



前言

一、编写背景

在百年未有之大变局下，全球范围内各种思想文化交流更加频繁，国家间的软实力竞争更加激烈。因此，加强我国的国际传播能力建设，讲好中国故事，传播好中国声音，既是提升国家文化软实力，为我国发展营造良好国际舆论环境的内在要求，也是促进文明交流互鉴，推动构建人类命运共同体的题中之义。

近年来，我国的综合国力和国际地位显著提升，国际社会对我国的关注前所未有，对中国故事的兴趣与日俱增。但在开展跨文化交流和国际传播的过程中，我们仍面临严峻挑战。一方面，“西强我弱”的国际舆论格局还未发生根本改变，面对西方的诸多误解与偏见，我们还面临着“有理说不出”的现实问题；另一方面，随着新技术的迅猛发展，舆论生态、媒体格局和传播方式发生重大变化，信息交互呈现“全程、全息、全员、全效”的新特性，这对创新中国故事表达提出了更高的期待和要求。

鉴于此，为了更好地服务国家战略，加快构建中国话语和中国叙事体系，中国高等外语教育亟须积极应变，创新知识体系、课程体系与教材体系，培养具有中国深度、全球广度、人文高度的涉外高素质人才和跨文化交流引领者，在推动中国更好地走向世界、世界更好地了解中国方面作出新贡献。

讲好中国故事，自信、真信是前提，能讲、会讲是关键。针对当前我国国际传播中的痛点和难点，以及基于“新文科”建设下大学英语教育的改革目标和发展趋势，外研在线（UNIPUS）携手跨界名师倾情打造《跨文化国际传播英语教程》新形态教材。该教材面向已经具备了一定英语语言能力的本科生，适用于大学英语后续选修课程，可支持和赋能有复合型国际化人才培养需求的院校及想在课程思政、大学英语教学改革中做出特色的院校。通过深入学习本教材，学生可拓展国际视野，提升语言技能，提高传播能力，以融通中外的方式讲好中国故事，展示真实、立体、全面的中国。

二、编写依据

1. 在课程性质上落实思政育人和国际化人才培养的目标

《高等学校课程思政建设指导纲要》明确提出“全面推进课程思政建设是落实立德树人根本任务的战略举措”，强调要“将课程思政融入课堂教学建设全过程”。《跨文化国际传播英语教程》新形态教材从传媒专业的视角批判西方对我国的误解与偏见，同时通过中西对比、文化传承、价值观塑造等实现思政育人目标，弘扬中华优秀传统文化，介绍社会主义建设成就，教会学生向国际社会讲好中国故事。

2. 在教学方法和手段上体现线上线下融合的混合式教学模式

在如今信息化与智能化的时代，大数据、人工智能等现代信息技术已经成为外语教育教学的重



要手段。本教材积极创建多元化教学环境，依据布鲁姆-安德森认知能力模型，线上让学生通过U校园智慧教学云平台完成知识预习、语言练习，训练记忆、理解、应用等低阶思维能力，并获取评价与反馈，教师则基于学习数据开展学情监测，进行学情分析；线下教师借助数字化工具创设互动式、研讨式的课堂，培养学生分析、评价和创造等高阶思维能力。

3. 在教学目标上实现跨学科综合应用能力的提高

大学英语教学以英语的实际使用为导向，以培养学生的英语应用能力为重点。《跨文化国际传播英语教程》新形态教材跳出外语看外语教学，从跨文化的视角切入，将外语和传媒专业知识进行跨学科融合，构建复合型人才培养新路径，实现大学生跨学科综合应用能力的提高。

4. 在教师发展方面全方位提升教师的信息化能力与素养

教育部等六部门发布的《关于加强新时代高校教师队伍建设改革的指导意见》指出，高校要“积极应对新科技对人才培养的挑战，提升教师运用信息技术进行教学的能力”。使用《跨文化国际传播英语教程》新形态教材的教师可通过U校园智慧教学云平台的大数据反馈、语音自动评阅引擎、师生互动和生生互评等创新功能，开展学情监测与分析，辅助作业批阅，提供即时反馈。这些功能也可为教学研究提供方法指导和数据支撑。

三、教材特色

1. 打造新形态教材模式，创设智慧教学全流程

《跨文化国际传播英语教程》新形态教材由课堂手册和U校园数字课程构成，引领院校开展线上线下融合的混合式教学实践。该新形态教材厘清线上、线下功能，突出混合特色，科学合理设计课前、课中、课后的学习目标、学习任务与实施手段。具体来讲，课前，学生使用U校园数字课程自主学习，预习教学内容，完成内容理解练习和语言练习，为课堂学习作好知识和语言层面的初步准备，教师在线进行监管辅助。课中，教师基于U校园平台的学情分析和教学互动工具，利用课堂手册指导学生对本章内容进行深度理解、思辨讨论。课后，学生可以自主完成U校园视频微课学习，拓展和巩固课堂所学，最后完成单元产出任务，并使用U校园平台上传任务成果，教师在线评阅和反馈。

