

在参考教案中我添加了一些我最近在研究的跨文化问题，如一带一路、中国企业走出去、教育国际化面临跨文化挑战，英国学习中国教学方法，公共外交与跨文化沟通，这些既可以作为教学讨论，也可以作为老师的研究内容，这样可以帮助老师把研究与教学融为一体，这是我之前也是现在正在走的那条路，对大家一定有益处。（庄恩平）

《跨文化沟通》课程教案

（供教师参考）

全书共 3 部分,12 课：跨文化基本概念、跨文化技能、跨文化应用

教学目的：

培养学生全球视野、跨文化思维、跨文化适应与沟通能力：

教学理念与方法：

1、项目导向、案例分析+任务驱动三合一教学法

（案例分析、直面现实、展望未来）

案例分析（What's wrong, Intercultural case study）

引导学生分析案例：先问该案例文化冲突点，然后对此展开跨文化分析，最后提出解决方案以及如何避免类似的跨文化冲突。

案例分析之后，教师引导学生思考现实社会中的种种跨文化问题，直面现实社会中的跨文化问题，培养学生发现问题、分析问题、解决实际问题的能力。这些现实社会中的跨文化问题，需要教师积极引导，让学生思考，最后可以由教师提出，组织学生参与讨论。

目的：培养学生积极参与讨论意识、鼓励学生主动表达、发表各自观点。

教师不做否定学生观点评论，但鼓励学生阐述为何这样分析，注意，教师应该多鼓励学生，即使其观点不十分到位，因为分析案例不是仅仅为了达到解决案例的目的，而是通过案例分析的过程，培养学生参与讨论、发表观点甚至不同观点的意识与积极性。

课文（阅读一为主）

课文后的问题都是开放式的问题，可以鼓励学生自由发挥，畅所欲言。

教师可聚焦课文中的跨文化要点而非语言点。

教师可先问学生本课文的跨文化要点，之后教师可做些解释、分析与补充。

跨文化视角

这是跨文化沟通教程的重点，也是培养学生跨文化思维的路径，教师可以做一些讲解与说明，强调这些是学生今后用于跨文化问题分析的视角。

跨文化项目（问题导向）

让学生以团队形式完成每一单元之后的跨文化项目，培养学生学以致用能力，同时也培养学生团队合作能力，培养学生未来职场竞争力。

这一教学过程体现教学理念：培养学生直面现实问题，分析与解决现实问题的能力，这也是评估学生学习效果。

考试建议

考试的目的是检查学生学习本课程之后是否已理解与掌握了有关知识与能力，建议考试以写课程论文为主，并用中文写，可以让学生自由选择课程论文的题目，3人一组团队完成论文。

如果学生能就某一跨文化问题进行分析，能运用跨文化视角、跨文化理论、跨文化观点、跨文化知识，这就是本课程教学目的，证明学生已具有全球视野，跨文化思维与跨文化沟通能力了。

小组完成的跨文化项目可作为平时成绩。

如果采取笔试方式考试，这种形式就是在检测学生掌握了跨文化知识点多少而已，而不是在培育他们跨文化沟通能力了。

教案

Unit 1 Culture Behind Language

What's Wrong How to Understand Invitation

Key Questions:

1. Did two mothers have a good talk? Why or why not?
2. Did one of the mothers tend to get together at her house? Why or why not?

Key points for reference

1. Did the speaker really intend to invite the other mother to get together at her house?
2. How did the other mother interpret the "invitation" statement?
3. What might be the function of the "invitation" statement?
(To close the conversation)

The misunderstanding points

1. The listener expects the speaker to set the date for the appointment.
2. The speaker expects the listener to set the date for the appointment.

Reading Passages

Reading One for outside reading

Reading Two Language Mirrors Values

Highlights

Para.1

1. In addition to reflecting its worldview, a language can reveal a culture's basic value structure.

When we learn a foreign language, we can understand its culture. Do you think we can also predict people's behaviors when we learn a foreign language?

How do you account for the following process:

Language → Culture → Behaviors

(A language is a carrier of the culture, and a culture can pattern one's behaviors.)

Para 2.

Do you know why self-learning is not as popular in China as in the United States?

(Self-learning is the reflection of the American individualistic culture. China is collectivistic culture, which does not emphasize self.)

Para 3.

Refer to Note 2

Para 5.

Refer to Note 3.

How do you illustrate a Chinese saying “枪打出头鸟” ?

What is the Chinese culture reflected in this saying?

(China emphasizes the collectivistic value, which values agreement and consensus, so people in China don't want to stand out like people in Japan.)

Para. 6.

This paragraph discusses the differences between the Americans and the Japanese in handling controversial issues. These cultural values are reflected in their communications.

What values are reflected in those differences?

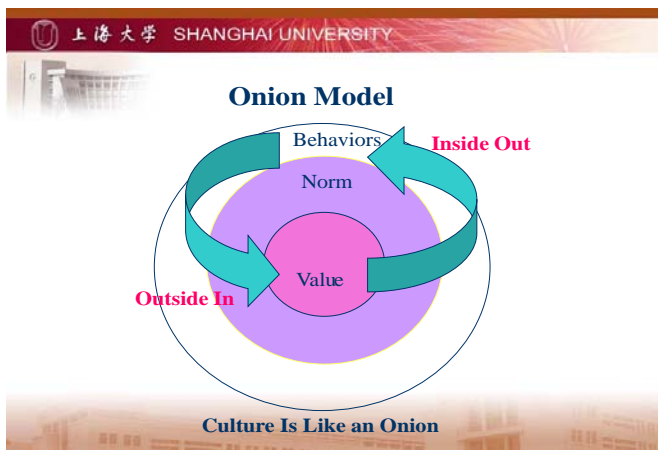
(Groupness and individualism)

Intercultural Lens

Main Points

Here is the Onion Model that can be used to describe the relationship between language and culture, culture and behaviors (Para.1)

Language → Culture → Behaviors



In other words, when you see a person's behavior, you can fully understand why he behaves like that and can also find some expressions supporting his behaviors (Outside in).

For example (P.17 from the table)

Remember the roots of your family tree, but you are known by your fruits, not by your root.

(An intercultural perspective teaches students how to understand something behind this saying which is more important than knowing its Chinese version:

This saying transmits equality in the society.

Equality can pattern one's behaviors: One believes himself that all are equal to each other. If one works harder, he can get it.

Teachers can tell students how to use Onion Model in understanding some sayings from Intercultural Lens, depending on the teaching hours.)

Intercultural Case Study

Key Points:



1. Why do Chinese and U.S. officials or Presidents tend to quote each other cultural sayings or proverbs in their respective speeches?

For teachers: Respect each other culture and get familiar to each other

Americans would often quote the words or sayings by celebrities (present oriented way of thinking).

Chinese would quote ancient people's sayings or words (past-oriented way of thinking).

2. How many sayings are quoted in this case?

Obama: A trail through the mountains, if used, becomes a path in a short time, but, if unused, becomes blocked by grass in an equally time.

奥巴马在致辞中引用孟子名言，原文为：Thousands of years ago, the great philosopher Mencius said: "A trail through the mountains, if used, becomes a path in a short time, but, if unused, becomes blocked by grass in an equally short time."

“这好比人在早草丛生的地方走路，总走，路就走出来了。不走，杂草就会重生，就不成路了。”

奥巴马强调通过持之以恒的对话来解决问题目前双方存在的一些分歧，不对话，中美之间的问题就会更多。

奥巴马引用姚明名言：As a new President and also as a basketball fan, I have learned from the words of Yao Ming, who said, "No matter whether you are new or an old team member, you need time to adjust to one another." Well, through the constructive meetings that we've already had, and through this dialogue, I'm confident that we will meet Yao's standard.

奥巴马在谈到加强两国对话的重要性时说：“我是一个篮球迷，我想借用中国篮球明星姚明的一句话说，无论是新成员也好，还是旧成员也好，都需要时间磨合，这一次对话，我相信通过我们的努力，能够达到姚先生的标准。

When people are of one mind and heart, they can move mountain.
人心齐，泰山移。

Taking the same boat through rain and wind.
同舟共济。

美国总统访华引用过的中国名句

美国总统访华发表演说时非常喜欢引用中国的名言、警句、谚语,这使得他们的演讲生动、有趣、幽默、亲切。

美国总统奥巴马:

Consider the past, you shall know the future.

温故而知新。

——《论语》

A trail through the mountains, if used, becomes a path in a short time, but, if unused, becomes blocked by grass in an equally short time.

——山径之蹊间,介然用之而成路;为间不用,则茅塞之矣。

——《孟子》

美国总统尼克松:

So many deeds cry out to be done, and always urgently; the world rolls on, time presses. Ten thousand years are too long; seize the day, seize the hour!

多少事,从来急;天地转,光阴迫。一万年太久,只争朝夕!

——毛泽东

美国总统里根:

Although we reside (居住) in far corners of the world, having a good friend is akin (相似的) to having a good neighbour.

海内存知己,天涯若比邻。

——王勃《送杜少府之任蜀州》

If two people are of the same mind, their sharpness can cut through metal.

二人同心,其利断金。

——《易经》

When the visitor arrives, it is as if returning home.

宾至如归。

美国总统布什:

One generation plants a tree, the next sits in its shade.

前人栽树,后人乘凉。

美国总统克林顿:

When the great way is followed, all under heaven will be equal.

大道之行也,天下为公。

——《礼记》

A good citizen in one community will befriend the other citizens of the community; good citizens of the world will befriend the other citizens of the world.

一乡之善士斯友一乡之善士,天下之善士斯友天下之善士。

——《孟子》

美国总统小布什:

The people should be cherished, the people are the root of a country; the root firm, the country is tranquil (adj. 安宁的).

民可近,不可下。民唯邦本,本固邦宁。

——《尚书》

美国副总统沃尔特·F·蒙代尔:

We widen our view three hundred miles by ascending (ascend 登上) one flight of stairs.

