**跨文化交际电子教案 Unit One**

**本单元对跨文化交际进行了综述，以老师讲授为主，让学生对跨文化交际课程的意义、目的和计划有所了解，并向学生推荐部分跨文化交际方面的读物，此外，本单元还介绍了跨文化交际研究的历史背景、研究性质、方式方法和现有成果。**

* **Intercultural Communication  
  (ICC)**

Prepared by

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* **Unit One  
  Fundamentals of  
   Intercultural Communication**
* **Task Description**
* **The task of this unit includes an overall introduction to intercultural communication which ranges from course significance, objectives, plans to recommended readings.**
* **It also involves ICC study regarding its history, nature, approaches and research field.**
* **Contents**
* Ⅰ Course Significance
* Ⅱ Course Objectives
* Ⅲ Course Plans
* Ⅳ Books Recommended
* Ⅴ History of ICC Study
* Ⅵ Nature of ICC Study
* Ⅶ Approaches to ICC Study
* Ⅷ Field of ICC Study

***People fail to get along because they fear each other;***

***They fear each other because they don't know each other;***

***They don't know each other because   
they have not communicated with each other.***

* **Dr. Martin Luther King, Jr.**
* **I. Course Significance**

**To behave as “decent citizens” in the global village, it is important for us to cultivate intercultural awareness, to obtain communicative competence and to study ICC.**

* **IV. Books Recommended**

**[1] Ron Scollon, Suzanne Wong Scollon, Rodney H. Jones: *Intercultural Communication: A Discourse Approach*, 外语教学与研究出版社，2000**

**[2]Larry A. Samovar, Richard E. Porter, Lisa A. Stefani, *Communication Between Cultures* (Third Edition), 外语教学与研究出版社，2000**

**[5] 胡文仲：《文化与交际》，外语教学与研究出版社，1997**

**[3]贾玉新：《跨文化交际学》，上海外语教育出版社，1997**

**[4]林大津：《跨文化交际研究》，福建人民出版社， 1996**

* **V. A Brief Introduction to the History of ICC Study**

**The Development of the Discipline**

**1.In 1946 ：**

**The US government passed the Foreign Service Act and established the Foreign Service Institute. The institute hired Edward T.Hall.**

**2.In 1959 :**

**The publication of *The* *Silent Language* by Edward T.Hall, the American cultural anthropologist, marked the emergence of ICC.**

