跨文化交际实用教程

A Practical Course in Intercultural Communication

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编委会名单

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

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知识四大板块，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
国务院学位委员会外语学科评议组组长

The Authors

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 also 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 and Critical Linguistics. He has lived and worked abroad for 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 the Mainland but also in China's Taiwan, Hong Kong and Macao.

The authors wish to create a task-based and hands-on textbook in Intercultural Communication. From their teaching experience, they have realised that in order to meet the challenges of an increasingly globalised world, they need to widen their students' view of cultural identity. Their purpose is to reveal the multicultural identity within the English speaking *diaspora* because English is no longer the exclusive possession of Britain and American but the inclusive language of two-thirds of the world's population, with special relevance to non-native speakers. They believe that Chinese students need to become culturally aware of different communication patterns and styles as well as different values, customs, beliefs, and social practices within the English language because they represent the highest number of non-native speakers.

In short, the authors wish to make Chinese students multicultural individuals capable of understanding culturally-induced behaviours and proficient in intercultural communication. Consequently, this book aspires to make Chinese students qualified citizens of the world through an individually thought-provoking, task-based interactive learning experience.

Preface

1. ACKNOWLEDGEMENTS

2. AUTHORS' PRIMARY GOAL

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 skills while spurring readers' curiosity and interest in other cultures beyond China. The primary goal is to create an applied course book that will give its readers a thorough understanding of the language/culture interface in the 21st century. Although the book focuses primarily on English as a global language that is present in every intercultural communication practice, it also encompasses the dialectics between language as a means of communication, and culture, as a body of visible and invisible imprints.

3. FIELD OF STUDY

INTERCULTURAL COMMUNICATION is a field of study within Applied Linguistics that is centred on cultural dialogue (inclusive intercultural communication) across nations; it unfolds the cultural similarities and differences between nations. Basically, the field covers:

- verbal and nonverbal communication patterns;
- norms, values, beliefs and social practices;
- interpersonal relationships and social interaction customs;
- linguistic and attitudinal barriers to intercultural communication;
- stereotypes, prejudices, racism and ethnocentrism;
- culture shock and intercultural adaptation;
- skills and strategies to foster intercultural communication competence.

4. TARGET AUDIENCE

The book is designed for all students at university level who are aware of the effects of globalisation on cultural practices, that is to say, both undergraduates and postgraduates, English majors and non-English majors, can benefit from *A PRACTICAL COURSE IN INTERCULTURAL COMMUNICATION*. The book will guide students to:

- examine both visible and invisible culture, small C culture and big C culture, high culture and anthropological culture, as well as mainstream culture and sub-culture or co-culture;
- explore diverse cultural aspects such as beliefs, values, worldviews, discourse patterns, body language, human relationships and behaviours;
- appraise the diversity of cultures, appreciate the similarities, respect the differences, anticipate potential problems in intercultural communication and develop skills and strategies to deal with the intercultural misunderstanding.

5. STRUCTURE OF THE BOOK

The book has ten chapters and each deals with a different topic. Each chapter includes:

- learning objectives;
- an explanatory chart with the basic key concepts;
- pre-tasks to allow for warm-up discussion;
- a text for reading comprehension (note that the Chinese translation of difficult words is provided in brackets to ensure reading comprehension);
- two case studies for hands-on application;
- plenty of follow-up tasks (this gives the teacher some flexibility to select the tasks for in-class and out-class work according to the target group);
- a summary of the chapter;
- a glossary containing key words;
- vocabulary exercises (either matching or translation);
- a checklist for self-assessment;
- critical thinking activities to develop academic skills;
- group activities to foster social skills;
- a personal experience task to improve writing skills;
- web links to help access online information;
- audio and video resources to motivate self-study.

In addition, the book includes an introduction, a conclusion and two appendices. The introduction is designed to guide both students and teachers on how to use the book in and out of class. It also covers a brief summary of each chapter. The conclusion sums up the basic ideas highlighted throughout the chapters. The appendices contain: a Key to self-assessment exercises and a succinct Bibliography.

Besides these, two tests on intercultural communication competence have been included:

- a Diagnostic Test, at the beginning of the book, to check students' intercultural communication competence at the onset of the course;
- a Final Test, at the end of the book, to assess students' progress in the course.

6. TEACHING METHODOLOGY USED IN THE BOOK

The book is structured using a Communicative Language Teaching method and a student-centred approach. As it is a task-based textbook in INTERCULTURAL COMMUNICATION, students obviously "learn by doing", and integrate all the language learning skills (speaking, listening, reading, writing, and translating) in their cultural experiences. This experiential learning involves different contexts of use as well as different social and discursive practices. Moreover, it entails various cognitive, communicative and socio-affective learning strategies. Throughout the book, students are constantly engaged in discovery techniques which require both inductive and deductive reasoning and help develop critical thinking skills.