2. 把握时代发展脉搏，深入贯彻思政育人理念

该教材以立德树人为根本目标，在教学素材选取和内容编写过程中，突出中华优秀传统文化及其内涵，融入社会主义先进文化、中国建设成就、发展大势等思政元素，在提高学生英语语言技能和国际传播能力的同时，兼顾价值观培养。具体而言，一方面，在教学素材选取上聚集时代热点话题，主动回应国际社会关切，回击偏见，澄清误解，弥合中国真实形象和西方主观印象之间的差距；另一方面，在教材编写过程中坚持中国立场，尊重传播规律，引导学生运用新媒体技术和地道的外语表达，以国际社会易于接受的方式讲述中国故事，实现中国立场与国际表达的有机统一。



3. 将大学外语教学与传媒专业知识进行跨学科融合

教材创新性地开展“外语+传媒”的“新文科”建设探索，从跨文化视角切入，通过生动的案例解析将大学外语教学和传媒专业知识进行跨学科有机融合，在培养大学生语言能力的同时，提升其跨文化素养和媒介素养，构建复合型人才培养新路径，实现跨学科综合应用能力的提高。

4. 将跨文化国际传播真实案例研讨与理论知识学习融合

为使教材内容更具针对性、现实性，增强学生学习的过程感，降低理论教学难度，编写时精选六大时代热点话题进行主体内容架构。每个话题下的内容设计均基于典型生动的跨文化交际案例和国际传播案例展开，方便教师引导学生进行开放式的案例研讨，分析案例中存在的问题，了解其背后的社会、文化、政治等因素，并学习相关理论知识，有针对性地提出问题解决方案，实现既定教学目标。

5. 倡导“双师”教学模式，推动教育资源共享共赢

本校任课教师主导课堂教学，带领学生完成课堂教学活动，UNIPUS名师则通过录播课深挖和拓展跨文化知识、传媒知识，并穿插直播课分享和解读最前沿的国际传媒资讯，赋能课堂教学。

四、编写团队

《跨文化国际传播英语教程》新形态教材编者团队由国际新闻传播专业教师和大学英语跨文化教学一线教师组成，他们既是本教材的编写者，也作为UNIPUS名师通过录播课和直播课赋能课堂教学。

教材主编为北京外国语大学国际新闻与传播学院的刘沫潇老师和重庆交通大学外国语学院饶巧颖老师，副主编为河北科技大学崔丽、金陵科技学院沈菲菲、内蒙古科技大学朱淼和河南科技大学袁璜四位老师。

《跨文化国际传播英语教程》新形态教材应新时代的人才培养需求而生，为广大高校践行立德树人和服务人才强国战略的使命提供了一套全方位、立体化的解决方案，能够有效助力各高校在“新文科”建设、复合型国际人才培养、课程思政建设、大学英语教学改革等方面进行创新，打造具有时代特色的精品课程。希望本教材能切实提高大学生的思辨能力、跨文化能力和国际传播能力，培养有家国情怀、有全球视野、有专业本领、堪当民族复兴大任的时代新人。同时，我们希望教材在使用过程中可以得到广大师生的反馈与建议，以便我们不断完善教材，服务时代之需。