欲穷千里目,更上一层楼。

——王之涣《登鹳雀楼》

Learning Culture through Proverbs

Proverb 1

Every dog has his day.

Chinese translation:

凡人都有得意之日。

Explain what it means:

If you are unlucky now, you may get the chance someday.

Or even if you are at the bottom of the society, Don't worry, you may change your social status in the future.

What is the value transmitted:

Optimism for their life even when they are poor or in low social status;
Self-reliance and future orientation are highly valued. People believe that future will be much better than the present. So they will work hard, believing they can improve their situation by themselves.

Proverb 2

More is meant than meets the ear.

Chinese translation:

意在言外；听话听音；言外之意。

Explain what it means:

There is more meaning in what you hear than simply the words that you hear.

What is the value transmitted:

Some nations belong to high context cultures, such as Asian countries like China. It means what is really meant is beyond what is said. You have to figure out the messages hidden behind the uttered words. You can only get the real message within a specific context. In contrast, western countries belong to low context cultures where messages are plainly coded and delivered and can be understood literally.

Intercultural Project

There are many different Chinese translations for Steve Jobs' statement, Stay hungry, Stay foolish. Try to illustrate Stay hungry, Stay foolish with the Onion Model you have learned from this lesson to discover what it really means (What Jobs really intended to convey to people).

You may compare your Onion Model analysis with different Chinese translation (求知若饥 虚心若愚; 保持饥饿, 保持愚蠢) you may get from your online research to see whether you discover some differences. And Why?

A: Stay hungry can be easily understood.

Stay foolish here means that Jobs did all in his life out of all people's expectation, which was interpreted by all normal people as foolish. However, Jobs would regard foolish as innovative. So we can change stay foolish as stay innovative.

Unit 2

Communicating Interculturally

What's Wrong U.S. Military Plan Bumps Chinese Jet

Questions

Para. 2.

1. Ask students to think why the US media reported that the solution was a matter of interpretation when the crisis was resolved.

A: Only word like "sorry" matters, which finally resolve the crisis.

"Very sorry" can be interpreted into Chinese as "深表歉意", which can mean "deep expression of apology".

2. Why did States make the wrong decision to send Joseph Preuher, the U.S. ambassador to China as a mediator? What kind of person can serve as a mediator?

A: Joseph Preuher, the U.S. ambassador to China stands for the U.S. government and he used to serve in the Navy before, so he has no qualification to be a mediator.

3. How do you interpret "Sorry" and "Apology"? What's the difference between the two words?

A: In English ,sorry can mean regret (遗憾), without any feeling for (道歉) .

Reading 1

The Link Between Culture and Communication

Highlights

1. Para. 1

Without a culture we can't see, but with a culture are forever blind.

Each of us is born into a culture that teaches us a number of shared meanings and expectations. We usually learn our own culture's ways of doing, speaking and thinking.

2. Para. 2.

Meaning is in the person, but in the word.

For example:



People from the United States would regard COW as an animal, source of milk and beef.

People from India would interpret COW as holy and sacred

So the meaning of cow depends on who you are, but in the word itself.

3. P.28 Para.3 P.31. Para. 2, 3.

If people do things differently in another culture, they are not "wrong", ---- they are just different!

As each culture has developed a set of patterns that are right or appropriate for that culture. In intercultural communication there is no right answer or no wrong answer, there is a different answer.

4. P. 28 Last Para.

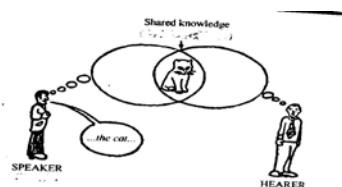
That is what I said, but that's not what I mean.

Ask students if they sometimes say in Chinese "这不是我的意思，你误解我了" 或 “我还要和老师沟通沟通”。

Is it a language problem or a communication problem?

It's a communication problem , which has nothing to do with listening or speaking ability.

Here is an example for this argument



A listener should understand a speaker's intended message, not what a speaker says. When the listener and the speaker understand what each means (shared knowledge), it can lead to an effective communication.

5. P. 30 Last Para.

Studying a second language without learning the culture is like learning how to drive a car by learning a driver's manual and never getting behind a steering wheel.

It is so important to learn the culture when we are learning the foreign language.

Discuss if we are learning the culture in the same time, for example in Listening , Speaking, Reading, Translation courses.

6. P.31. Last Para.

Variety is the very spice of life.

The English poet William Cowper wrote, “Variety is the very spice of life, That gives it all its flavor.” This has led to the common saying, “Variety is the spice of life,” meaning that life is more interesting when things are not always the same. In intercultural communication different cultures make the world or society more colorful and more dynamic.

Intercultural Lens

Situation 1

A foreign visitor expresses his gratitude to your boss by saying “Thank you so much for all you have done for me in the past few days.”

Your boss replies politely by saying in Chinese “这是我们应尽的责职”.

If you were the interpreter for the visitor, how would you translate what the boss said into English? And why?

A) It is our duty to help you.

B) It is my pleasure.

What is the difference between these two responses? Which translation do you think the foreigner would feel more comfortable with? Why?

(Suggested hint: “It is my duty to do so” can mean you have to do so as this is part of your job even if you don’t want to or you may do so against your will. This response can indicate that you are not willing to help. Is that your intention? If not, why would you say it this way? Because you are literally translating the Chinese sentence into English. That’s where your problem lies.)

Situation 2

If someone compliments your scarf, how would you respond to it appropriately?

A) I’m glad you like it and you can take it if you want to.

B) Oh, it’s cheap.

C) Thank you. I like it too.

(Suggested hint: For any compliments given by Westerners, you should express your thanks to them for their compliment. You do not need to do anything more than that. Sometimes a compliment can serve as a conversation starter too.

Situation 3

You and someone else are waiting for a lift. When it comes, you would like the other person to enter first. What is the appropriate way to say this if the other person is American?

A) Go ahead.

B) Please.

C) After you.

(Suggested hint: The more common American response would be “Go ahead”. “After you” is OK too)

Situation 4

If two people are walking ahead of you and you want to walk pass them, what would you do or say to them?

A) Sorry. Would you let me pass?

B) Excuse me.

C) I am sorry.

D) You just pass between the two people without saying anything.

(Suggested hint: When you cause trouble to others, you should say “Excuse me” rather than “I am sorry” which means you offend the other person.)

Situation 5

You are at the dinner table and want to eat something on the other side of the table. What would you do or say?

A) Stand up and stretch out your hand to it yourself.

B) Say, "Excuse me, could you pass x, please?"

C) Say, "Sorry, could you pass me x, please?"

(Suggested hint: Situation 5 is the same as Situation 4.)

Situation 6

When your English teacher explains some points from the text in class, but you don't understand some points, what would you do?

A) Nod your head and smile.

B) Look at them blankly.

C) Say “I'm sorry. I still don't understand. Could you please give an example?”

OR “Could you please repeat that the point that is relevant to xxx?”

(Suggested hint: It is common to not understand something being said in English. But you need to learn to ask for clarification or repetition of any points you don't understand clearly. You should not pretend to understand or keep nodding. To a Chinese person, nodding your head can mean you are simply listening to the speaker. To a Westerner, nodding may mean that you understand what the speaker has said and that you agree with what the speaker is saying.)

Situation 7

Suppose you are discussing a proposal made by a Westerner, but you don't think you would accept it, because it is highly demanding and far beyond your expectation. In order to be polite, you reply to him by saying you would like to think about it without saying “Yes” or “No” . How would he would interpret your message?

A) This is a positive message and you would likely accept it later after your consideration.

B) This is a refusal.

(Suggested hint: The Westerner communicates with the listener based on the verbal messages, not on the context. In this situation the listener did not express any refusal messages, so the Westerner would expect that there would be possibility because the listener would accept it after his consideration.)

2. Learn how to use "Excuse me," "Thank you," and "Sorry" in the following situations

1. On a public bus, you touch another passenger's arm accidentally.
I am (so) sorry
2. A friend tells you how nice you look today.
Thank you
3. In a restaurant, you go up to two waitresses who are having a conversation to find out where the bathroom is.
Excuse me
4. The shop assistant gives you a shopping bag after you pay for it.
Thank you
5. You are five minutes late for class.
I am so sorry I am late
6. In class, you ask your teacher to repeat a homework assignment.
Excuse me
7. Your teacher hands back your homework.
Thank you
8. During a conversation with a friend, you can't stop sneezing.
Excuse me
9. You ask a stranger in the street where the bus stop is.
Excuse me
10. You dialed the wrong number.
I am sorry

3.

1. One of your American friends says, "How are you doing?" He or she expects you to respond with:
A. I' m having a bad day.
B. I' m fine, thank you.

- C. Sorry, but I'm in a rush.
 - D. I've been sick all day.
2. After exchanging business cards, an American will likely:
- A. Ask you to explain the meaning of your name.
 - B. Admire the quality of your business card.
 - C. Look at your title to see if you are an important person in your company.
 - D. **Ask what you do.**
3. When talking with Americans, you should:
- A. Keep a half foot away from them.
 - B. Keep two arm lengths away
 - C. **Keep one arm length away.**
 - D. Avoid making eye contact.
4. When meeting with an American executive for the first time, you would:
- A. Hand your business card to her immediately.
 - B. Wait for her to hand her business card to you.
 - C. **Shake her hand and exchange cards after a few minutes of discussion.**
 - D. Wait until the end of the meeting to give her your business card.
5. In a business introduction, Americans may ask you to call them by their first names because:
- A. They are not interested in business.
 - B. They like harmony in discussion.
 - C. Their last names may be hard to pronounce.
 - D. **They want to be comfortable during the discussion.**

Intercultural Case Study

Q 1. Analyze the way in which China and U.S. dealt with this issue at the beginning to see their cultural values behind.

A: U.S. tended to be tough and approach it face to face.

China tended to soft in handling the issue through mediation and negotiation.