**3.In 1966:**

**ICC was ranked as a curriculum in the US.**

**4. In 1970:**

**ICC was recognized as an independent field of study by the International Communication Association (国际传播学会)**

**5. In 1972:**

**The first international conference on ICC was held in Japan.**

**6. In 1983:**

**Gudykunst ,a well-known American scholar in the field of ICC, edited the first text on ICC theory.**

**7. In the 1990s**

**Theory construction and testing continues.**

* **VI. The Nature of ICC Study:**

**Interdisciplinary:**

**1. Linguists :**

**Edward Sapir and Benjamin Whorf and their hypothesis: the Edward Sapir-Whorf hypothesis(萨丕尔 沃尔夫假设 )**

**2. Anthropologists:**

**Edward Hall and his works: *The* *Silent Language***

**3. Psychologists :**

**Gordon Allport and his classic study: *The Nature of Prejudice***

* **VII. Approaches to ICC Study**

**Three Approaches:**

**1.the social science approach (sometimes called functionalist approach)**

**2. the interpretive approach**

**3. the critical approach**

* **VIII. Field of ICC Study**
* **1. In the US, research field covers:**
* **1) Cultural differences and impacts in many areas;**
* **2) Similarities and dissimilarities among various nations and cultures;**
* **3) Intercultural contact and occasions;**
* **4) Language and culture, bilingual education and translation;**
* **5) Particular cultural pattern and its impact on cross-culture;**
* **6) Non-verbal communication;**
* **7) Cultural shock and acculturation(文化休克与文化适应);**
* **8) Nation, race and subculture(亚文化);**
* **9) Prejudice against different nations, races and some of other countries.**
* **2. In the US, ICC research involves three features:**
* **1) They are internationally, domestically oriented.**
* **2) ICC researchers include mainly linguists, psychologists, sociologists and anthropologists.**
* **3) Many American universities offer ICC course.**
* **3. In the US, ICC research tackles five aspects for postgraduates:**
* **1) to teach postgraduates terminologies and definitions related to ICC;**
* **2) to require them to examine problems about a culture;**
* **3) to enable postgraduates to meet people from various cultural backgrounds;**
* **4) to acquaint postgraduates approaches to overcome cultural differences;**
* **5) to require them to investigate into cultures that interest them.**
* **4. ICC study in China**
* **In China ICC study began as a serious discipline for study in the early 1980s, which witnessed lots of scholars in this field. Many books and papers were written (nearly 300 papers and 20-odd books between 1981-2001).**
* **胡文仲: *Aspects of Intercultural Communication*, 外语教学与研究出版社，1999**
* **胡文仲: 《文化与交际》，外语教学与研究出版社，1997**
* **胡文仲: 《跨文化交际学概论》，外语教学与研究出版 社,1999**
* **贾玉新：《跨文化交际学》，上海外语教育出版社，1997**
* **林大津：《跨文化交际研究》，福建人民出版社， 1996**
* **关世杰：《跨文化交流学》，北京大学出版社，1996**
* **邓炎昌、刘润清：“Language and Culture”, 1989**

**跨文化交际电子教案 Unit Two**

**本单元对文化和交际这两大基本概念进行了综述，以老师讲授为主，让学生对文化的定义、特征和功能有所了解，并对交际的定义、要素和特征有所了解，为学生在以后的课程中把文化和交际有机结合做好铺垫。**

* **Unit Two  
  Culture and Communication**
* **Task Description**
* **The task of this unit includes an overall introduction to two basic concepts, namely, culture and communication in all aspects. This introduction involves a lot of theoretical explanations, which paves the way for future explorations in ICC.**
* **Contents**
* Ⅰ Academic Definitions of Culture
* Ⅱ Vivid Definitions of Culture
* Ⅲ Characteristics of Culture
* Ⅳ Functions of Culture
* Ⅴ Definitions of Communication
* Ⅵ Ingredients of Communication
* Ⅶ Elements of Communication
* Ⅷ Characteristics of Communication
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* Ⅲ Characteristics of Culture
* Ⅳ Functions of Culture
* Ⅴ Definitions of Communication
* Ⅵ Ingredients of Communication
* Ⅶ Elements of Communication
* Ⅷ Characteristics of Communication
* **Brainstorm**
* **What is culture, in your opinion?**
* **The Origin of Culture**

**Origin: The English word “culture” originates from the Latin *colo, -ere*, with its root meaning "to cultivate", generally refers to patterns of human activity and symbolic structures that give such activity significance.**

* **Definitions of Culture**

**Culture is a term used in confusing and contradictory ways with no standard definition of it.**

**In 1952 Alfred Kroeber and Clyde Kluckhohn compiled a list of more than 164 definitions of "culture" in *Culture: A Critical Review of Concepts and Definitions.***

**Different definitions of “culture” reflect different theoretical bases.**

**Anthropologists most commonly use the term “culture” to refer to the universal human capacity to classify, codify（把…编成法典） and communicate their experiences symbolically. This capacity is long been taken as a defining feature of the genus *Homo.***

**According to *The Modern Chinese Dictionary*:**

**1) The total sum of material and spiritual wealth created by the mankind in the process of the social and historical development, especially in literature, art, science, education, etc.**

**(From this we can see culture includes everything created by human beings, both materially and spiritually)**

**2) The ability to use the written language and possession of book knowledge .**

**Other definitions regarding culture:**

**1.Sir Edward B. Tylor’s writing from the perspective of social anthropology in the UK in 1871 described culture in the following way:**

**“Culture or civilization, taken in its wide ethnographic（人种志研究的）sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society."**

**2** **More recently, the United Nations Economic, Social and Cultural Organization (UNESCO, 2002) described culture as follows:**