7. ASSISTANCE IN COURSE DESIGN

The book is organised to facilitate Course Design:

- each chapter is centred on a key area within intercultural communication which could frame the THEME/TOPIC to be covered in each lesson;
- the OBJECTIVES of the lesson are formulated at the beginning of the chapter;
- the CONTENTS to be taught are outlined in the key words chart and the vocabulary is identified in the glossary;
- the TEACHING PROCEDURE is sequenced in the structure of the chapter in terms of pre-task (warm-up), reading comprehension and follow-up (a variety of tasks are provided to give the teacher some leeway to select those that are more suited to her/his target group);
- the TEACHING METHODOLOGY has been outlined and is further explained in the introduction;
- the ASSESSMENT is facilitated with checklists and vocabulary exercises at the end of each chapter; besides, the "Personal Experience" section in each chapter can be used as written assignment for evaluation and the surplus of tasks in each chapter can be used to draft the Final Exam of the course.

8. USING THE BOOK

A PRACTICAL COURSE IN INTERCULTURAL COMMUNICATION is not a theoretical compendium on intercultural communication but a proven academic course that has been designed and experimented in China during the past three years, both in Heilongjiang University and Xiamen University. The book carefully articulates Course Design and Teaching Resources and is based on sound Teaching Methods which the authors, as experts on Teaching Methodology, endorse. All the tips and suggestions mentioned in the introduction are included 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 authors welcome suggestions, comments and feedback on this edition of *A PRACTICAL COURSE IN INTERCULTURAL COMMUNICATION* to further improve this project.

THE AUTHORS
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Introduction

Why a book in intercultural communication?

As we know, learning a language entails learning a culture because a language is just a visible element of culture, one of the many to be precise. However, learning a language also depends on other educational, political, historical, geographical, social, economic, and especially technological factors, which affect language learning considerably. In fact, language learning has changed enormously due to recent technological developments that have made the world a "global village", drawing us closer to one another and enabling us to share values, customs, beliefs, and social practices on a day-to-day basis. No doubt, technological developments have affected some languages more than others and English has indeed been the most affected language because it emerged as the global language shared by almost two-thirds of the world's population, comprising both native and non-native speakers.

China is no exception regarding the spread of English as a global language since it has the largest population in the world and the highest number of non-native speakers of English. Currently, there are around 500 million people in China learning English. This number is quite astounding and proves the need to raise cross-cultural awareness among Chinese students who use English for intercultural communication purposes. Therefore, it is no longer enough to teach Chinese students about British and American culture when teaching them English; they need a multicultural survey as English now represents most of the western hemisphere, both north and south (and even stands for some eastern cultures which have endorsed acculturation practices from the west). As a result of this new multicultural identity, Chinese students are required to develop cultural sensitivity to different communication patterns and styles as well as to different beliefs, values, norms and social practices within the English language. Furthermore, they need to welcome cultural diversity and develop skills and strategies to deal with intercultural misunderstanding within the English language.

To put it simply, Chinese students need to become proficient intercultural communicators in English and must have a thorough understanding of the language/culture interface in the 21st century. This book will cover key areas in INTERCULTURAL COMMUNICATION which Chinese students need to master in order to communicate effectively and appropriately in English.

How can the book be used?

As we said in the Preface, this book is designed as a task-based and hands-on textbook in INTERCULTURAL COMMUNICATION; hence, there are plenty of activities to choose from, either for in-class or for out-class assignments. The idea is, clearly, to give the teacher some leeway so that he/she can select the tasks that suit his/her target group. However, this textbook is not intended as an intensive reading course book; it is purposefully created to generate discussion and foster critical thinking skills. Students are expected to exchange views, comment on pictures and cartoons, and explain or translate sayings and definitions. To further this aim, the focus should be on key concepts which need to be clarified, translated (where necessary) and exemplified so as to stimulate students' cross-cultural awareness.

Summary

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 or co-culture. It also includes various definitions of culture namely those put forward by anthropologists, social psychologists, and intercultural communication scholars. In addition, the chapter covers cultural identity and its formation process so as to draw students' attention to their own multicultural identity.

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: process-oriented *versus* goal-oriented; and receiver-centred *versus* sender-centred. It also differentiates between high-context cultures and low-context cultures, using Edward T. Hall's well-known cultural pattern theory. Next, the chapter unveils the concept of intercultural communication, including its definition and various forms of intercultural communication: international, intracultural, interethnic and interracial communication. Finally, the chapter establishes the link between communication and intercultural communication as well as the distinction between verbal and nonverbal communication.

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. As the idea is to highlight the linguistic barriers to intercultural communication, it also compares and contrasts oral and written communication styles. The chapter raises students' cultural sensitivity to different communication patterns and styles which derive from different thinking patterns.

CHAPTER 4 focuses on nonverbal intercultural communication. It distinguishes the various functions and categories of nonverbal communication and analyses

paralanguage, silence, chronemics, proxemics, oculesics, 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.

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 barriers and attitudinal barriers. This chapter is essential for the formation and development of students' own multicultural identity because it fosters cultural awareness of the "self" and the "other".