编者

2022年7月

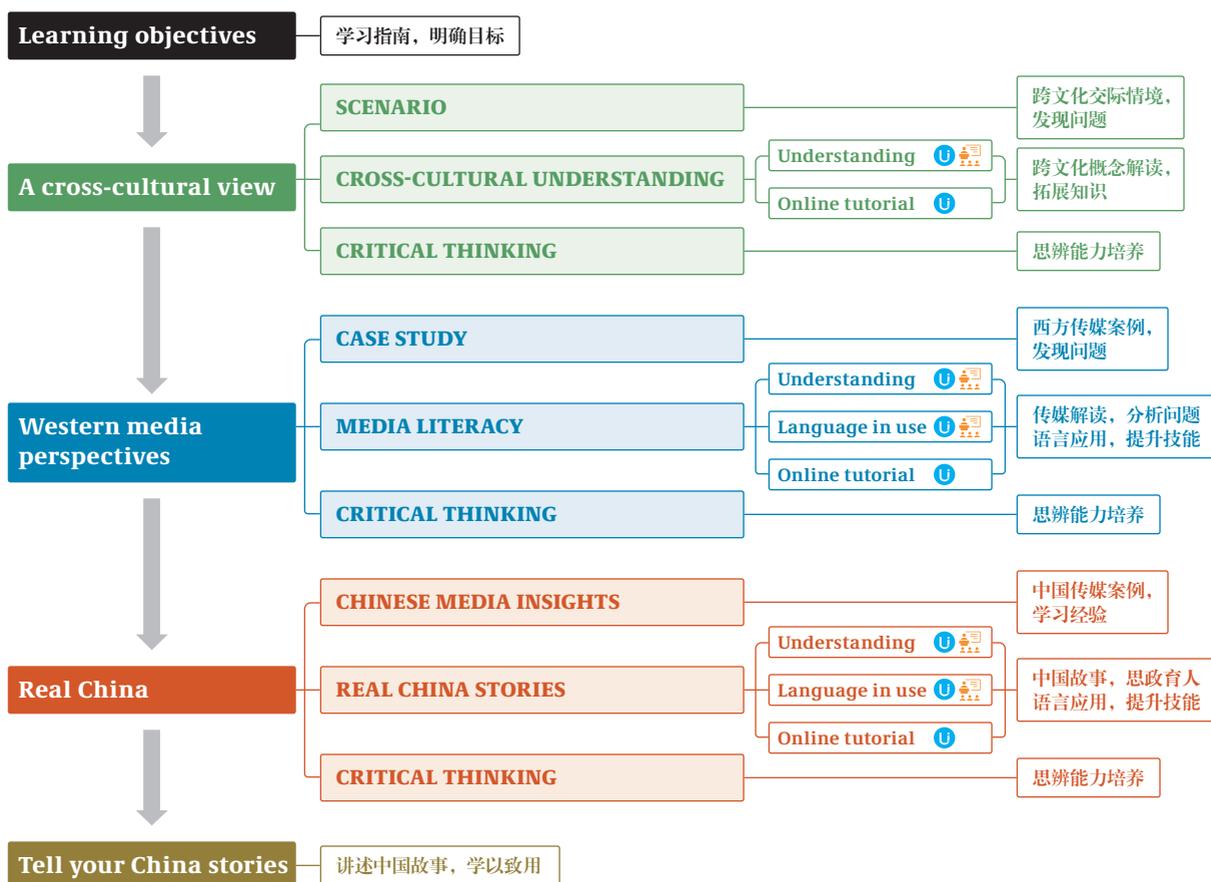
编写和使用说明

《跨文化国际传播英语教程》的设计和编写积极响应时代发展之需，遵循《大学英语教学指南》关于大学英语课程定位、课程性质、教学目标与教学要求的指导建议。教学内容对应大学生认知水平与能力，教学设计突出思辨能力培养，教学资源立体多元，包括跨文化知识微课、传媒知识微课、中国媒体报道视频素材、中国故事微课、直播课、助教课件等，为教师因材施教和学生自主学习创造有利条件。

《跨文化国际传播英语教程》遵循线上线下融合的混合式教学模式，线上学生自主完成知识预习、语言练习和语料积累，为线下教学活动做好准备；线下教师引导学生进行课堂讨论，培养分析、评价、创造等高阶思维能力。同时，教材还倡导“双师”教学模式，本校教师主导课堂教学，线上教师通过录播课和直播课赋能课堂教学。

