Regarding attitudinal barriers, it distinguishes ethnocentrism, stereotyping, prejudice and racism. Finally, the chapter provides skills and strategies to overcome intercultural communication barriers caused by emotional and attitudinal barriers.

In CHAPTER 5, the teacher will guide students to:

- ◆ understand intercultural communication barriers;
- ◆ distinguish barriers caused by emotional and attitudinal problems;
- ◆ perceive the differences between ethnocentrism, stereotyping, prejudice and racism;

- ◆ develop skills and strategies to overcome intercultural communication barriers.

## CHAPTER 6

CHAPTER 6 is centred on the hidden core of culture – the shared beliefs, values, norms and social practices which are commonly known as cultural patterns. Two well-known cultural pattern theories – Kluckhohn & Strodtbeck’s “Value Orientation” and Geert Hofstede’s “Dimensions of Cultural Variability” – are used to help students understand cultural variability and improve intercultural communication through cross-cultural analysis of worldviews and values.

In CHAPTER 6, the teacher will guide students to:

- ◆ understand the definitions of “worldview” and “value”;
- ◆ comprehend the different dimensions of cultural values and apply them to eastern and western cultures;
- ◆ establish the relationship between two cultural pattern theories – Kluckhohn & Strodtbeck and Geert Hofstede;
- ◆ compare and contrast China and America following Kluckhohn & Strodtbeck’s theory.

## CHAPTER 7

CHAPTER 7 is designed to explore the influence of culture on social interaction customs, namely, greetings and farewells, invitations and responses, appointments and visits, compliments and responses. Other social customs like hospitality and gift-giving are also covered. The main idea is to perceive differences in social interaction customs across cultures and learn what is appropriate in each culture in order to avoid socio-pragmatic failure and cross-cultural misunderstanding.

In CHAPTER 7, the teacher will guide students to:

- ◆ understand the influence of culture on social interaction customs;
- ◆ handle greetings and farewells, invitations and responses, appointments and visits, compliments and responses in intercultural contexts;
- ◆ manage cross-cultural differences in hospitality and gift-giving;
- ◆ avoid socio-pragmatic failure and cross-cultural misunderstanding.

## CHAPTER 8

CHAPTER 8 introduces interpersonal relationships at various levels: within the family; among friends; between teachers and students; and between employers and employees. It highlights the family as the core structure in culture and subdivides family relationships into three categories: marital relationship, parental relationship and kinship relationship. Furthermore, it compares and contrasts the East and the West regarding family ties, friendships, and interpersonal relationships in the educational context as well as the business context.



In CHAPTER 8, the teacher will guide students to:

- ◆ understand the definition of interpersonal relationship;
- ◆ compare and contrast family ties, friendships, and interpersonal relationships in the educational context as well as the business context in the east and in the west;
- ◆ recognise the subdivisions within the family structure: marital relationship, parental relationship and kinship relationship;
- ◆ link differences in interpersonal relationships to cultural values.

## CHAPTER 9

CHAPTER 9 covers the acceptance or resistance to the host or alien culture by analysing the different modes of acculturation – assimilation, integration, separation/segregation and marginalisation. Additionally, the chapter distinguishes culture shock from intercultural adaptation and draws attention to symptoms and effects of culture shock. Besides that, U-curve and W-curve patterns in intercultural adaptation are differentiated. Finally, the chapter proposes skills and strategies to overcome culture shock and achieve intercultural adaptation. The primary goal is to widen students' view of cultural identity and guide them to cultural diversity and cultural integration.

In CHAPTER 9, the teacher will guide students to:

- ◆ understand the process of acculturation and recognise the different modes of acculturation – assimilation, integration, separation/segregation and marginalisation;
- ◆ distinguish culture shock and intercultural adaptation;
- ◆ become aware of symptoms and effects of culture shock;
- ◆ differentiate U-curve and W-curve patterns in intercultural adaptation;
- ◆ develop skills and strategies to overcome culture shock and achieve intercultural adaptation.

## CHAPTER 10

CHAPTER 10 is centred on intercultural communication competence and it considers two requirements for intercultural communication competence: effectiveness and appropriateness. Moreover, the chapter also analyses the basic components in intercultural communication competence: knowledge, motivation, and skills and strategies.

In CHAPTER 10, the teacher will guide students to:

- ◆ understand the definition of intercultural communication competence;
- ◆ recognise the two requirements for intercultural communication competence: effectiveness and appropriateness;
- ◆ distinguish the components of intercultural communication competence: knowledge, motivation, and skills and strategies;
- ◆ become proficient intercultural communicators.