**“... culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs”.**

**3 Kluckhohn’s definition:**

**Culture consists in patterned ways of thinking, feeling and reacting acquired and transmitted mainly by symbols, constituting the distinctive achievements of human groups, including their embodiments of artifacts; the essential core of culture consists of traditional (namely, historically derived and selected) ideas and especially their attached values.**

**4 Hofstede’s definition:**

**Culture consists of a set mental programmes that control an individual’s response in a given context.**

**5 Clifford Geertz’s definition:**

**Culture is “an historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in symbolic form by means of which men communicate, perpetuate, and develop their knowledge about and attitudes towards life” .**

**6 Edward T.Hall’s definition**

**7 Hoeland Frost’s definition**

**8 Bates and PLog’s definition**

* **More Definitions**

Culture can be defined as “an historically transmitted system of symbols, meanings, and norms”. (Collier & Thomas, 1988)

* **More Definitions**

Culture can be defined as the coherent, learned, shared views of a group of people about life’s concerns that ranks what is important, furnishes attitudes about what things are appropriate, and dictates behavior. (I. Varner & Linda Beamer, 2008)

* **Vivid Definitions of Culture**

Culture is like…

* the mental programming, software of the mind, Windows, IOS
* the water fish swim in
* the onion with different layers of depth, ranging from inner core to the surface
* the iceberg

**The onion model**

**The iceberg model**

* What is Culture

**Material components of a culture:**

tangible objects and physical substances that have been altered by human intervention (e.g. architecture, icons, personal possessions)

* What is Culture

**Nonmaterial aspects of a culture:**

* **Beliefs:** conceptions of what is true, factual, or valid; rooted in faith, experience, or science
* **Values:** shared views of what is good, right, worthwhile, or important
* **Norms:** informal rules that guide how members of a culture act, as well as how they think and feel
* **Language:** shaping how we think about the world
* Characteristics of Culture
* Culture is coherent
* Culture is learned
* Culture is shared
* Culture is dynamic
* Dynamic Culture
* **Culture is dynamic：Culture evolves and changes over time**
* **Innovation:** new practices, tools, or concepts
* **Diffusion:** the borrowing by one culture from another
* **Cultural calamity:** adversity such as war or natural disasters that bring about change
* **Communication:** it impels significant changes in cultural life
* Functions of Culture

**Five basic needs of human beings**

* The physiological needs
* The safety needs
* The belongingness needs
* The esteem needs
* The self-actualization needs
* **Brainstorm**
* **What is communication, in your opinion?**
* **About Communication**

**1) Origin:**

It originates from Latin word “commonis”, which means common. The concept of communication is closely connected with the meaning of commonness(共同/共享)

**2) Meanings:**

Some anthropologists think communication and culture are closely linked; the two terms are virtually synonymous.

**Culture is the foundation of communication**

**3) Translation in Chinese:**

**“交际”**(From the linguistic perspective, meaning intercourse)

**“沟通”** (From the psychological perspective, meaning link up )

**“传播”**(In mass medium, it means methods of sending imformation by telephone… )

**“交通”“传通”**……

* **Definitions of Communication**

**1.The Collins Cobuild English Language Dictionary:**

Communication is defined as the activity or process of giving information to other people or to other living things using signals such as speech, body movements, or radio signals. To sum it up, it is anything that **adds meaning to a message**. Communication is an **ever-changing** process and the present communications have a great impact on the communication in the future.

**2.Oxford Companion to the English Language**

**(McArthur,1993):**

Communication refers to the transmission of information( a message) between sender and receiver by using signaling system.