单元结构

《跨文化国际传播英语教程》共包含6个单元，单元结构如下：



 **ONLINE ACTIVITIES**
 **CLASSROOM ACTIVITIES**

说明：每个 Understanding 和 Language in use 小板块均包含线上学习内容和课堂教学内容，便于开展线上线下融合的混合式教学。

板块介绍



Learning objectives

激发学习兴趣，梳理学习重点，明确学习目标，指引学习路径。

A cross-cultural view

SCENARIO

以有趣生动的跨文化交际场景切入，引导学生思考跨文化沟通过程中的文化差异及其导致的问题。

CROSS-CULTURAL UNDERSTANDING

通过文本讲解帮助学生了解相关跨文化沟通概念，就单元话题进行跨文化理解与思辨。



Understanding

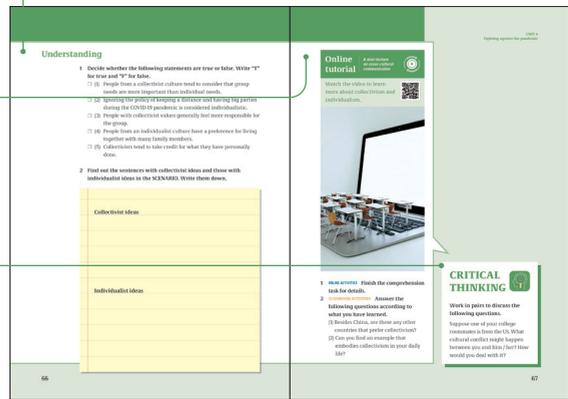
帮助学生掌握重点知识，加深对单元话题下相关跨文化概念的理解。

Online tutorial

UNIPUS 名师通过录播课进一步深挖和拓展跨文化知识 with 技能。

CRITICAL THINKING

基于本单元跨文化相关内容开展思辨与讨论活动，培养学生分析、评价信息与观点等的高阶思维能力。



编写和使用说明

Western media perspectives

CASE STUDY

选取西方传媒真实案例，帮助学生识别西方对中国的误解与偏见。

MEDIA LITERACY

运用传媒学专业知识，分析上述传媒案例中西方媒体所采用的策略和手段，帮助学生进一步剖析西方对中国的误读、偏见及其背后的原因并对其进行批判。

Western media perspectives

CASE STUDY

Similar lockdown policies

BIASED

FALSE

MEDIA LITERACY

Double standards

Understanding

CRITICAL THINKING

Language in use

聚焦语言应用，线上完成语言客观练习题，课堂讨论完成语言技巧应用题，帮助学生夯实语言基础，进一步理解和运用相关知识与技能。

Language in use

Language in use 1

CRITICAL THINKING

Understanding

线上完成针对文本理解的客观练习题，课堂讨论完成简答题，考查学生对文本的理解和学习效果。

Online tutorial

UNIPUS 名师通过录播课进一步深挖和拓展传媒专业知识与技能。

CRITICAL THINKING

基于单元话题进行思辨与讨论，培养学生分析、评价信息与观点等的高阶思维能力。

Real China

CHINESE MEDIA INSIGHTS

选取中国媒体对外报道的案例，分析其开展国际传播的有益经验，为学生提供借鉴。

REAL CHINA STORIES

有针对性地讲解中国成就、中国文化、价值观以及制度优越性，为学生讲述中国故事提供知识输入。



Understanding

线上完成针对文本理解的客观练习题，课堂讨论完成简答题，考查学生对文本的理解和学习效果。



Language in use

聚焦单元话题相关重点词汇与例句，提供相应语言练习，帮助学生掌握重点词汇，夯实语言基础，提升语言运用能力。



Online tutorial

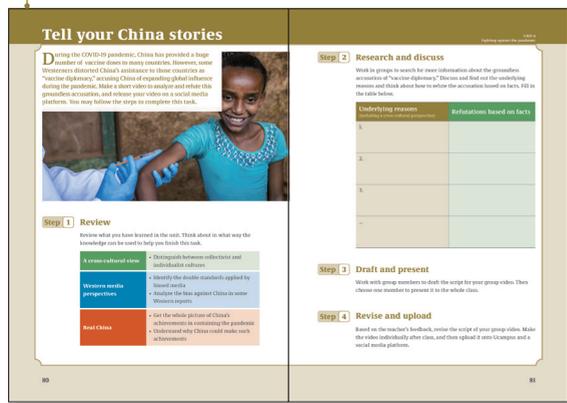
UNIPUS 名师通过录播课对中国故事进行多角度的内容挖掘与话题延伸。

CRITICAL THINKING

基于单元话题进行思辨与讨论，培养学生分析、评价信息与观点等的高阶思维能力。

Tell your China stories

设置讲述真实中国故事的产出任务，包括进行主题演讲、撰写报道、开展采访、制作视频、回复社交媒体帖子等多种形式，让学生真正做到学以致用。



在线直播课

每学期由 UNIPUS 名师（本书编者）穿插直播课，分享和解读最前沿的国际传媒资讯，赋能课堂教学。



Map of the book

Unit	A cross-cultural view		Western media perspectives	
	Scenario	Cross-cultural understanding	Case study	Media literacy
1 Chinese traditional culture <i>p2</i>	About Chinese courtesy <i>p4</i>	Cultural awareness <i>p5</i>	Eating with chopsticks <i>p8</i>	Ethnocentrism <i>p11</i>
2 Poverty alleviation <i>p22</i>	About how Pu'er shook off poverty <i>p24</i>	Chinese Dream vs. American Dream <i>p25</i>	A sustainable poverty alleviation program <i>p28</i>	False balance <i>p31</i>
3 Beijing Olympic Games <i>p42</i>	About Chinese people's physical exercise <i>p44</i>	Stereotype <i>p45</i>	It is not a nuclear plant <i>p48</i>	Out-of-context photos or videos <i>p51</i>
4 Fighting against the pandemic <i>p62</i>	About wearing masks or not <i>p64</i>	Collectivism vs. individualism <i>p65</i>	Similar lockdown policies <i>p68</i>	Double standards <i>p71</i>
5 Combating climate change <i>p82</i>	About a solar farm in Qinghai, China <i>p84</i>	Man-and-nature relationships <i>p85</i>	Take meat off the menu? Not China <i>p88</i>	Media frame <i>p91</i>
6 A community of shared future <i>p102</i>	About China's help to Africa <i>p104</i>	Harmony vs. hegemony <i>p105</i>	It is not a neocolonialist project <i>p108</i>	Labeling and stigmatizing <i>p111</i>