Q 2. What is the message the Chinese Ambassador transmitted to the U.S. when he said that the U.S. should at least say "I's sorry".

A: The issue could be solved when the U.S. should say "sorry" at the beginning.

Q 3. What is the solution to this incident?

A: After the U.S. says "it is very sorry".

Learning Culture through Proverbs

Proverb 1

East is East, and West is West, and never the twain shall meet.

Chinese translation:

东是东来西是西,两者永远要分离。
东是东,西是西,故而两者永远不相遇。

Explain what it means:

The culture of the West (Europe and the Americas) will always be very different from that of the East (Asia). (*Twain* is an old-fashioned word meaning “two.”)

What is the value transmitted:

In intercultural communication cultural differences are unavoidable, that is, we cannot change one's culturally patterned behaviors in communication. What we should do is try to understand and respect each other's cultural behaviors in order to avoid cultural conflict in intercultural communication. This proverb calls for people to develop intercultural awareness. Because we can't minimize the extent and scope of culture.

Proverb 2

The early bird catches the worm.

Chinese translation:

捷足先登

Explain what it means:

If you see the opportunity, don't wait and try to get it. Otherwise it would be gone.

What is the value transmitted:

The value behind is risk taking and action oriented. You are encouraged to take an action if you feel there is a chance. Or you need to take a risk of trying it. Don't wait until more people feel this is a chance. It would be too late because all would try to get it.

Intercultural Project

List 10 'culturally-loaded' words or phrases in English and in Chinese and then analyze them from an intercultural perspective to discover cultural implications behind these words or phrases.

Unit 3

Barriers in Intercultural Communication

What' Wrong A Clash of Culture in Toyota's Recall Hearing

Toyoda in Washington: A clash of cultures?

<http://edition.cnn.com/2010/BUSINESS/02/24/money.toyoda.culture.clash/index.html>

Ask students to discuss differences in the hearing based on the following cultural differences

1. Decision-making process and group-oriented culture
2. Individual responsibility and group responsibility
3. Cultural differences in media coverage
4. American direct and Japanese indirect cultures

Reading 1 Experiencing Intercultural Communication

Highlights:

Why is intercultural communication becoming more and more popular today?

Ask students to discuss six reasons:

P 5: The economic imperative, the workplace, the global economy, the technological imperative, technology and human communication, mobility and its effect on communication

Reading 2

Highlights:

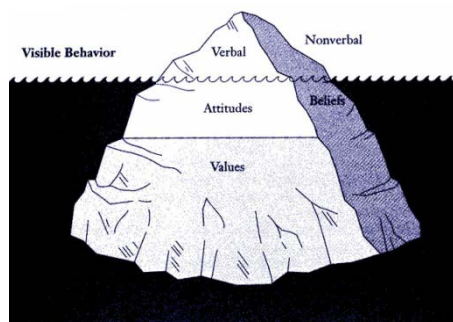
Discuss the underlying barriers in intercultural communication

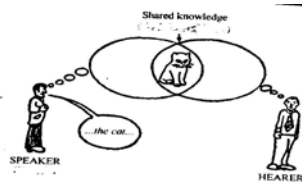
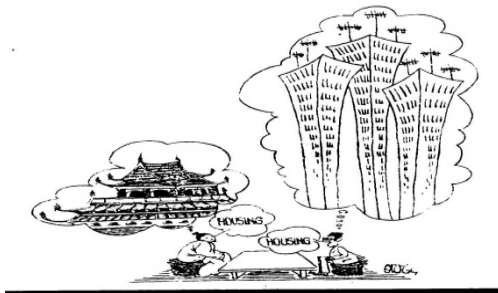
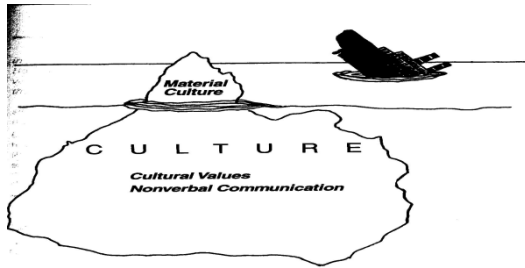
Ethnocentrism stereotypes prejudice discrimination

Intercultural Lens

Underlying barriers in Intercultural Communication

Different Perceptions as barriers





Intercultural Case Study

Ask students to consider the following cultural differences:

1. A key reason why Toyota is in the hot seat is because the company leadership responded in a very Japanese fashion.
2. The Japanese decision-making process is painfully slow, but the international media and concerned customers don't want to wait so long for answers, they want quick answers.
3. Toyota's long silence is a hallmark of the Japanese culture of consensus building.
4. How the two audiences -- American and Japanese -- view Toyota's performance may be very different because of cultural differences in body language.
5. Japanese when in an apology mode -- especially before an authority like the U.S. Congress -- will be very humble. That means, you don't necessarily look people in the eye. From a Western perspective, that can be mistaken as weakness or perhaps trying to hide something.
6. Japanese language tends to be indirect -- whereas before the committee members are likely to pepper him with direct questions.

Learning Culture Through Proverbs

Proverb 1

Don't go near the water until you learn how to swim.

Chinese translation:

不去附近的水，直到您学会如何游泳。
不会游泳切勿近水。

Explain what it means:

Never venture out of your depth until you can swim.
Be careful about getting involved in new projects, relationships, or cultures before you understand the rules and procedures.

What is the value transmitted:

This proverb indicates to all that before you communicate or work with people from other cultural backgrounds, you should be aware that you need to increase your intercultural awareness by learning that there are cultural differences that will become a barrier to intercultural communication. Otherwise you will not know what's going wrong once you are involved in intercultural situations.

Proverb 2

He who would climb the ladder must begin at the bottom.

Chinese translation:

千里之行，始于足下。

爬梯必须从底层开始。
万丈高楼平地起。

Explain what it means:

A journey of a thousand miles begins with a single step.
Little by little one goes far.

What is the value transmitted:

European culture encourages one to fight on, to work harder and never give up.
How a person measures success is also related to the activity orientation. In cultures with a “doing” orientation, activity should be a purpose or a goal, similar to what NIKE advocates: “Just do it”.

Intercultural Project

Interview international students in your university or your friends who are now studying abroad about their intercultural barriers in China or abroad. And Analyze their experiences from an intercultural perspective and tell them how to manage them.

Unit 4

Intercultural Adaptation

What' Wrong

Cultural Barriers in Overseas Study

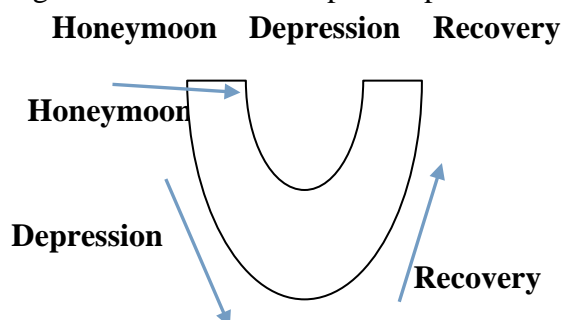
Key Points:

1. Internationalization of Higher Education has made it a reality that more and more students can go abroad before or after their graduation.
In order to meet its requirement, what kind of competence is demanded for those students besides their foreign language communicative competence?
Should Chinese universities revise the current curriculum or offer some courses whose objectives are to help students handle intercultural problems in their future intercultural communication?
In short, are they interculturally prepared to go abroad as interns, exchange students or degree students?

2. What is culture shock?

Culture shock is a disconnect between your expectations and the reality you experience when you visit another culture. This can also occur between subcultures within a city or a country. The phenomena causes some people feelings of confusion and anxiety until they understand or get used to the differences.

3. Three stages of intercultural adaptation process:



4. What's the lesson we should learn from the student's overseas experience?

A: Education is not fully prepared for its internationalization

The university does not offer intercultural communication courses

Teachers do not develop students' intercultural competence

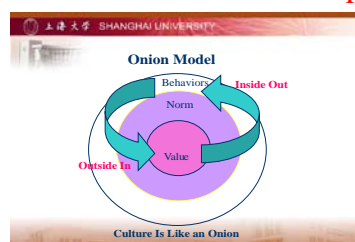
Reading 1

1. P.77 Para. 1.

Many students have told me that studying abroad has forced them to structure their studies differently and to develop other skills.

What does this statement mean? Ask students to make comments.

When students study abroad, they have to change their learning styles, that is , they have to be more active in class by participating in discussion and presenting their views or even different views. If they are quiet in class or busy in taking notes, as they do in China, they would be mistaken for people without any thought or who have not done any preparation before class. So they have to restructure their studies and to develop other skills for better performance in class.



With an onion model and intercultural perspective, we can also discover the cultural factors behind the differences in the East and West.

In the West, learning takes place by asking questions in class

In the East, learning takes place by taking notes and receiving knowledge from teachers.

Employing different communication styles, we can also discover something behind:

Speaking oriented communication style /Listener oriented communication style

Speaking oriented communication style means it is the speaker's responsibility to help listeners understand, in other words, if listeners can't understand the speaker, it is the speaker's fault.

With its explanation, we find it easy to understand why western students are so active in asking questions and have more interactions with teachers. They might think they ask teachers questions because students couldn't understand the teachers.

On the other hand, teachers would try to make the theories or concepts more simple for students to follow, for example, in simple expressions with more facts or examples to support the theories or concepts.

Listener oriented communication style claims that it is the listener's responsibility to understand the speaker, in other words, if the listener failed to understand the speaker, it is the listener's fault. And therefore students would try to do more preparation before class, pay more attention in class and be busy in taking notes so that they can review after class.

All these differences (behaviors) reflect the different norms of good students:

In China good students are those who are attentive in class and busy taking notes.

In Western countries good students are those who are active in expressing their views and have more interactions in class.

The different norms are also the reflection of their different cultural values.

In China we value collectivism, harmony, consensus and authority, whereas western education emphasizes individuality and personality.