**3. From the website:**

Any act by which one person gives to or receives from another person information about that person's needs, desires, perceptions, knowledge, or affective states. **Communication may be intentional or unintentional, may involve conventional or unconventional signals, may take linguistic or nonlinguistic forms, and may occur through spoken or other modes.**

* **Ingredients of Communication  
  (组成交际的要素)**

**1.message/behavioral source(信息源/行为源)**

**2. encoding（编码）**

**3.message（信息）**

**4.channel（渠道）**

**5.receiver/recepient/responder(信息接受者/反应者)**

**6.decoding（译码）**

**7.response（反应）**

**8.feedback（反馈）**

**（ P13-15贾玉新）**

* **Elements of Communication**
* **Context**
* **Physical setting**
* **Historical**
* **Psychological**
* **Culture & subcultures**
* **Elements of Communication**
* **Participants**

**Sender and receiver**

**Variables**

**Relationship, gender, culture**

* **Messages**
* **Meanings**
* **Symbols**
* **Encoding**
* **Decoding**
* **Elements of Communication**
* **Channels:**

**Routes and means of transportation**

* **Sound (verbal symbols)**
* **Sight (nonverbal cues)**

**The more channels one uses to carry a message, the more likely the communication will succeed.**

* **Elements of Communication**
* **Noise**
* External Noise
* Internal Noise
* Semantic Noise

**Noise can function as a communication barrier.**

* **Feedback**

Feedback, verbal or nonverbal, allows us to behave in ways that increase our understanding of our messages

* A model of Communication
* **Characteristics of Communication**
* Communication is dynamic
* Communication is symbolic
* Communication is systemic
* Communication is complex
* Communication involves making inferences
* Communication has a consequence

**跨文化交际电子教案 Unit Three**

**本单元着重于跨文化交际方面的训练，以学生练习和老师点评为主，让学生通过跨文化交际方面的案例点评、对话翻译、现场演讲等手段获得对跨文化交际的感性认识，并提高其处理实际问题的能力。**

* **Unit Three  
  Intercultural Communication and Exercises**
* **Task Description**
* **The task of this unit includes intercultural communication and such exercises as case analysis, dialogue translation and speech delivery, which help to train students’ communicative ability in intercultural background.**
* **Contents**
* **Ⅰ Intercultural Communication**
* **Ⅱ Case Analysis**
* **Ⅲ Dialogue Translation**
* **Ⅳ Speech Delivery**
* **Ⅴ Movie Task**
* **Brainstorm**
* **What is intercultural communication, in your opinion?**
* **What is Intercultural/Cross-cultural Communication?**
* **It is a field of study that looks at how people from different cultural backgrounds endeavor to communicate.**
* **Warm-up activities**
* Please analyze the following two cases, and try to point out what the problems are.
* **Case 1**

One cold winter day in a Chinese city, Wang Lin on his way to the library met an American professor who knew very little about China. After greeting him warmly, Wang said: “It’s rather cold. You’d better put on more clothes.” But the professor didn’t appear happy on hearing this.

* **Free Association**
* Association based on case 1:
* **Can you think of other examples that might offend westerners when you mean good?**
* **For example, you should not ask westerners to quit smoking or drinking, to marry or divorce someone, to go on a diet and things like that, as this is left for themselves to make a decision.**
* **Free Association**
* Association based on case 2:
* **Can you think of other Chinese brands that might not be suitable in the West?**
* **凤凰自行车（Phoenix）**
* **Phoenix, indicating reborn after death.**
* **How to explain the dialogue to a westerner?  
  Please work with your deskmate for a proper translation.**
* **Translation**
* **What’s that for?**
* **Nothing. Just a little gift to show my appreciation.**
* **I don’t think that would be appropriate.**
* **No big deal, no big deal.**
* **Well, you man.**
* **Just a small gift, actually.**
* **Okay, if you insist.**
* **It’s my great honor.**
* **Performance Time**
* **Can you prepare a speech in eight minutes, introducing certain unwritten rules (约定俗成的规则) to a foreigner who is visiting his Chinese friend at home?**
* Model Speech
* Model Speech
* **Performance Time**
* **Can you prepare a speech in eight minutes, introducing certain unwritten rules (约定俗成的规则) to a foreigner about Chinese modesty?**
* Model Speech
* Model Speech
* Recommended Movie
* Task Based on the Movie
* Watch the movie after class. Try to point out the various culture shocks in this movie, make your comment and offer your solution.