Real China		Tell your China stories
Chinese media insights	Real China stories	
British young man falls in love with Chinese tea culture <i>p16</i>	Traditional Chinese cultural symbols and implications <i>p17</i>	Give a short speech to introduce Chinese <i>gongfu</i> <i>p20</i>
Progress points: looking back, moving forward <i>p36</i>	China's achievements and experience in poverty alleviation <i>p37</i>	Write a short report on the story of Minning Town <i>p40</i>
Together for a shared future <i>p56</i>	The Beijing 2022 Olympic and Paralympic Winter Games <i>p57</i>	Conduct interviews to know more about the national fitness campaign in China <i>p60</i>
The whole nation fights as one <i>p76</i>	China's achievements and experience in fighting against the pandemic <i>p77</i>	Make a short video to refute the false accusation of "vaccine diplomacy" <i>p80</i>
Saihanba benefits mankind <i>p96</i>	How does China respond to climate change? <i>p97</i>	Reply to a social media post to explain why China wouldn't cause energy crisis <i>p100</i>
Belt & Road bedtime stories <i>p116</i>	Building a community of shared future <i>p117</i>	Make a short video to tell a story of China's contributions to the world with the theme of good-neighborliness <i>p120</i>

An English Course for Cross-cultural and
International Communication

1 UNIT Chinese traditional culture

2

A cross-cultural view

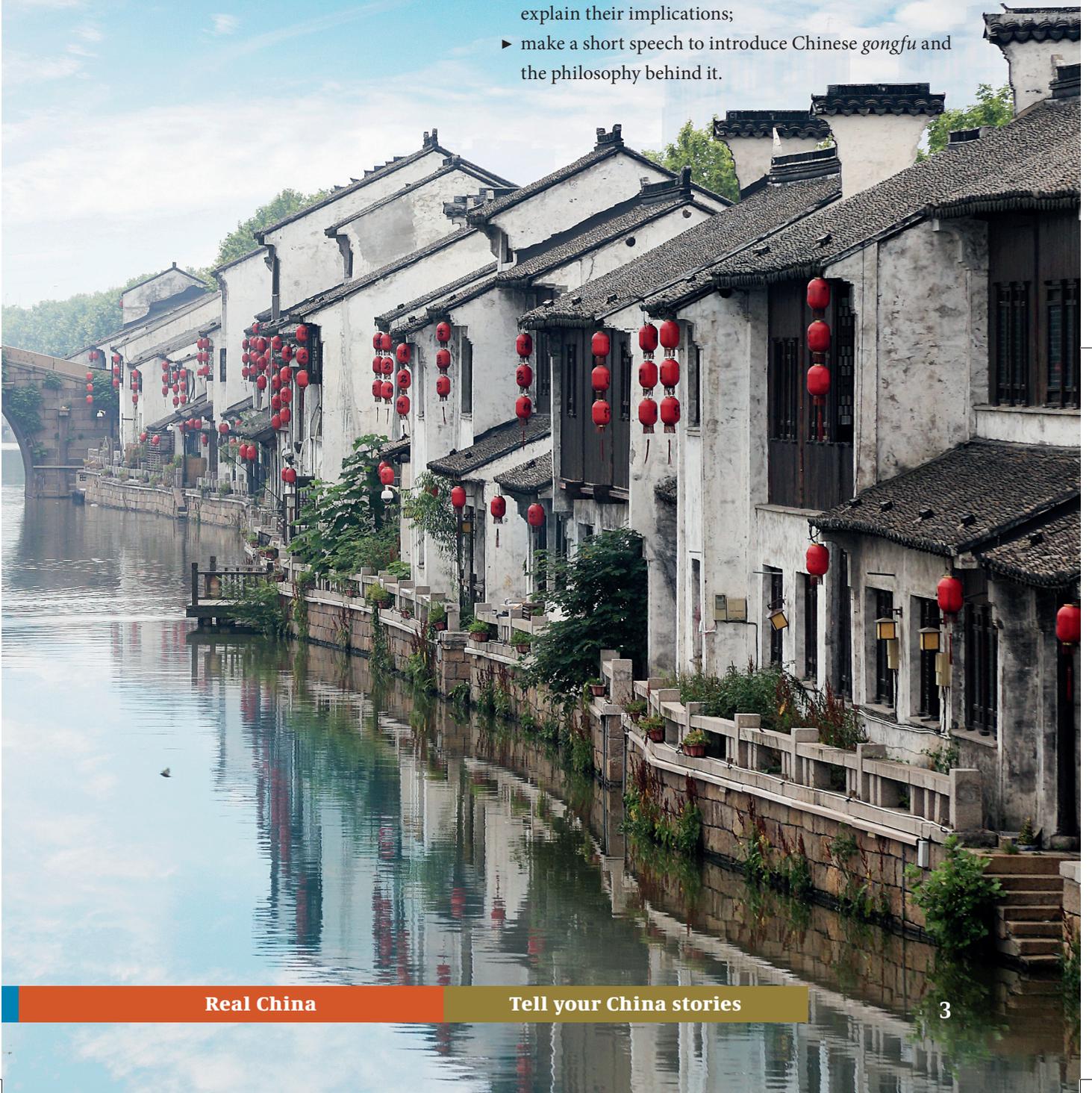
Western media perspectives



LEARNING OBJECTIVES

Upon completion of this unit, you'll be able to:

- ▶ explain what cultural awareness is and why it is important in cross-cultural communication;
- ▶ find out what ethnocentrism is and identify it in international communication;