2. P. 77

What does this paragraph mean?

1. Teachers can also learn from international students whose views are different from their teachers because students discuss some issues from their cultural perspectives.

2. Internationalization of higher education should encourage students from different countries to sit in the same classroom so that they can share and appreciate their different views rather than avoid different views.

3. What do we learn from the last paragraph?

ALURTA

Acknowledging that there are cultural differences

Learning from each other's culture

Understanding that there are different ways of thinking, doing and saying

Respecting different cultures

Tolerating cultural differences

Appreciating cultural differences

In short, cultural differences are unavoidable, but cultural conflicts can be avoided, which is also embedded in Chinese culture:

Harmonious but Different（和而不同）

Seeking Common Ground, while Reserving Differences（求同存异）

Intercultural Lens

1. Learn how to adapt to a foreign culture by following 10 tips provided in Intercultural Lens

2. Discuss Author Zhuang's experience with students (P.90)

What is the main point the author presents to students?

Education is always falling behind the pace of social development.

Students' poor intercultural competence is a fault in our education curriculum.

Intercultural Case Study

Ask students to analyze the topic for this case: customary or illegal.

1. It is customary in Denmark to park the carriage outside next to the large window of the restaurant and had dinner inside. Whereas in the United States, it is illegal to leave a child alone.

2. The lesson we learn from this case is that when we travel or study abroad, we should follow the local law.

Learning Culture through Proverbs

Proverb 1

There's more than one way to skin a cat.

Chinese translation:

达到目的的方法不止一种

Explain what it means:

In other words, there is not only one way to achieve a goal. This expression may be an American version of the earlier British more ways of killing a cat, Skinning in this idiom may mean to beat and cats may have suffered.

What is the value transmitted:

Innovation is an important element in American culture. Rather than valuing traditional methods of getting something done, US culture values creating new ideas, methods, and processes. People are encouraged to think of alternative ways to solve problems.

Proverb 2

All work and no play makes Jack a dull boy.

Chinese translation:

只工作不娱乐使人愚钝。

Explain what it means:

It means that without time off from work, a person becomes both bored and boring.

What is the value transmitted:

American culture values leisure and fun. Although Americans work hard when they are at the office, they want to make certain that they have sufficient time for pursuing hobbies, sports, and relaxation. Weekends are considered an important time for these leisure activities.

Intercultural Project

美国东部时间 2015 年 5 月 26 日波士顿，在全球最大的年度教育盛会 NAFSA 大会上，美国厚仁教育发布了《2015 版留美中国学生现状白皮书》。

白皮书说，去年，约有 8000 名留美中国学生被开除。

报道称，80%被开除的学生是因为学术造假或不诚实。学术不诚实是中国留学生最容易犯的问题，例如抄袭、考试作弊或协同作弊(例如对答案)、代考或代课、成绩造假、想改成绩被举报、保留往届考卷、对老师撒谎、伪造导师签名等。

2016 年《留美中国学生现状白皮书》

1. 我们现在是否重视学生的学术诚信问题？
2. 学生在写课程论文时是否会列出引用他人观点的出处呢？这是否也是学术诚信问题呢？
3. 中国教育应如何引以为戒？

Unit 5 Understanding Cultural Differences

What's Wrong

Intercultural Competence or Managerial Competence?

Q 1. What are the problems the top managers are facing now at the multinational companies?

A: What happens at the meeting fully displays each director's way of attending the meet, but showing cultural differences behind their different behaviors.

Q 2. What competence does the CEO, Laura Fischer, display in chairing the board meeting?

A: The CEO demonstrates her strong multicultural or intercultural management skill to manage the board meeting.

Q 3. What competence would be basic and essential for global managers?

Technical competence, managerial competence, **intercultural competence?**

A: From the what's wrong case, we can discover the CEO has a strong intercultural expertise so that she can manage cultural differences related with each director's behaviors. Without an intercultural competence, she would have found it hard to work in the global workplace.

Though top managers discuss work related issues like the company's strategy, products, market or HR daily, yet how to discuss and resolve these issues is an intercultural issue, to be specific, it is a communication issue.

To solve an intercultural issue lies in intercultural competence. So Intercultural competence is strongly demanded for global managers

3. Ask students to do research, trying to find out which business school in the world or China intends to develop future business leaders with intercultural competence.

If No, what does your discovery indicate to you?

We should feel happy as we are now taking Intercultural communication course which is intended to help us to develop intercultural competence.

Reading 1

This reading passage discusses four cultural dimensions by Geert Hofstede. Individualism and Collectivism, Masculine and Feminine, Power-Distance and Uncertainty Avoidance.

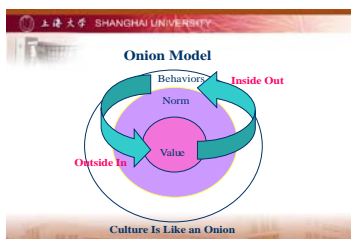
To better understand each of four cultural dimensions, we divide each dimension into different behaviors so that students would find it easy to understand what people would do.

Referring to Intercultural Lens P. 111.

Reading 2

Key Points

Hard work punctuality impersonal dealings quantitative reasoning
writing it down behavior in meeting equality



An onion indicates that when one understands those cultural values, one can predict people's behaviors.
 And also ask students if they can predict people's behaviors when they understand the value people possess
 or they can perceive values of those people when they see people's behaviors.

Intercultural Lens

When you explain what each dimension means, you'd better highlight the specific behaviors of each dimension with examples to support your explanation.

Though individualism is translated into "个人主义", Chinese "个人主义" is not the same as individualism.

An individualistic person would try to achieve his own objective without hurting any other person.

Ask students to explain what Chinese “个人主义” means.

Intercultural Case Study

In this case there are some points deserving attention.

You can first ask students to pick up some points and then discuss each.

1. She expects her teacher to ask her for some views.

In US universities professors would encourage students to participate in discussion, but they would not ask students for their views as Chinese teachers do.

If one student is quiet in class without expressing any view, the professor might think the student has not done any preparation before class.

Or the student has no thought for the issue.

Anyone without thought is worse than one who is ignorant from a Western perspective.

2. When the student asked the professor a question, the professor was very pleased to reply "Now that's an unusual query", which was misinterpreted by the Japanese student as a foolish question.

In fact the Japanese student interpreted the professor's reply from a Japanese cultural perspective.

But from an American cultural perspective, the professor was very much pleased to see the student finally express her view in class.

Actually this is an encouraging reply to the student.

3. Ask the students how to resolve the misunderstandings.

In this case Susanna should learn to communicate with her professor and ask her what she meant by an unusual query. Surely their direct communication would smooth away their misunderstanding.

Finally ask students to learn to solve any problems by direct communication.

Learning Culture Through Proverbs

Proverb 1

Those who play with a cat must expect to get scratched.—American proverb

Explain what it means:

The person who takes risks must get prepared for the loss.

Any venture will be risky.

Nothing venture, nothing gained

Chinese translation:

和猫玩耍就要准备好被猫抓伤。/ 不入虎穴，焉得虎子。

What is the value transmitted:

Americans value change, development, improvement and progress. Stability, continuity and tradition are not considered very important in business but are very characteristic of the American political system. So they are adventurous and willing to grasp chance, even if there are full of risks. To venture is much better than remain unchanged.

Proverb 2

He who knows, does not speak. He who speaks, does not know.

Chinese translation:

知者不言，言者不知

Explain what it means:

Don't confuse silence with stupidity or ignorance of knowledge. It is not necessary to verbalize your knowledge. In fact, frequently people who are always talking don't have much real information to share, while people who don't talk know more and are knowledgeable.

What is the value transmitted:

The value transmitted is silence. This value would pattern people's behaviors so that they would not speak much in public to show their modesty. This value can also be reflected in the classroom, business negotiation or business talk as people from that culture would think of those who talk a lot as being boastful and think of those who do not talk as being knowledgeable.

Intercultural Project

There is an English saying: East is East and West is West, and never the twain (both) shall meet. (东是东，西是西，两者不可相遇)

Discussion:

1. Ask students to explain what this saying implies.

The reason why East and West shall not meet is because when both meet, people would meet cultural differences and cultural conflicts.

2. Ask students whether we can make another saying, that is, East is East, and West is West, and the twain can meet. Why?

In today's globalizing society, East and West are interdependent for each other country social and economic growth. The time when East and West never meet is gone, so people from different countries can meet. In order to avoid cultural conflicts, we should develop intercultural competence. So this new saying means, with intercultural competence, people from different countries can manage cultural differences when they meet.

Unit 6

Time and Culture

What's Wrong

Experiencing Different Cultures at Shanghai World Expo

Key Points

1. Ask students to interpret punctuality interculturally. As far as they know, which countries are punctual and which countries are not?

Punctuality in many European countries means that meeting starts at the exact time, but in Arab countries and Latin America meeting starts later than the scheduled time.

2. Punctuality in Ecuador and Italy means that meeting starts 30 minutes or more after the scheduled time. To them, it is normal.

3. What suggestions would you make to those people attending the international events or business meetings or classes?

Reading 1

Time and Culture

Key Points

Past oriented culture, present oriented culture, future oriented culture

Para.2.

Past-oriented societies are concerned with traditional values and ways of doing things. Asian and Eastern European countries have placed a value on past achievement and on honoring the lives and spirits of ancestors. Past oriented people tend to evaluate the present actions based on the past experience or standard and everything is viewed from a context of history and tradition.

Norms

Evaluate daily or business plans based on the degree to which their plans fit with customs and traditions

Behaviors

Show respect for ancestors, predecessors and older people.

Innovation and change tend to be discouraged. When change is necessary, it should be justified by the past experience.

They tend to be conservative in management and slow to change those things that are tied to the past.

Present oriented societies focus on the present, and people show intense interest in present relationships, here and now.

