

# 揭阳职业技术学院



## 教案

课程： 跨文化交际 任课教师： 夏傲婷

专业： 商务英语 班级： 241、三加证书 241、订单班 241

学期授课计划时数： 36 课时

## Introduction

<b>Chapter</b>	Introduction
<b>Teaching Objective</b>	思政目标：如何向外国人介绍自己的文化 1. To identify the definitions of intercultural communication 2. To identify some relevant concepts about intercultural communication 3. To cultivate students to be able to recognize and analyze cultural factors
<b>Teaching Focus</b>	Related terms of Intercultural communication a. Interpersonal Communication 人际交际 b. International Communication 国际间交际 c. Interethnic Communication 跨民族交际 d. Interracial Communication 跨种族交际 e. interregional Communication 跨地区交际
<b>Teaching Difficulty</b>	International Communication 国际间交际 Interethnic Communication 跨民族交际 Interracial Communication 跨种族交际
<b>Teaching Duration</b>	2 periods
<b>Teaching Method</b>	Group discussion.
<b>Assignment</b>	Find some international communication cases

### Teaching Procedures and Contents

#### Step1

To identify the definitions of intercultural communication

☆the interaction/communication of people from different cultures.

- 1 本族语者与非本族语者的交际
- 2 任何语言和文化背景有差异的人之间的交际

Ask the students warming-up questions:

**How to understand and effectively communicate with people from other nations and cultures**

#### Step2

**Key strategies for effective intercultural communication**

- \* The understanding and acceptance of differences
- \* High priority of equality
- \* Developing tolerance and acceptance
- \* Developing culture sensitivity
- \* No stifle and ignore on the diversity
- \* Equal distribution of organizational resources
- \* Shared decision-making

**Intercultural Communication 跨文化交际**  
**课程教案**

\* Flexible institutional policies, practices, and procedures

**Study area**

- Verbal Language
- (word,...)
- Nonverbal language
- body language ( facial expressions, eye contact, gesture, posture, touching and nodding ), time concept, spatial language, paralanguage, environment...
- 思政元素: 如何更好地向外国人介绍自己的文化
- Social perception (values, beliefs, attitudes, world views...)

Homework P5

## Unit1

<b>Chapter</b>	1
<b>Teaching Objective</b>	思政目标:如何成为一个更好的跨文化交际者 1. To identify the definitions of intercultural communication 2. To identify some relevant concepts about intercultural communication 3. To cultivate students to be able to recognize and analyze cultural factors
<b>Teaching Focus</b>	Collectivism & individualism
<b>Teaching Difficulty</b>	the characteristics of collectivism & individualism
<b>Teaching Duration</b>	4 periods
<b>Teaching Method</b>	Case analysis ; Group discussion; lecture
<b>Assignment</b>	read Fran's response, draw a mind map.

### Teaching Procedures and Contents

#### Step1

- Culture note
- Taxi Charges
- Tipping
- Taxi in the US

Ex. Japanese athletes' smile after being terribly defeated

#### Step2

Collectivist & individualist

Collectivist ----- Sacrifice for the benefit of the group

Individualist-----shouldn't be subordinated to the needs of a larger group

Discussion : marriage

### Step3

- **Individualistic cultures**
  - “I” consciousness
  - independence,
  - competition,
- **Collectivist cultures**
  - “We” consciousness,
  - interdependence,
  - group harmony,
- **All people and cultures have both individual and collective dispositions.**
- **Strong influence on social relationships**
  - The concept of ingroups and outgroups

### Step4

In-group vs out-group

- In-group vs out-group: people whom you consider close to you, family members, friends, colleagues, etc.
- For individualistic countries, boundary between in-group and out-group **not very clear**.
- For collectivistic countries, boundary between in-group and out-group **very clear**.
- Typical individualistic countries: English-speaking countries (US, Australia, UK, New Zealand, N. Europe, France, etc )
- Typical collectivistic countries: Spanish-speaking countries (Arab-speaking countries, Japan, China, etc. )

#### Ranking of Individualism

Country or Region	Ranking
U.S.A	1
Australia	2
Great Britain	3
Canada	4
Netherlands	5

**思政因素： Films analysis** 如何成为一个更好的跨文化交际者

The Joy Luck Club

- *The Joy Luck Club* is the first novel of Amy Tan, a famous Chinese-American writer. In

the novel she mainly describes the relationship between the Joy Luck Club mothers and their daughters and cultural conflicts. It represents the process of misunderstanding, conflicts, understanding and blending between the mothers and the daughters.