- ▶ describe some typical Chinese cultural symbols and explain their implications;
- ▶ make a short speech to introduce Chinese *gongfu* and the philosophy behind it.



A cross-cultural view

SCENARIO *Zhao Xin invited his new American colleague Mr. Smith to his house for dinner. It was supposed to be a happy dinner, but things turned out differently. Read the dialogues to find out what happened and answer the following questions.*

“

(1) *Mr. Smith arrives and rings the doorbell.*

Zhao Xin: Wow! Welcome, Mr. Smith.

Mr. Smith: Thank you so much.

Zhao Xin: Allow me to introduce you. This is my wife, Liu Weiwei. Weiwei, this is Mr. Smith.

Mr. Smith: *(to Liu Weiwei)* Nice to meet you, Weiwei. You look gorgeous!

Liu Weiwei: *(shy)* Er ... not at all.

Mr. Smith: *(embarrassed)* I mean ...

(2) *At the table.*

Mr. Smith: Wow! So many dishes! All look terrific! I like Chinese food.

Zhao Xin: Just some simple dishes. They might not be delicious. I hope you won't mind.

Mr. Smith: How come? I think they are very delicious. *(Then he is full and puts down the chopsticks.)*

Liu Weiwei: Mr. Smith, please have some more. Make yourself at home.

Mr. Smith: Thank you. I'm really full.

Zhao Xin: Come on! Please have some more.

Mr. Smith: Thank you, but ...

(3) *On his way home, Mr. Smith talks to his American friend on the phone.*

His friend: How was your visit to the Chinese family?

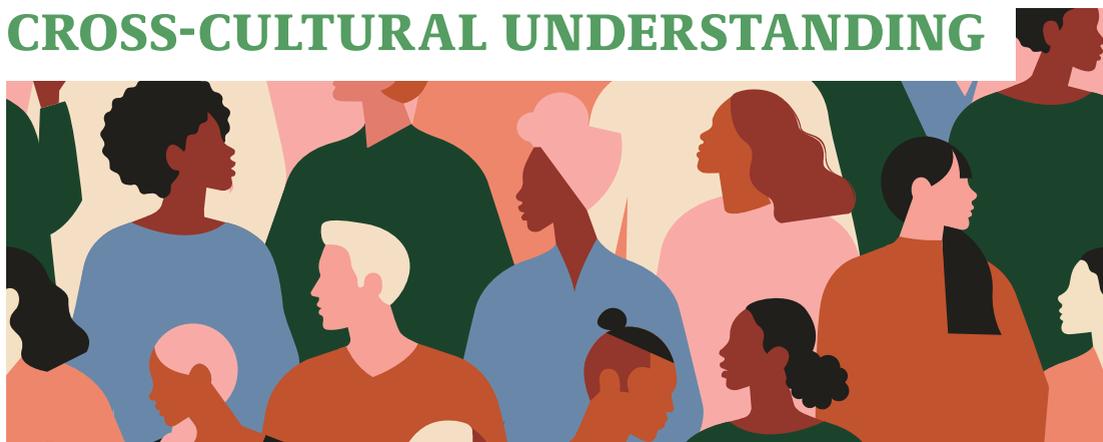
Mr. Smith: *(with a sigh)* You know what? I think the Chinese couple were kind of weird. It made me feel a little bit uncomfortable.

”

? Questions

1. Why did Mr. Smith think the Chinese couple were kind of weird?
2. What are the cultural values behind the Chinese couple's way of treating the guest?