**跨文化交际电子教案 Unit Four**

**本单元对中西的思维模式差异进行了介绍并辅以相关练习，老师的讲解与学生的训练并重，让学生在了解思维差异的基础上，通过跨文化交际方面的讨论演示、笔者亲身经历的介绍、电影评析等手段获得对跨文化交际的感性认识，并进一步提高其处理实际问题的能力和包容多样文化的能力。**

* **Unit Four  
  Afterthoughts and Exercises**
* **Task Description**
* **The task of this unit includes some afterthoughts regarding thought patterns and such materials as group discussion and performance, personal experiences in UK and movie analysis, which help to further polish students’ communicative ability in intercultural background and cultivate their tolerance in front of cultural diversity..**
* **Contents**
* **Ⅰ Afterthoughts**
* **Ⅱ Group Discussion and Performance on Different Thought Patterns**
* **Ⅲ Personal Experiences in UK**
* **Ⅳ Movie Analysis**
* **Afterthoughts**
* Why is intercultural communication such a hard nut to crack?
* **Possible answer: diversified thought patterns between people with diversified cultural backgrounds** make intercultural communication difficult.
* **1)Chinese value ethics**
* **be at the mercy of nature**
* **(听天由命)**
* **let nature take its own course**
* **(顺其自然)**
* **respect the old and cherish the young**
* **(尊老爱幼)**
* **There are three forms of impious conduct, of which the worst is to have no descendants.**
* **(不孝有三，无后为大)**
* **1)Westerners value cognition**

“Let a man then know his worth, and keep things under his feet.”

* **Ralph Waldo Emerson**
* **No Matter What (except)**
* **No matter what they tell us  
  No matter what they do  
  No matter what they teach us  
  What we believe is true  
  No matter what they call us  
  However they attack  
  No matter where they take us  
  We'll find our own way back**
* **2)Chinese value entirety**
* **traditional Chinese medicine**
* **(中医) 讲究望闻问切于一体**
* **Peking opera**
* **(京剧) 讲究装扮、唱腔、文武于一体**
* **comic dialogue**
* **(相声) 讲究说学逗唱 于一体**
* **traditional Chinese painting**
* **(国画) 讲究绘画、书法、篆刻 于一体**
* **Chinese characters**
* **(方块字) 讲究字形的整体美感**
* **Chinese idiom**
* **(成语)讲究四字成语的对仗和整齐**
* **2)Westerners value parts**
* western medicine
* (**西医**) 脚疼医脚，头疼医头
* drama
* (**戏剧**) 以说为主，形式单一
* western painting
* (**西洋画**) 以画为主，形式单一
* English words
* (**英文**) 单词长短不一，无整体美感
* **3)Chinese value intuition**
* **Wukong, Wuneng, Wujing**
* From ***Journey to the West***
* **3)Westerners value knowledge**
* **Mr De and Mr Sai in the May 4th Movement**
* **Democracy & Science**
* **4)Chinese value imaginal thinking**
* **4)Westerners value abstract thinking**
* Discussion and Performance
* Could you work with your deskmate for a funny dialogue on culture shock caused by diversified thought patterns?
* Personal Experiences in UK
* **What do they eat?**
* When a local hands you a piece of sandwich or a bottle of water which is icy cold, don’t get him wrong. It’s not that he is being inconsiderate, but that he assumes your stomach can handle such cold stuffs just as he does.
* Personal Experiences in UK
* **What do they wear?**
* It’s not a rare scene to spot some locals in T-shirts and skirts when most Chinese with sensible minds are still wrapped in overcoats.
* Personal Experiences in UK
* **Are they environment friendly?**
* They collect litters separately and carefully even when no one is supervising, which is quite environment friendly, yet they will turn to central heating with no hesitation when feeling a bit chilly in their summer wear.
* Personal Experiences in UK
* **Are they polite and warm-hearted?**
* They say “thank you” frequently to their closest family members; they say “after you” when you are both waiting outside a lift; they say “can I help” when they find you lost; yet they won’t lend their hands when you are robbed or stolen.
* Recommended Movie
* Task Based on the Movie
* Point out the various culture shocks in this movie, make your comment and offer your solution.