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 are introduced here: (1) Kluckhohn and Strodtbeck's "Value Orientation"; (2) Geert Hofstede's "Dimensions of Cultural Variability". This theoretical framework is designed to help students understand and improve intercultural communication through cross-cultural analysis of worldviews and values — two key concepts in the chapter.

CHAPTER 7 is designed to explore the influence of culture on social interaction customs, namely greetings and farewells, invitations and responses, appointments and visiting, compliments and responses. Other social customs like hospitality and gift-giving are also covered in the chapter. 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.

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. Throughout the chapter, east and west are compared and contrasted in terms of family ties, friendships, and interpersonal relationships in the educational context as well as the business context. Additionally, the chapter points out different cultural values that have a decisive influence on interpersonal relationships across cultures, such as individualism and collectivism, equality and hierarchy. This chapter reverts to the hidden core of culture, introduced in chapter 6, which underlies interpersonal relationships at various levels.

CHAPTER 9 covers the acceptance or resistance to the host or alien culture. It starts by analysing the process of acculturation and the different modes of acculturation: assimilation, integration, separation/segregation and marginalisation. It then follows on to distinguish culture shock from intercultural adaptation; it also draws attention

to symptoms and effects of culture shock as well as stages of intercultural adaptation (U-curve and W-curve patterns). Finally, the chapter proposes some skills and strategies to overcome culture shock and achieve intercultural adaptation. The overall aim is to widen students' view of cultural identity and guide them to cultural diversity and cultural integration.

CHAPTER 10 is centred on intercultural communication competence. First, it considers two requirements for intercultural communication competence: effectiveness and appropriateness. Then, it focuses on the basic components in intercultural communication competence: knowledge, motivation, and skills and strategies. This chapter has a very practical outlook and it fulfils the authors' primary goal, *i.e.* to make students proficient intercultural communicators.

Authors' Advice

The purpose of the book is to educate students in intercultural communication; hence, here are five basic strategies to improve intercultural communication:

1. understanding and accepting differences;
2. fostering equality between the "self" and the "other";
3. developing tolerance and acceptance towards others;
4. cultivating cultural sensitivity to differences;
5. promoting cultural diversity and multiculturalism.

☞ **OUR WISH:**
- we hope you enjoy the book as much as we have enjoyed writing it;
- we hope you engage in cross-cultural dialogue and become proficient intercultural communicators.

☞ **OUR RECOMMENDATION:**
- learning is not a short-term process but a lifelong engagement;
- you need to seek other cultures beyond China to become culturally proficient in English.

Diagnostic Test

Test your intercultural competence

Tick ☑ either A or B to describe yourself.

1. When interacting with a group of people from different cultures,
   A — I feel nervous.
   B — I feel comfortable.
2. When participating in group discussions with people from other cultures,
   A — I am active.
   B — I am silent.
3. When I interact with people from different cultures,
   A — my thoughts are confused and jumbled.
   B — my thoughts are clear and comprehensible.
4. When waiting in line, I usually
   A — initiate conversations with strangers.
   B — avoid conversations with strangers.
5. When interacting with others,
   A — I look for similarities instead of differences.
   B — I welcome different ways of thinking and doing.
6. When interacting with strangers, I always
   A — keep eye contact.
   B — avoid eye contact.
7. I prefer to
   A — listen rather than speak.
   B — speak and listen.
8. In terms of other cultures and foreign social practices,
   A — I am curious.
   B — I am indifferent.
9. In terms of interpersonal relationships,
   A — I make friends easily as I am outgoing.
   B — I don't make friends easily as I am shy.
10. I like to speak to
    A — like-minded people.
    B — different people.

KEY TO DIAGNOSTIC TEST

CORRECT STATEMENTS

1. B	2. A	3. B	4. A	5. B
6. A	7. B	8. A	9. A	10. B

INCORRECT STATEMENTS — EXPLANATION

1. When interacting with a group of people from different cultures, I feel nervous. — this means that you are not ready for intercultural communication.
2. When participating in group discussions with people from other cultures, I am silent. — this implies that you are a passive participant instead of an active one.
3. When I interact with people from different cultures, my thoughts are confused and jumbled. — this means that you are tense and nervous.
4. When waiting in line, I usually avoid conversations with strangers. — this means that you need to develop social skills in order to feel comfortable communicating with strangers.
5. When interacting with others, I look for similarities instead of differences. — this suggests that you are not tolerant or accepting towards others who think and behave differently.
6. When interacting with strangers, I always avoid eye contact. — this means that you are shy and unaware of the importance of nonverbal communication.
7. I prefer to listen rather than speak. — this implies that you play a passive role in conversation.
8. In terms of other cultures and foreign social practices, I am indifferent. — this points out that you lack interest in intercultural communication, so you are not motivated to take this course.
9. In terms of interpersonal relationships, I don't make friends easily as I am shy. — this means that you need to develop social skills in order to make friends.
10. I like to speak to like-minded people. — this shows that you welcome similarities and avoid differences, so you are not culturally tolerant.