CROSS-CULTURAL UNDERSTANDING



Cultural awareness

In the scenario, both Mr. Smith and the Chinese couple have every intention to be polite rather than rude according to the rules of their respective cultures. However,

things turned out to be embarrassing and unpleasant. The problem lies in their lack of cultural awareness.

1. What is cultural awareness?

It refers to the knowledge, awareness, and acceptance of other cultures and other people's cultural identities. Specifically, it includes the willingness, ability and sensitivity required to understand people with different backgrounds, and the acceptance of diversity.

2. Why do people lack cultural awareness?

People lack cultural awareness probably because they are so close to their own culture and may not be aware that their patterns of behavior are not universal. So when coming into contact with people from another culture, they may not be aware of the cultural differences and behave according to the norms of their own culture.

3. How to improve your cultural awareness?

First, distinguish between intercultural communication (involving people of different cultural backgrounds) and monocultural communication (involving people of common behavior, language and values). Second, develop respect for cultural differences. Third, be aware that cultural differences usually lie in different cultural values, not just in observable behavior. Fourth, avoid immediate evaluation and don't use the norms of your own culture to judge the behavior of people from other cultures.



Understanding

- 1 Find out the expressions or sentences showing the lack of cultural awareness in the SCENARIO. Write them down.

The Chinese couple	Mr. Smith

- 2 If you were in the SCENARIO, how would you carry on the dialogues to avoid awkwardness?

(1) **Mr. Smith:** Nice to meet you, Weiwei. You look gorgeous!

Liu Weiwei: _____

(2) **Mr. Smith:** Wow! So many dishes! All look terrific! I like Chinese food.

Zhao Xin: _____

(3) **His friend:** How was your visit to the Chinese family?

Mr. Smith: _____

Online tutorial

A mini-lecture
on cross-cultural
communication



Watch the video to learn more
about cultural awareness.



- 1 **ONLINE ACTIVITIES** Finish the comprehension task for details.
- 2 **CLASSROOM ACTIVITIES** Answer the following questions according to what you have learned.
 - (1) What does cultivating cultural awareness mean to Chinese people in cross-cultural and international communication, especially in telling real China stories to the world?
 - (2) Which advice is most important to you?

CRITICAL THINKING



Read the dialogue. Work in pairs to discuss the following questions.

Li Lin, a Chinese college boy, meets his foreign language teacher Professor White on the subway. Professor White is an elderly American lady and she is now standing in the subway car.

Li Lin: Hi. Professor White. So glad to see you here.

Professor White: Oh, nice to see you.

Li Lin: Would you like to sit here? Here is a seat for seniors.

Professor White: (*embarrassed*) Thank you! I'm just fine.

1. What are the cultural differences reflected in the dialogue?
2. If you were Li Lin, what would you say to avoid Professor White's embarrassment?

Western media perspectives

CASE STUDY



Eating with chopsticks

International enterprises are important participants in cross-cultural communication. In order to better attract and persuade the target audiences of other countries and to create a good brand image, international enterprises need to give full play to the role of advertisements.

Cultural awareness is important to advertisements aiming at the audiences of other countries. A good and effective advertisement should take the cultural characteristics of the target country into consideration. Otherwise, the advertiser will suffer from criticism and even boycotts. Let's take a look at a series of advertisements named *Eating with Chopsticks* (《起筷吃饭》) launched by the Italian luxury fashion brand Dolce & Gabbana (D&G) in 2018.

The advertisements, composed of three short videos, were aimed at the Chinese market. They were published on social media platforms such as Sina Weibo, Instagram and Facebook to promote D&G's upcoming Shanghai Fashion Show.

The videos feature a Chinese woman in a lavish D&G dress attempting to eat Italian food: pizza, cannoli and spaghetti. With Chinese folk music in the background, the male voice-over instructs the woman how to “properly” eat the Italian dishes with chopsticks, in a condescending tone. The woman looks surprised, perplexed and clumsy when performing this task.

The original voice-over of the advertisements is in Chinese and the English translation is mainly adapted from a commentary article of Giovanna Puppini, Lecturer at the University of Leicester. The following excerpts are from the translation.

0:17
▶ ▶▶

▶ Episode 1: Pizza Margherita

... Today, we would like to start by showing everybody how to use this small stick-shaped cutlery to eat the “great” traditional Italian pizza Margherita. Would you hold one chopstick in one hand, as if it were a knife, and cut a slice of pizza? No, no, no, not like that! Mmm, right, like that is correct! So, as if they were a pair of tongs, clamp a slice of pizza and then insert it in your mouth. Oh, don’t let the cheese drip! Bravissimo!

BIASED

1:11
▶ ▶▶ 🔊

▶ Episode 2: Sicilian cannolo

... Today, what we are going to eat is a traditional Sicilian cannolo ... This will make you feel like you are in Italy, but you are actually in China! Bravissimo!