- There are 4 mother-daughter pairs in the novel, mothers are the first generation immigrants, and the daughters are born in America. while their daughters are born in America, they are the second generation immigrants, and they don't understand their mothers' Chinese culture, and their way of thinking, so there are often misunderstandings between the mothers and the daughters.
- In order to make their daughters know them and the Chinese culture, the Joy Luck Club mothers have made great efforts to remove their differences. They seize every opportunity to tell their daughters their past experiences .
- Thanks to their great efforts, their daughters gradually understand them and the Chinese culture. Therefore, cultural understanding and blending between the mothers and daughters are achieved.

**Homework P17**

**Unit2**

<b>Chapter</b>	2
<b>Teaching Objective</b>	思政目标： 如何理解集体主义与个人主义？ 1. To identify the definitions of interpretation 2. To identify some relevant concepts about public & private 3. To cultivate students to be able to recognize and analyze cultural factors
<b>Teaching Focus</b>	the definitions of interpretation
<b>Teaching Difficulty</b>	Public & private
<b>Teaching Duration</b>	6 periods
<b>Teaching Method</b>	Case analysis ; Group discussion; lecture
<b>Assignment</b>	analyse the differences of facial expressions between Chinese and Americans.

**Teaching Procedures and Contents**

**Step1 Culture note**

1、 Gift giving in the West

Inappropriate: valuable gift

Appropriate: perishable gift

(food and drink)

2、 Gift and Bribes

Private gift (esp.a valuable one)

As a reward of performing a work-related duty

### Step2 Definition of interpretation

What foreigners' words and actions mean  
Why they do what they do

### Step3 Intercultural interactions

Communication is an interpretive process

### Step4 思政元素：集体主义与个人主义的区别

Public: work national duty

Private: home family personal friendships

The key difference is probably that personal relationships and considerations have somewhat less influence in Individualist western societies than they do in collectivist ones.

### Step5 Unacceptable questions for westerners

How old are you?(age?)

Are you married? (state of marriage?)

So you're divorced. What was the reason? Couldn't you two get along?

What's your religion?

What's your income?

### Homework P31

## Unit3

<b>Chapter</b>	3
<b>Teaching Objective</b>	思政目标： 如何避免跨文化沟通中的刻板印象？ 1.To identify the definitions of Generalization & Stereotypes. 2.To cultivate students to make full of the positive effects of cultural stereotype and turn the negative ones into benefits.
<b>Teaching Focus</b>	the definitions of Generalization & Stereotypes.
<b>Teaching Difficulty</b>	make full of the positive effects of cultural stereotype and turn the negative ones into benefits.
<b>Teaching Duration</b>	6 periods
<b>Teaching Method</b>	Case analysis ; Group discussion; lecture
<b>Assignment</b>	read Fran's response and draw a mind map.

## Teaching Procedures and Contents

### Step1 Culture note

**Tips:** Most westerners would consider it rude to correct others' errors. In fact, they would probably not interrupt a language learner to correct his/her grammar mistakes

Many western teachers emphasize communication.

The idea is that using English it is more important to understand others and be understood by others than it is to have every sentence be perfectly correct.

### Step2 Generalization & Stereotypes

#### 1、Generalization: statement based on generalizing

Generalizing “Chinese culture”

Express idea indirectly(subtle)

Show their careness by asking private things

Having dinner becomes a indispensable part of kinds of occasion

#### 2、stereotype

Stereotypical statements, either positive or negative, are applied to all members of a group without regard for individual differences.

人们对另一民族或国家的成员会产生简单化的、固有的、程序化的看法，忽视了这个文化群体中的个体差异。

A culture is not like a simple painting in which everything is black or white. Instead, a culture is a richly detailed painting with many lines and different shades of color.

#### How do cultural stereotype form?

As the definition suggests, stereotypes do not develop suddenly but are formed over a period of time. They are made up of bits and pieces of information that we store and use to make sense of what goes on around us. They are connected with social custom and rules. As we grow up, we absorb the statements of differences among cultures from our parents, teachers and friends, which become our own stereotypes. The mass medium, such as TV, magazines, newspaper, books and Internet, also plays an important role in spreading and consolidating the stereotype. For example, by reading Travels of Marco Polo, westerners got the idea that China is extremely prosperous that gold can be seen everywhere in 13th century. Once established, stereotypes become relatively steady.