They see the past as passed and the future as uncertain. They prefer short-term benefits and consider the present as the only precious moment

Norm

Enjoy today and not worry about what may happen tomorrow.

Behaviors:

Present time is more important, without worrying about the future and past

Future-oriented societies have a great deal of optimism about the future. They think they understand it and can shape it through their actions, so they emphasize planning in order to achieve goals

Norms

Changes and innovations are encouraged and evaluated in terms of future economic payoffs

Behaviors

Evaluate an employee's performance on a task or monthly basis and actions should focus on the future and the attainment of future goals.

Para. 3-4

Refer to Intercultural Lens for more details

Reading 2

Managing Change a in a Past-Oriented Culture

Key Points

Refer to Reading 1

Intercultural Lens

1. Understand the concept of time

There are three reactions you may face when you arrive at three different times.
As Americans are punctual, you will be highly appreciated if you arrive on time.

2. A survey for students to do on campus.

For time conceptions countries vary and individuals vary too.

Though the United States is a punctual country, yet for some formal activities people tend to arrive a few minutes earlier like a date, business appointment, and inauguration party.

3. Understand time and people's behaviors

- 1) Monochronic time: Adhere to plans
- 2) Polychronic time: Do many things simultaneously
- 3) Monochronic time: Do one thing at a time
- 4) Monochronic time: Have no tolerance for ambiguity
- 5) Polychronic time: Have strong tendency to build life-long relationships
- 6) Polychronic time: Are committed to relationships
- 7) Polychronic time: Are highly distractible and subject to interruption
Change plans often and easily
- 8) Monochronic time: Arrival-meeting-conclusion and action
- 9) Monochronic time: Seldom borrow and lend

Intercultural Case Study

Ask students to discover intercultural issues in this case:

1. One week after John arrived in China, what happened? And why did he feel uncomfortable working in China?

Chinese staff were late for the meeting

And when the meeting started, some staff kept chatting.

2. Why did the presentation last longer than scheduled?

The Chinese staff have different time conception and so do not follow the time schedule.

Or Chinese staff do not take time very seriously, so they have not practiced their rehearsal for their presentation.

This is a typical example of polychronic time culture.

3. Discuss why the atmosphere during the discussion period was "harmonious".

Chinese people do not want to express their views different from other people for fear that they would break the harmony.

4. Ask students to work out a solution

Learning the differences between monochronic time and polychronic time and their different behaviors

Learning Intercultural communication course

Taking intercultural training

Developing intercultural competence

Learning Culture through Proverbs

Proverb 1

To save time is to lengthen life.

Chinese translation:

时间就是生命。

节约时间就是延长生命。

Explain what it means:

A waste of time is waste of life.

A day late, a dollar short.

What is the value transmitted:

Time is viewed as something valuable that can be saved or wasted in western culture. People in monochronic time mode tend to make careful use of their time and like to stick to a planned schedule and meet established work deadlines. So, wasting time is no different to wasting life.

Proverb 2

One of these days is none of these days.

Chinese translation:

今日事，今日毕。

有这么一天 等于没那么一天。

明日复明日，明日何其多。吾生待明日，万事成蹉跎。

Explain what it means:

Time marches on.

Act immediately.

Don't put off until tomorrow what you can do today.

As every thread of gold is valuable, so too is every moment of time.

What is the value transmitted:

As mentioned above, time is equivalent to money or life in western culture. Time is more valued, better planned and more reasonably and effectively used in monochronic time culture. This proverb teaches people to focus on today and do whatever you want to do right now.

Intercultural Project

What is the attitude toward time orientation in “the belt and the road” countries? “The belt and the road” is proposed by the Chinese government in 2013. It refers to the New Silk Road Economic Belt, which links China with Europe through Central and Western Asia, and the 21st Century Maritime Silk Road, which connects China with Southeast Asian countries, Africa and Europe. Neither the belt nor the road follows any clear line geographically speaking; they serve more as a roadmap for how China wants to further integrate itself into the world economy and strengthen its influence in these regions.

When Chinese enterprises go global by investing in these regions, they would contact local people and then would encounter intercultural conflicts due to different time orientation.

You can choose one country for your project on different time orientation based on the knowledge you have acquired from this lesson and find out their different behaviors, which will do good for Chinese business people to do business there in the future.

You may interview foreign students from that country or search for this information from the website.

Unit 7

Communicating Nonverbally

What's Wrong

U.S President Bow to Japan's Emperors

Discussion

1. (Open question) Why did President Obama bow to the Japanese emperor at the full 90 degrees?

What's your comment on this issue?

2. Discuss the two photos above and find out the similarities and differences.

A: President Nixon bowed a bit when he greeted Hirohito with a handshaking, which is considered as more proper.

Reading 1

Defining Nonverbal Communication

Key points

Nonverbal communication between people is communication through sending and receiving wordless cues.

It includes the use of visual cues such as body language (kinesics), distance (proxemics) and physical environments/appearance, of voice (paralanguage) and of touch (haptics). It can also include chronemics (the use of time) and oculusics (eye contact and the actions of looking while talking and listening, frequency of glances, patterns of fixation, pupil dilation, and blink rate).

Nonverbal messages take up 65% of human communication, but verbal communication takes up 35%

1. Para. 1 P.140

Comment on this statement:

What is not said is sometimes as important as what is said.

What is not said can mean what implies.

2. Last para. P. 140.

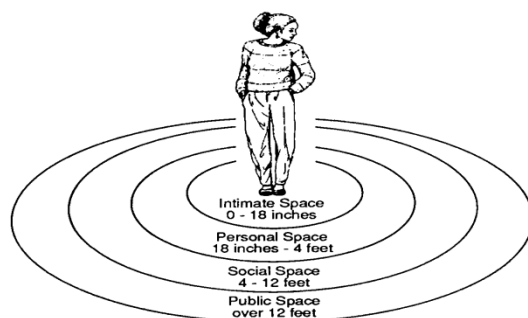
Personal Space

There are four spaces:

Intimate space, personal space, social space, public space

Each space has its social function, so each person has different space requirements for different functions.

Ask students to observe the conversational distance in different intercultural communication situations to discover the different space requirements for different activities.



Like all animals, human beings attach significance to the spaces we occupy and which surround us.

3. P. 141

Eye Contact

Eye contact varies from culture to culture and from context to context, so eye contact communicates different meanings.

For many Americans and Europeans, maintaining eye contact communicates that one is paying attention or showing respect.

Ask students if Chinese are required to maintain or avoid eye contact with the speaker.

Ask students to do research to discover cultural differences in eye contact during the conversation.

4. P. 142

Silence

Silence may vary from culture to culture. Silence in some countries may be interpreted as a respect during the conversation, but in some other countries silence is not valued.

In Japanese there are some sayings to convey the message that they highly value silence:

Evil comes out of one's mouth 言多必失,祸从口出

The mouth is to eat with, not to speak with

He who speaks has no knowledge and he who has knowledge does not speak 知者无言, 言者无知

The person who speaks much does not give much thought to what he is saying

If you realize silence is highly valued in Japanese, you can figure out that

Japanese people remain silence during the conversation.

We can also employ an Onion Model we have learned before to discover the relationship between behavior and culture:

By observing people's behavior (silence), we can figure out their cultural value behind (respect).

Or by learning the culture (respect), we can also predict people's behaviors (silence during the conversation).

Ask students if you remain silence when you communicate with your foreign teachers, or you may occasionally add "En " or "Yes". Do you know how foreign teachers interpret your silence?

Do you think your foreign teachers may misinterpret your behaviors?

If yes, what would do you right now?

Intercultural Lens

There is no universal gesture throughout the world, even Nodding can mean differently. So teachers can recommend some related books to students or ask students to find more gestures that may cause misunderstandings on the internet.

Here is a book recommended to your students:

身体语 (美) 罗杰. E. 阿克斯特尔 上海译文出版社, 1998 年

Intercultural Case Study

Case Study---Touching or Not

1. What are the touching rules for American women? For Filipina women?

The United States is non-touching country, which means Americans people do not touch other people, or the same gender people do not touch each other because the same gender people touching each other is the symbol for homosexuality.

Philippines is a touching country and so people often touch each other for friendship and affection.

2. How do we interpret ambiguous intercultural situations? Why does this happen?

We tend to interpret any intercultural situation with our cultural lens or perspective and this would lead to intercultural misunderstandings.

3. Do you think the similar situation may happen in China? If yes, in what situations?

Ask students if male students or female students often touch each other in China.

Ask students to do the survey about Chinese students studying abroad to see if the same gender people touch each other.

Learning Culture through Proverbs

Proverb 1

Silence is also speech.

Chinese translation:

沉默也是语言

Explain what it means:

Silence plays just as important a role in communication as any verbal language does.

What is the value transmitted:

In communication, silence sometimes speaks louder than verbal language. However, in intercultural communication, we should pay particular attention to silence in communication for it has different interpretations in different cultures. For example, in China and Japan, silence can be interpreted as evidence of agreement or that the listener is simply thinking about what is being said, while in America, silence can be seen as a sign of uncertainty or lack of interest. During a negotiation, Americans interpret silence as a tactic by the listener to obtain better terms. In general, Americans feel uncomfortable with silence and will continue speaking to fill up the silence.

Proverb 2

The eyes are the window to the soul.

Chinese translation:

眼睛是心灵之窗。

Explain what it means:

The eyes are the channels through which we can perceive someone's true intentions.

What is the value transmitted:

In intercultural communication, we should pay attention to nonverbal communication. Nonverbal cues, such as expressions conveyed through eye contact can provide many messages we cannot receive through verbal language. Our eyes can tell others about our moods or emotions, such as tiredness, happiness, surprise, anger, sadness, disgust and fear. Sometimes, they may even reveal to others whether we are being honest or not. We can interpret others' minds by analyzing cues from their eye gaze and eye movement. Ralph Waldo Emerson once said, "The eyes of men converse at least as much as their tongues." This quote suggests that from the eyes people can gain insight into what they are thinking.