#### The positive effects of cultural stereotype

If the stereotypes are in coincidence with the truth, the benefits are apparent. They can be the first step toward learning more about another people or culture. When talking with a person from another culture, we may feel anxious that we have little idea of his likes and dislikes. At this moment, the stereotypes can help us know another individual or group that we are not familiar with easier and faster. As a result, their possible reactions and behaviors can be predicted before we communicate with them. For example, never will we ask the privacy—age, salary or marriages—of a westerner we first meet, because we have stereotyped that they might feel offended by

such questions. Thus the possible unpleasantness or even conflict can be avoided. As Thiederman(1991: 16) said, the primary reason that people stereotype in workplace is to relieve anxiety, for it is human nature to feel anxious when situations are ambiguous or behavior is unpredictable. He believes that by stereotyping or by constructing categories which human beings can be placed, this anxiety is relieved, and we regain a sense of control and predictability. What's more, stereotypes can not only release our anxiety, but also help us reach a successful communication. When negotiating with Germen, never will we play jokes to relieve the atmosphere for it may make them feel we are unserious. With the stereotypes, we can choose the most efficient and effective ways to fulfill our target.

### **The negative effects of cultural stereotype**

However, like many things, cultural stereotype has two sides. And to my understanding, the negative effects overweigh the positive ones. Often stereotypes are problematic because they are oversimplified and exaggerated, basing on half-truth or distortions about a group of people. Many people have preconceived ideas and stereotypes about other cultures. Most of these stereotypes are probably erroneous, and built walls between cultures. The common effects are as follows:

First, they bring about widely false perception on the people we will communicate with. For instance, in America, the white commonly think all African-Americans are violent. Reports constantly show white people are attacked by them. As a result, the white become so scared that they keep a distance from them. Such kind of stereotype actually prevents communication between these two groups, which adds to the problem.

Second, Stereotypes often lead to self-fulfilling prophecies—people see in foreigners what they expect to see(Xiuzhen Ren, 2006:46), preventing some people of stereotyped groups from succeeding in activities or fields. An example of this would be the prevalent stereotype that women are not good at math and sciences, which in turn may cause women to internalize such beliefs and avoid studying or pursuing math or science related professions.

Besides, as an extension of ethnocentrism, stereotypes are one of the obvious barriers to intercultural communication, contributing to racism as well as the confrontation between cultures. Aloud, an American social psychologist claimed that being influenced by parents and environment, children around 5 years old have already learned to distinguish between the white and the black with the negative stereotypes on the black. When reaching 7, most of them show discrimination to Asians and Indians.

### **思政元素：如何避免跨文化交际中的定性思维**

- (1) Being aware that we are stereotyping;
- (2) Assuming stereotypes are “best first guesses”, not “definite answers”;
- (3) “Using loose, interpretive categories rather than evaluative categories”;
- (4) Qualifying our perceptions and interpretations;
- (5) Being open to new information ready to redefine categories;
- (6) Getting to know the identities of individuals within the group;
- (7) Recognizing “meaningful and valid differences” between our group and theirs.

### Step3 Difference in Rank and Power

Every society has hierarchy to some degree.

Pre-reading questions

- 1)What is hierarchy?
- 2)How do western cultures generally view hierarchy?
- 3)How do you understand the word “equality”?

### Homework P51

## Unit4

<b>Chapter</b>	4
<b>Teaching Objective</b>	思政目标： 如何增加文化认同感 1. To identify the definitions of Culture shock 2. To identify the concepts about HC &LC 3. To cultivate students to be able to recognize and analyze cultural factors
<b>Teaching Focus</b>	the definitions of Culture shock
<b>Teaching Difficulty</b>	HC &LC
<b>Teaching Duration</b>	6 periods
<b>Teaching Method</b>	Case analysis ; Group discussion; lecture
<b>Assignment</b>	analyse the case on P55 and list all the possibilities.

### Teaching Procedures and Contents

#### Step1 Culture note

- Western culture----Time

Spending time alone (personal time)

Scheduling time

#### Step2 Reading

If stress causes you to become impatient, nervous, or upset, it may also cause you to interpret the behavior of foreigners more negatively

The 3 main stresses

☆*Speaking in a foreign language*

☆*Violated expectations*

☆*Culture shock*

#### Step3

### 1、 Definition of *Culture shock*:

**It refers to the traumatic experience that an individual may encounter when entering a different culture.**

文化休克，又叫文化冲击、文化震惊。是指一个人或者一个组织身处不同国家的文化或不一样的环境中而经受的一种困惑、焦虑的状况，未必会产生严重后果。

2、 3 main people may suffer culture shock

- 1) traveler, businessman
- 2) official, diplomat
- 3) Immigrant and political asylum

### 2、 Symptoms of culture shock

- 1) Boredom
- 2) Homesickness
- 3) Need for excessive amounts of sleep
- 4) Compulsive eating and/or drinking
- 5) Irritability
- 6) Exaggerated cleanliness
- 7) Marital stress, family tension and conflict
- 8) Stereotyping of host nationals
- 9) Hostility toward host nationals
- 10) Loss of ability to work effectively
- 11) Unexplained fits of weeping
- 12) Physical ailments

### 3、 Predictors of acculturation

- 1) similarity of culture
- 2) personal characteristics and experiences

Younger people adapt more easily than older ones. Education background also plays a part, and a person's personality (such as risktaking or being gregarious and curious or not) can determine how readily they will desire to blend in with a new culture. Finally, previous travel, contact with overseas friends or family, and mass media influence also come into play

- 3) the effects of media and transportation

## Step4 context

### HC & LC

Low context-----people are expected to pay more attention to the words used in communication than to the context in which the things are said

High context----- people are expected to pay more attention to the context in which communication takes place than to exact words said

- 高语境（HC）事物具有预先编排信息的特色，编排的信息处于接受者手里及背景中，仅有微小部分存于传递的信息中。
- 低语境（LC）事物恰好相反，大部分信息必须处在传递的信息中

Figure 1 Cultures Arranged Along the High-Context and Low-Context Dimension

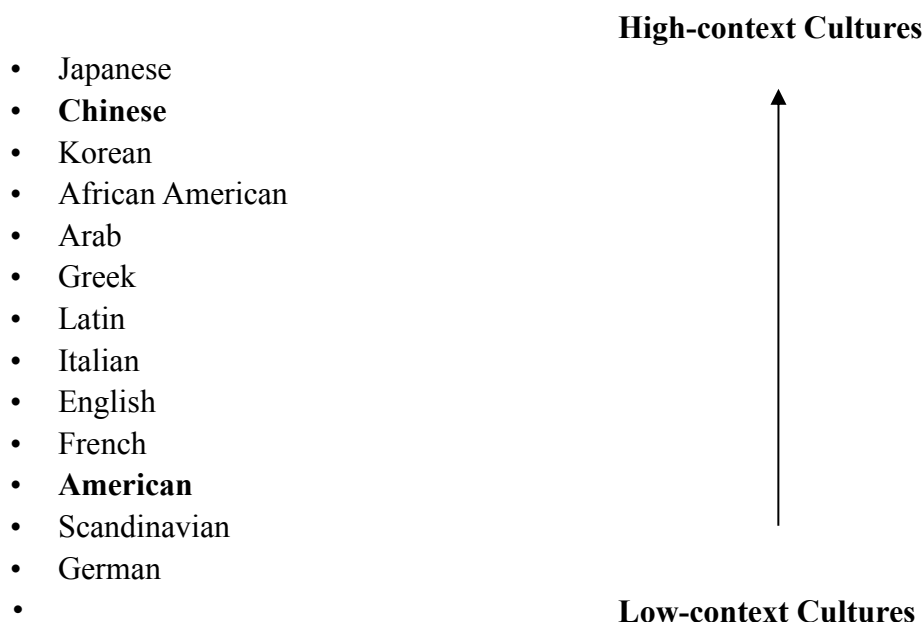


Table 1: Differences between High-context and Low-context cultures

Low-context Culture	High-context Culture
Overtly display meaning through direct communication form	simply embeds meaning at different levels of the socio-cultural context
Values individualism	Values group sense
Tends to develop transitory personal relationships	Tends to take time to cultivate and establish a permanent personal relationship
Emphasizes linear logic	Emphasizes spiral logic
Tends to use “logic” to present ideas	Tends to use more “feeling” in expression

**Entering High and Low Context Situations**

- High contexts can be difficult to enter if you are an outsider (because you don't carry the context information internally, and because you can't instantly create close relationships).
- Low contexts are relatively easy to enter if you are an outsider (because the environment contains much of the information you need to participate, and because you can form relationships fairly soon, and because the important thing is accomplishing a task rather than feeling your way into a relationship).
- Remember that every culture and every situation has its high and low aspects.

- Cultural identity refers to one's sense of belonging to a particular culture or ethnic group. People consciously identify themselves with a group that has a shared system of symbols and meanings as well as norms for conduct.

**Step5** 思政元素：如何增加文化认同感？

- Cultural identity refers to one's sense of belonging to a particular culture or ethnic group. People consciously identify themselves with a group that has a shared system of symbols and meanings as well as norms for conduct.
- Jacky Chen, Chinese famous Kong Fu movie star, expresses his loyalty to Chinese culture by wearing Chinese traditional clothes and advocating Chinese culture.