Intercultural Project

Do your parents have this rainbow belt which is used to wrap up a suitcase when they travel abroad? Do they know how westerners interpret the rainbow color? Here is a story about it!



A travel group of over 20 Chinese arrived at the airport in the United States. When they waited for a local tour guide to pick them up, a western young man came over and said to them that he came to pick them up for the international conference. Later a local tour guide who is a Chinese came to pick them up and realized why the western young man claimed that he came to pick them up at the airport as the western young man identified the rainbow color belt each person took with the symbol for his international organization. With his explanation, everybody was shocked and felt so sorry for the rainbow color belt they took with them.

Questions:

1. What does the rainbow color mean to westerners?

The rainbow color is the symbol for homosexuality in many parts of the world and that's the reason why the western young man said that he came to pick them up for the international homosexuality conference to be held in this city as each person has the rainbow color for his suitcase.

2. Discuss what we should learn from this story.

Unit 8

Different Communication Styles

What's Wrong?

Do You Know How You Communicate?

For the following conversations, keep the three questions in mind.

1. Is this an effective communication?
2. If yes, how to make it?
3. Who are they?

In Conversation 1, this is an effective communication because B agrees to help A. How to make this communication effective.

In this case, A asks B (Do you think you can take us there?)

Both are westerners or at least A is a westerner.

From an intercultural analysis, we can see the western communication style, that is, to be indirect if one needs help from the other. So A asks B directly.

In Conversation 2, this is an effective communication because B asked A for confirmation, and then B offered help to A.

Both are easterners.

The reason why A did not ask B for help is that A might fear that A would lose face if B was not willing to offer help to A.

In a high context culture, B could interpret A's implication and then B asked A to make sure if A needed any help from B.

In conversation 3, this is not effective communication as two communicators from different countries (conversation 3) followed each person's own communication style without understanding the other person's communication style, so this communication is bound to lead to an ineffective communication. Though the listener understands what the speaker says, the listener would not understand what the speaker means. In order to achieve an effective communication, any communicator should understand what the other means.

Reading 1

Ways of Reasoning

Key Points

1. Para. 1 and 2 focus on the "point" Americans or Westerners talk about in their communication. That can also explain why Americans are direct in saying things.

Para. 1 and 2 (P. 162)

People from different countries have different ideas about the "point".

China and Japan, for example, may interpret the "point" differently from Americans. That's why people from different countries have misunderstandings in their communications.

Para. 3 and 4 (P.164)

Americans are most likely to consider the significance of a point as its practical usefulness.

Americans tend to distrust theory and generalizations, which they might label "impractical", "unrealistic", "too abstract", "a lot of hot air" or "just theoretical."

These two paragraphs indicate that Asian people should make specific statements and practical suggestions to Americans, otherwise Americans would not appreciate their views.

Intercultural Lens

Effective communication requires two-way communication like playing ping pang, not one-way communication like playing bowling. That means when a speaker conveys a message to a listener, the listener should offer a necessary feedback to the speaker in order to keep the smooth flow of communication, otherwise the communication would come to a halt, and then the speaker might think the listener has no interest in communication. That's why how important it is to learn to understand the communication strategy and also learn to employ the communication strategy in intercultural communication.

Intercultural Case Study

What would one think of the other?

The American manager may think why his Chinese colleague just nodded, but never asked. So he got a feeling that he had a hard time working with his Chinese colleague.

The American manager never thought that his Chinese colleague may expect his manager to give him time to ask questions.

Actually this is an intercultural issue in communication, as both communicators do not share the same meaning of two-way communication or his Chinese colleague does not fully understand what two-way communication means.

The lesson to learn is that both communicators can change their communication styles by understanding Chinese and American's different communications, that is, the American manager can ask his Chinese colleague if he does not offer any

feedback, or the Chinese colleague can ask or make a clarification for the message he receives.

Learning Culture Through Proverbs

Proverb 1

Do not beat around the bush.

Chinese Translation:

说话不要拐弯抹角。

说话请开门见山。

Explain what it means:

Please get to the point. / Please make your point clear and explicit in a direct way.

What is the value transmitted:

People in Western cultures adopt a direct, open and straightforward way of speaking. They present their feelings or ideas clearly at the beginning of their speech. In contrast, Eastern cultures such as Chinese or Japanese, tend to speak indirectly. They will talk a lot about greetings or they will do a lot of socialization before they come to the point. And when they make a point, they do not state it in an explicit manner, leaving audience to figure out the real meaning contained in or even hidden behind the utterance.

Proverb 2

Silence is golden.

Chinese translation:

沉默是金。

Explain what it means:

saying nothing is preferable to speaking. So silence is preferred.

What is the value transmitted:

In order to avoid making mistakes in communication, silence is preferred. Sometimes, the more you talk, and the more mistakes you make. And therefore people learn from their mistakes by saying nothing and then they value silence.

However, in intercultural communication, we should pay particular attention to silence in communication for it has different interpretations in different cultures. For example, in China and Japan, silence can be interpreted as evidence of agreement or that the listener is simply thinking about what is being said, while in America, silence can be seen as a sign of uncertainty or lack of interest. During a negotiation, Americans interpret silence as a tactic by the listener to obtain better terms. In

general, Americans feel uncomfortable with silence and will continue speaking to fill up the silence.

Intercultural Project

Try to understand cultural differences in communication as these are two different communication styles: Ping Pong communication style and Bowling communication style.

Just imagine what would happen when a Ping Pong Style person communicates with a Bowling Style person. And why? What's your suggestion?

Unit 9

Innovation and Education

What's Wrong

Page 182. Last Para.

The following statement deserves our attention.

There is a close match between the goals and content of the PISA assessments and the exam oriented teaching in China. However, Creativity and innovativeness are not assessed in this examination.

Discussion:

Page.183. Last two paragraphs.

China is racing toward the American old model, but the U.S. is racing toward the Chinese traditional model. Explain these two models.

Answers can be found in the last two paragraphs on page 183.

Page184. The second paragraph.

Both teaching styles will affect their students' future academic performance.

Discuss the advantages and disadvantages of each teaching style. Which do you think you would prefer? And why?

Page 184. The last two paragraphs.

The underlying differences behind education reforms are cultural differences between China and United States. What can we learn from the western education? We can take the onion model to analyze the cultural differences in education and find the way out for innovation in China's education.

Reading 1

Differences That Make a Difference

Key Points

Page 185

Q1. Teachers can ask students to discuss among themselves what *Differences that Make a Difference* means.

A: There are two words of differences for discussion: The first word of differences refers to the cultural differences between the East and the West and the second difference stands for the different behaviors of people from different countries. Upon the understanding of the two differences for this topic, we can have a general understanding of the whole reading passage. This topic tells us cultural differences can make people from different countries do the things and say the things in the different ways.

Page 185

Para. 4 Rule one

Q 2.

It is what you do not notice that counts.

A: Cultural differences can be categorized into two parts: one is obvious (we can see from people's behaviors), the other is underlying (we can't see from people's behaviors). We can avoid or tolerate the obvious cultural differences in our life, but we cannot see the invisible differences when they do occur. Those invisible differences would become the barriers in intercultural communication. Those invisible differences involve perception, norm, value, way of thinking and way of communication, which are the main parts we should learn in intercultural communication study.

This statement can be supported by the observation of Japanese and American kindergarten children in Japan. From this observation we can see obviously the different behaviors of children, though we can't see their different cultures behind. So we can conclude with this statement that behavior is the reflection of culture or culture can pattern one's behavior.

Intercultural Lens

Cultural Values Behind Education

1.

	Differences	American values	Japanese values
Color of the drawing	A Japanese kid colored the sun red like	Prefer differences and	Prefer imitation,

	that in his country's flag, while an American kid colored it yellow.	innovation, encouraging children to do or think as they can	suggesting harmony and stability so that children would follow their teacher's way
Seating arrangements	American children sit in individual desks, while Japanese children sit around table in groups.	Individualism	Collectivism
Roles of the teachers	American teachers invited visitors to interact with the children, while Japanese teachers handle all the activities themselves.	Less controlled and more interactive	Authority and domination
How the children began and how they carried out the task	<p>As soon as an American child received a sheet of paper he or she would begin to draw. When the picture is finished, the child would hold it up to be collected or would bring it to the teacher's desk.</p> <p>Japanese children waited until all of the papers have been distributed. Then, at each table, the children looked at each other and talked a little about what they were supposed to do. Then they would begin to draw. Throughout the activity, children would turn and look at what the others were doing. Those who finished first waited until the others were done, and when all were</p>	Individualism Do in his own way and trust himself	<p>Collectivism Follow the group.</p> <p>A nail that stands out should be hammered down</p>

	finished the drawings were collected.		
Teachers' responses when children showed difficulty	<p>The Japanese teacher would assist the child, taking the child's hand and guiding the crayon.</p> <p>American teachers would encourage the children in words: Just do your best and draw the picture the way you see him or her</p>	Independence Individualism	Dependence Collectivism
The order of family members	<p>In Japan the order of the family is drawn as follows: Father and mother, elder brother and sister. The child would draw himself or herself last.</p> <p>For the American children the order seems much more random: Some children would draw themselves first</p>	Self centered Equality	Social Hierarchy

2.

Behaviors in class	Culture values	Consequence for society
Passive in learning	Learn from teachers and from textbooks	No innovation
Not encouraged to ask questions	Challenge is disrespect	No initiative
Not encouraged	Value quietness and	Ready to wait for the

to respond	obedience	order
Expect to get the answer from teachers	Teachers are authoritarian	Being passive in learning and doing
Learn for examination	Evaluate how much students learn	Know the answer but don't know why
Teachers are authoritarian	Trust authoritarians	Never think critically
No personal opinion or perspective	Trust authoritarians Groupness	Never think critically
No participation in seminars	Learning from teachers	Passive in work

Intercultural Case Study

Education in the East and West

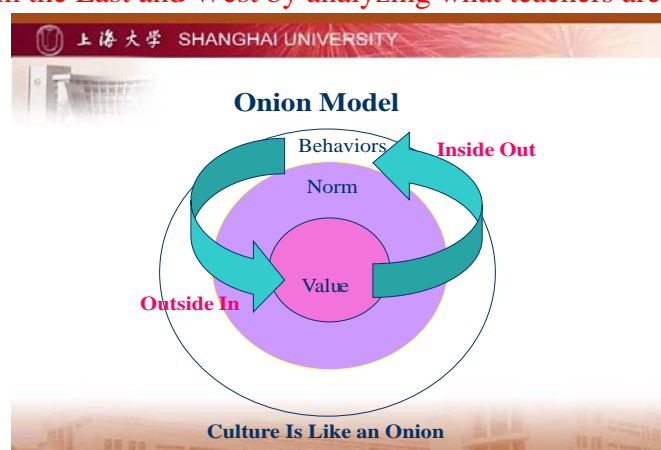
Analyzing the issues in the case.

Q 1.

A: Eastern and Western students can learn from each other. Western students can learn from Eastern students by laying solid foundation while learning each subject, while Eastern students should learn from Western students by being actively engaged in discussion and expressing their views.

Q 2. Analyze cultural differences behind different teaching pedagogy.

A: We can use the Onion Model to discover the different behaviors of those students from the East and West by analyzing what teachers are doing in the



classrooms.

First we need to evaluate different teaching pedagogy and then we could discover the cultural differences, which would pattern people's behaviors.

For example, in the West, students seem not to learn as much as Chinese students, however, they are taught concepts and philosophies along with the ability for creative problem solving, which means they learn how to put the theory into practice while they are learning the theory. Thus they have cultivated the ability to learn and to learn to solve new problems in the future. For the Chinese students, who learn for examinations, so they have to memorize more concepts and theories. As a result, what they have learned in class will be gone when the examination is over.

Ask students to learn to correlate teachers' different teaching pedagogy with its consequence with the help of the Onion Model to respond the issue why the United States is such an innovative country and why China is lack of innovation.

Learning Culture Through Proverbs

Proverb 1

A nail that sticks up should be hammered down—Japanese proverb

Chinese translation:

枪打出头鸟。

Explain what it means:

An individual who tries to excel over others cannot be tolerated.

People should follow the general trend.

What is the value transmitted:

Japanese culture stresses harmony and group concept. An individual is a part of a group. One should be more concerned with the group interests rather than with his own opinion or achievement. They believe that harmonious relationships in the

group should be maintained at all costs. Conflicts or personal challenges are not helpful

Proverb 2

The squeaky wheel get the grease—American proverb

Chinese translation:

吱嘎叫的轮子要加油
会哭的孩子有奶吃

Explain what it means:

If one is quiet, no one would pay any attention to him
If one calls for his rights or request, it would be met with
One needs to speak out if one's rights is not protected

What is the value transmitted:

Individualism
Struggle for and protect one's rights.

Intercultural Project



参考资讯:

Are Our Kids Tough Enough? Chinese School
<http://www.bbc.co.uk/programmes/b06565zm>

Would Chinese-style education work on British kids?
<http://www.bbc.com/news/magazine-33735517>

英国约 8 千小学将引进中式数学教学法（2016）

英国数学课堂引入中国教育，中国教育赢了？
<http://cul.qq.com/a/20160720/020837.htm>

Discussion

Q 1: What would you feel when UK schools are learning the Chinese teaching styles?

Q 2: What should we learn from the British education?

Unit 10 Intercultural Training

What's Wrong

Knowledge or Competence

Q1. What is the objective of intercultural training: intercultural knowledge or intercultural competence? Why?

A: Intercultural competence.

Q2 What might be the cause in intercultural training for the failure in dealing with intercultural misunderstandings in the workplace?

A: According to the scenario, the pre-departure intercultural training those three expatriates had before they arrived in China was mainly about the intercultural knowledge based training, in which the trainer would focus more on the knowledge about the Chinese culture or the customs or the habits of the Chinese people rather than on intercultural skills. And therefore it was found that the American expatriates had a feeling that their pre-departure training helped them how to act at the very beginning of their arrival in China. But as time went on, they found the pre-departure training could not help them understand why Chinese colleagues behaved differently from their understanding, which indicates that this is the real problem the expatriates would encounter in their workplace. Judging from the scenario, we could conclude that any knowledge based intercultural training could not be beneficial to those expatriates in the long run in their workplace.

Reading I

Q1. With your understanding of the "origin of the intercultural field," is it necessary to develop intercultural education in China? Why or why not?

A: It is necessary because we are now living in the globalizing society where it is the reality for people from different cultures to live or work together.

Q 2 Many were ineffective, some failed completely. What the causes for their failure?

Q 3-4

A: If the intercultural service or training is focused on intercultural discipline or intercultural knowledge like dos and don'ts or customs and habits, the effect the training has on the trainees is little or limited, which could not help the trainees solve their real life problems in the workplace.

Intercultural Lens

Initiating Intercultural Training

Those are the key words: Who How What Who When

Who needs intercultural training:

People would study abroad

People would go for an overseas assignment

People would work in the intercultural workplace

Top managers

Mid level managers

Professionals

All people from different cultures

HR Strategic Objective

Steps towards successful cultural integration in global mergers and acquisitions

- HR should join in the team for its corporate strategic development
- HR should work on cultural integration solution when negotiation comes to the late stage.
- When merger negotiation enters merger evaluation, HR should work out cultural integration solution and present it to top managers for consideration or approval.
- When the deal is closed, HR should start cultural integration solution.
 - Cultural Integration
 - Culture C: corporate culture and working principles

How to help those people

Intercultural training is a must for those people

Mixed group of people should be organized in the training team

What do they need

Intercultural competence

Who is the intercultural trainer

He should be experienced in doing intercultural training

When to do the training

Pre-departure and post arrival training for the expatriates

Pre-departure training for the students

Intercultural Case Study

Why They Did Not Understand Each Other

Q1 What is the cultural point for their conflict? How do the American and Chinese managers perceive each other's argument?

A: The cultural point lies in the American's analytic way of thinking and the Chinese holistic way of thinking. The former is that people think from specific to general, while the latter is that people think from general to specific. That is, the American manager would evaluate the Chinese manager's total budget based on their analysis of each budget which should be composed of the cost of each material. The Chinese manager might present the total budget which was not as specific or detailed as expected. Their different expectation of the total budget led to the heated discussion at the meeting.

Q2 What suggestions do you have for the Chinese manager?

A: People working in the intercultural workplace should learn to understand how the other party think and communicate, trying to understand the different ways of thinking and communication style.

Learning Culture Through Proverbs

Proverb 1: A stitch in time saves nine.

Chinese translation:

小洞不补，大洞吃苦。

Explain what it means:

The literal interpretation is that if you are careful when sewing, one well-placed stitch can prevent having to sew nine more later.

What is the value transmitted:

Action orientation is highly valued. Time waits for no one, so you should never put off till tomorrow something that can be done today. This proverb warns you against neglecting small faults or imperfections which may lead to big troubles. Try to address at all times the question being asked, and explain directly how each statement links to answering it.

This proverb indicates that planning or schedule ahead can prevent more problems later on. So intercultural training can prevent intercultural conflicts later on.

Proverb 2: Once bitten, twice shy.

Chinese translation:

一朝被蛇咬，三年怕草绳。

Explain what it means:

A literal interpretation is that an injury makes a person wary of its cause.

What is the value transmitted:

This proverb teaches about the pitfalls of failure – that people avoid situations in which they have failed, were uncomfortable or were unsuccessful. They will be more cautious in the future. This could be in school, work or personal situations. Be careful not to be hurt again. If a person has been hurt, he or she is scared of anything similar. It's a psychological obstacle. What you should learn is that you have to be stronger when faced with the people or something that once hurt you. If you conquer yourself, you will conquer everything.

Intercultural Project

With the implementation of China's "Belt and Road" initiative, more and more Chinese enterprises would go international and then they would encounter intercultural challenges.

Question: Are they ready to go out interculturallly?

What kind of talents are badly needed to meet the requirement of intercultural challenges? Why do you think so?

Now you would be able to address this issue and then offer your solution.

Discuss this issue in a team and make a presentation on this issue in class.

You may do the survey to see if the multinational companies or the companies that would go global for international market expansion have eve organized intercultural trainings for the managers or professionals and to see what kind of problems they have encountered before.

What kind of suggestions do you make to them? And why?

Unit 11 Intercultural Business Communication

What's Wrong Geely-Volvo Acquisition

Q 1 What went wrong in the early days of the acquisition? Can you identify the seeds of intercultural conflicts?

A: When the acquisition deal is over, Chairman Li Shufu and CEO Stefan Jacoby started to work together for the new company. As the intercultural model indicates that they worked in the conflict zone, in which each followed his own correct way of doing things and saying thing and each thought one is right and the other is wrong, thus leading to intercultural conflicts in their management.

Q 2 Are these problems management related or intercultural related?

A: These are intercultural related problems as all the problems are surfaced at the managerial level, but these problems are the reflections of the intercultural

conflicts as culture is abstract, one can't see, but culture can be reflected at the managerial levels.

Q 3 Discuss the proposed solutions to their problems.

A: The solution is Culture C, which should be established before or right after the acquisition is over. So both parties can follow the same way of doing things and saying things.

Reading 1 The Theoretical Foundation for Intercultural Business

Communication

Q 1 What does the field of intercultural business communication deal with?

A: It deals with intercultural issues in business.

Q 2 What is the difference between intercultural communication and intercultural business communication?

A: The main difference is IBC deals with intercultural issues in business, but IC deals with intercultural issues in interpersonal communication.

Q 3 When you study IBC, what is the objective of your study? To know the theories, the content, the methods or something else?