**Films analysis**

Guasha is a typical Chinese traditional treatment that may be difficult for Westerners to understand. In the film "Guasha," shown two years ago, a Chinese man living in the United States is mistaken for abusing his son because the grandpa of the family applies guasha to the child and leaves bruises on his back.

- *Individualism and collectivism* among Americans and Chinese reflected in the movie, especially opinions about family and friendship of both races. Quarrels on hitting Dennis and face, Xu's love toward Dennis, and filial piety towards his father, John's testimony in the court.. are the cases. In China, the kinship is more important. And the best illustration is filial piety. Filial piety as a general concept, and can be mainly discussed in terms of those major aspects: respect for the parent, filial responsibility, repayment of debts to the parent, sacrifice for the parent.
- The Chinese ethic-centered society decides that Chinese pay much attention on relationship and Chinese concerns face to a very high degree. While the members of western families are generally more independent, free and equal. Relationship among friends is more unfixed. Thus, the value most closely identified with American culture is *individualism*, while with Chinese culture is *collectivism*. The two both have their own negative and positive aspects.

Homework P69

Unit5

<b>Chapter</b>	5
<b>Teaching Objective</b>	思政目标：如何避免文化相似性投射？如何站在别人的角度思考问题？ 1. To identify the definitions of Projected Cultural Similarity 2. To identify the concepts about Loose culture & tight culture 3.To cultivate students to be able to recognize and analyze cultural factors
<b>Teaching Focus</b>	the definitions of Projected Cultural Similarity
<b>Teaching Difficulty</b>	Loose culture & tight culture
<b>Teaching Duration</b>	6 periods
<b>Teaching Method</b>	Case analysis ; Group discussion; lecture
<b>Assignment</b>	analyse the case on P75 and draw a mind map.

**Teaching Procedures and Contents**

**Step1 Culture note**

- 1、 Living together
- 2、 The Goodbye kiss

**Step2 Projected Cultural Similarity**

1 Definition of Projected Cultural Similarity

Definition: the tendency to assume that people from other cultures basically think and feel more or less the same way we do.

2 Related Terms

Japanese & Projected Cultural Similarity

Chinese & Projected Cultural Similarity

**Step3 思政元素：如何避免文化相似性投射？如何安排外国客人的行程？**

- 1 What is your possible plan for treating a foreigner?

2 How to avoid the communicational problems ?

### **Step4 Loose culture & tight culture**

1 Definition & cases analysis

2 Question: What factors lead to looseness or tightness in culture?

Exercise

Put the following words into English/Chinese

- 1、 Globalization
- 2、 Intercultural communication
- 3、 Culture identity
- 4、 Acculturation
- 5、 Culture shock
- 6、 言语交际
- 7、 禁忌语
- 8、 个人主义
- 9、 集体主义
- 10、 低语境
- 11、 高语境

**Homework P86**

## **Unit6**

<b>Chapter</b>	6
<b>Teaching Objective</b>	思政目标： 如何避免以自我为中心？ 1.To identify the definitions of Ethnocentrism 2.To identify some relevant concepts about Ethnocentrism 3.To cultivate students to be able to recognize and analyse cultural factors
<b>Teaching Focus</b>	the definitions of Ethnocentrism
<b>Teaching Difficulty</b>	concepts about Ethnocentrism
<b>Teaching Duration</b>	6 periods
<b>Teaching Method</b>	Case analysis ; Group discussion; lecture
<b>Assignment</b>	analyse the case on P90 and write a passage.

## Teaching Procedures and Contents

### Step1 Ethnocentrism

#### 1 Definition of Ethnocentrism

Definition: is the tendency to think of one's own culture as being at the center of the world

#### 2 Why people are ethnocentric?

#### 3 The difference between Ethnocentrism & Projected Cultural Similarity

#### 4 Related Terms

Discrimination & Racism

### Step2 vocabulary

1、intracultural communication

2、international communication

3、interethnic communication

4、interracial communication

5、interregional communication

6、定势

7、委婉语

8、类似文化投射

9、文化笼统性

### Step3 Reading-----Family Relationships in the US

1. Question: How do Americans view family ties? Looser or tighter?

2 Discussion Activities

1 )Taking care of parents

2 )Retirement in America

### Step4 思政元素：如何避免以自我为中心？

case analysis: Why do Americans know less about other countries?

**Homework: P102**