A: The objective is to solve intercultural issues when people from different countries work in the same company like joint ventures, or multinational corporations.

Intercultural Lens

This session also calls for the intercultural challenges Chinese enterprises would encounter when they go global in following the Belt and Road initiative.

Understanding the challenges global M/A is facing can help Chinese enterprises be ready interculturally when they go global.

The first paragraph indicates the higher percentage of failed M/A and also pinpoints the critical factor leading to the failure: failure to develop and execute an appropriate post merger integration.

The second paragraph points out the only one factor that can determine its success, that is cultural integration.

The third paragraph finds a solution to this issue. That is, all the business schools in the world are intended to develop people to be competent in management, but no program in business schools in the world is designed to develop interculturally competent people because the real problem the world is facing is not management itself but intercultural problem, so interculturally

competent people are badly needed for multinational corporations as well as for global M&A.

In the following paragraphs, there are more discussions over those issues.

How to Diagnose Merger Failure

Some models are presented as follows: Pre-merger phase and post-merger phase. Pre-merger phase deals with all the issues to be covered and solved in negotiation and post-merger phase focuses on cultural integration.

How to Make Cross-border Mergers Succeed

The only way leading to its success is to make a cultural integration by setting up a new culture for both parties to follow. You can refer to Culture C model (P226).

Intercultural Case Study

Why Best Buy Failed in China

Q 1. What is the difference in the retailer's management between Best Buy and local Chinese retailer stores like Gome and Suning?

A: The main difference is that all the staff working in Best Buy store in China are permanently employed by Best Buy, while all the staff working in Gome or Suning are employed not by Gome or Suning, but by the companies whose products they are selling in Gome or Suning.

The other is that customers in Best Buy can enjoy their freedom to experience the products in the store, but in Gome and Suning, customers can't try using real products as many products are the covers or the bodies of the products.

The third is that all the products in Best Buy are expensive.

Q 2. What are the main factors leading to Best Buy's failure in China and why?



A: Best Buy failed in China because of its poor intercultural adaption awareness.

Some people blamed the failure on the Chinese name of the store 百思买, which can be interpreted as Thinking a hundred time before buying. Though it is a joking, Best Buy top managers took it very seriously, claiming if Best Buy would reenter the Chinese market, they would change its name.

Students can discuss this issue.

A: No. Don't change the Chinese name, Best Buy failed not because of its Chinese name, not because of its poor intercultural adaptation. Though it failed, Chinese consumer still love its environment, service, after sale service but not its price.

Q 3: Why did Best Buy stick to its American management model to run Best Buy in China?

A: There is one possibility: that is, Best Buy would try to change Chinese retailer management practice, but it's hard to do so at the present time. Though Best Buy failed in China, Chinese consumers still enjoyed their experience inside the store. A lesson Best Buy should learn is that Best Buy should do a bit change in its management style, trying to maintain its own style.

Learning Culture Through Proverbs

Proverb 1

We never miss the water till the well runs dry.

Chinese translation:

井干方知水可贵。

Explain what it means:

Literally, the proverb We never miss the water till the well runs dry means that we never realize the importance of water until we are deprived of getting it from an empty well. It's always better to cherish what we have owned before it is gone.

What is the value transmitted:

It's very common that many people don't cherish what they have, and often complain about it, but they will realize its value and importance only after losing it. The same holds true as managers in multinational companies probably would never consider it necessary for all employees to attend an intercultural training program before they are aware that their business communication problems derive from their intercultural conflicts.

Proverb 2

All things are difficult before they are easy.

Chinese translation:

凡事总是由难而易。

Explain what it means:

Literally, the proverb All things are difficult before they are easy implies the difficult process of achieving any goal.

No pain, no gain.

The final success always comes after hardship.

What is the value transmitted:

It's very difficult when things begin, and it will gradually become easier as time goes by. The training of intercultural communication competence is a tough process that integrates many phases. Intercultural communication competence is always hard to acquire before you know what it is about.

Once you realize that it should be an essential part of your workplace skill set, you will attach great importance to it.

Intercultural Project

参考资讯:

庄恩平 汤进华 跨国并购中的文化整合——上汽双龙并购案例跨文化剖析
《商场现代化》2007年8月

《经济半小时》20140916 跨国并购的“如意算盘”

<http://jingji.cntv.cn/2014/09/16/VIDE1410877841801631.shtml>

案例一：江苏靖江三马起重机械制造有限公司

性质：邀请外方收购自己，以提升竞争力。

思考：2014年CCTV作为成功案例作了报道，但一年之后我们跟踪调查发现，这家民企已完全卖给了外方了，这说明什么？成功收购不代表收购成功！

案例二：江苏靖江艾兰得营养品有限公司

性质：主动收购外方，以提升竞争力。

跟踪调查发现，现在已收购多国公司，全球影响力扩大。

Unit 12 Public Diplomacy and Intercultural Communication

What's Wrong

Q 1. Why is Western media coverage of China is unfair or biased? Give some example?

A: Western media misinterprets China's rise as China threat

Western media misinterprets Confucius Institute as culture penetration

Western media misinterprets China's Belt and Road Initiative as resources exploitation

There are some possible reasons: One is that some countries fear China's rise because they interpret it as a threat to them and therefore they would try to attack and suppress China.

Another is that some countries misunderstand China's policies because western media coverage of China has had an effect on them.

The third one is that Chinese media did not transmit a clearer message about China and did not present China to the world in the same way as they do so that

China's real image has been distorted and China's good intention has been misinterpreted.

Q 2. What are the barriers in conducting public diplomacy in order for the world to see real China?

A: One barrier in conducting public diplomacy is that Chinese media follows the Chinese way of communication style and thinking pattern in news communication.

The other barrier is that public diplomacy has not been organized in China throughout China, more people misinterpret public diplomacy as a kind of work done by a few group of people like government officials, which has no relations with people like students and teachers.

In fact, all people can do public diplomacy and people like students and teachers can even do better than any government officials as foreign media and government would more trust common people than media and government officials.

Public diplomacy is intercultural communication. So to be better in public diplomacy deserves people's intercultural competence.

Reading 1 China Need More Public Diplomacy

Discussion

Q 1. Why does Zhao state that "... public diplomacy can better explain China's national condition and policies, and present the country to the world"?

A: As usual, any government would claim its policies and regulations are better when foreign media holds negative view on them. But they would be persuaded to accept the fact when the local people support the policy and regulations. And therefore public diplomacy is more powerful and effective.

Q 2. Can you analyze the cultural factors in communicating with the foreign media and public?

A: Each country has its own right way of doing and saying things and even has its special meaning for some expressions or words. So in intercultural communication those special expressions and words will lose their meaning when those cultural loaded words or expressions are translated in a foreign language. That would cause some misunderstandings.

Q 3. what is the competence required of those engaging in public diplomacy?

A: Public diplomacy is intercultural communication and intercultural competence is required of those doing public diplomacy.

However, more people in public diplomacy are not aware of the needs of intercultural competence for public diplomacy, so we have a long way to go to make it.

Intercultural Case Study

Q 1. According to this case, what kind of image was projected to American people? Positive or negative? Why?

A: Americans see China's rise as a threat. Negative. Because China's rise has taken away U.S. jobs.

Q 2. What is the cause for the misinterpretation of China made by Americans?

A: The main cause is that U.S. does not expect China to be stronger economically, which would stand for a threat to the U.S. position in the world.

Q 3. What lesson can we draw from this case? What are the practical implications for the Chinese government?

A: The lesson we can draw from this case is that when Chinese economy advances we should tell the world that China has provided more jobs for the Chinese people and for the people from the world as well, which indicates that China's rise is also beneficial to the world.

Learning Culture Through Proverbs

Proverb 1

True friendship seeks to give, not take; to help, not to be helped; to minister, not to be ministered unto.

Chinese translation:

真正的友谊追求的是给予，不是索取；是帮助别人，而不是被人帮助；是为人服务，而不是被人服务。

Explain what it means:

A friend is someone whom you help and care for while seeking nothing in return but their friendship.

What is the value transmitted:

Chinese friendships are intense and long-lasting with friends deeply involved in each other's lives and so the emotional investment is great. However, Western friendships tend to be voluntary and people feel they choose whether to have a friendship or not. Therefore, there is less mutual obligation between friends in Western cultures than there is in Chinese culture. In Western cultures, friends also normally try to help each other, but they generally do not go to such great lengths as Chinese friends will, and they also feel they have less right to expect or demand help from each other.

Proverb 2

A hedge between keeps friendship green.

Chinese translation:

中间筑道篱笆，友谊之树长青。

Explain what it means:

To make a friendship long-lasting, there should be some distance and limits between friends. Every person has the right to have his own emotion and thought and the invading of private space will break up a friendship.

What is the value transmitted:

Chinese friendships in many ways are like kinship relations. Friends should be concerned with each other's personal matters and share each other's lives fully. To Chinese, it is considered natural to be deeply involved in friends' personal affairs. Most Westerners hold that people should mind their own business, privacy should be respected, and people should be able to think freely. Therefore, few friendships in Western cultures are deep and close and most are relatively limited. Privacy is important among Western friends, and friend's right to interfere in each other's lives is definitely limited.

Intercultural Project**参考资讯:**

中国公共外交官网: <http://www.chinapublicdiplomacy.com/>

公共外交季刊 <http://www.china.com.cn/international/pdq/index.htm>

庄恩平: 公共外交中的跨文化沟通能力 (公共外交季刊 2011 冬季号)

The Chinese government has started to implement its “Belt one Road” initiative by urging more Chinese enterprises to go global by investing in these regions or by acquiring foreign companies. However, they would encounter worry and fear from the target countries and citizens due to their misinterpretation of the Chinese government policies.

In this case, what should public diplomacy in media, enterprises and education do to eliminate their anxiety?

You should apply intercultural perspectives you have learned from this book into your project, which deserves your time and effort to do so as this issue will become very serious in the near future.