BIASED

1:51
▶ ▶▶

▶ Episode 3: Pasta with tomato sauce

... In our final episode, the challenge is traditional pasta with tomato sauce! You might think that it’s roughly the same as eating Chinese noodles, but the way to eat it is actually very different. It’s not that easy. Let’s try and insert the chopsticks in the pasta and hold it. Yes, hold it ... and then twirl it. Those who manage to eat it will score high points! Bravissimo!

BIASED



However, instead of appealing to the target audiences, the videos provoked public outrage in China, triggering harsh criticism from Chinese media and netizens. Faced with the intense public backlash, D&G removed the videos from social media platforms and posted an apology on its official account. But these measures could not save the brand. Finding D&G's advertisements offensive, many Chinese celebrities who were to attend the Shanghai Fashion Show withdrew. And the show was canceled due to the wave of criticism. The brand was boycotted collectively by the whole country.

Words and expressions

- boycott /'bɔɪkɒt/ *n.* 抵制行动
lavish /'lævɪʃ/ *adj.* 昂贵的
cannoli /kə'nəʊli/ *n.* 奶油甜馅煎饼卷 (意大利语为 *cannolo*)
spaghetti /spə'ɡeti/ *n.* 意大利面条
voice-over /'vɔɪs əʊvə/ *n.* (电视节目、电影的) 画外音, 解说
condescending /,kɒndɪ'sendɪŋ/ *adj.* 带着优越感的, 居高临下的 (含贬义)
perplexed /pə'plekst/ *adj.* 困惑的, 茫然的
cutlery /'kʌtləri/ *n.* (刀、叉等) 餐具
tongs /tɒŋz/ *n.* [pl.] 夹子, 钳子, 镊子
clamp /klæmp/ *v.* (用夹钳) 夹住, 夹紧
bravissimo /brə:'vɪsməʊ/ *interj.* 太好了! (意大利语)
pasta /'pæstə/ *n.* 意大利面食
twirl /twɜ:l/ *v.* (使) 旋转, 转动
outrage /'aʊtreɪdʒ/ *n.* 愤慨; 震怒
backlash /'bæk læʃ/ *n.* (尤指对政治或社会事件的) 强烈反应, 反对, 抵制

Proper names

- University of Leicester 莱斯特大学 (英国)
pizza Margherita 玛格丽特比萨 (以脆皮比萨面饼和小番茄为原料)
Sicilian cannolo 西西里奶油甜馅煎饼卷 (外筒由油酥面皮制成, 卷入有奶油质感的甜馅)

Discussion

Work in pairs to discuss the following questions.

1. Why did D&G's advertisement series enrage Chinese people?
2. What are the possible reasons for D&G to portray chopsticks, a symbol of Chinese traditional culture, in this way?

MEDIA LITERACY

Ethnocentrism

The advertising campaign of D&G highlights the Italian brand's sense of "superiority." It portrays Chinese culture in a disrespectful and derogatory way. This is a typical sign of ethnocentrism and has hurt the feelings of Chinese people.



Ethnocentrism refers to the behavior or belief that favors the nation, culture, or group to which one belongs, often accompanied by feelings of dislike for other groups. Influenced by ethnocentrism, one usually regards his or her own culture as "more appropriate, natural, correct and good" and regards other cultures as "inferior and abnormal." So ethnocentrism is very likely to lead to pride in one's own culture and prejudice against other cultures.

How is ethnocentrism embodied in the ads?

In terms of content, let's first look at the main character, the Chinese model in the ads. The model is sitting at a dining table, eating Italian food with chopsticks. However, the offensive ads constantly concentrate on depicting her over-exaggerated surprise to see Italian food and the clumsiness, stupidity and awkwardness of her action. This design inappropriately exaggerates cultural differences. Moreover, the ads reinforce an undereducated and unintelligent stereotype of Chinese women.

Secondly, let's check the narrator. The male narrator, despite narrating in Chinese, represents a Western perspective. He directs the Chinese model to eat Italian food in the "correct" way just like a sophisticated teacher teaching a young, ignorant child. In other words, D&G, an Italian brand, tries to teach a Chinese lady how to use chopsticks to eat Italian food. The condescending and prescriptive tone of the narrator indicates the



advertiser's sense of "superiority." At the same time, when mentioning China in Episode 2, the narrator uses a regretful tone to further downplay China. What's more, the absence of the voice of the Chinese model also intensifies the inequality between the two cultures.

To sum up, praising one's own culture while belittling another culture or celebrating one's own culture while using another culture as an inferior backdrop is a typical sign of ethnocentrism, which often leads to failure in cross-cultural and international communication.

With regard to language, we can also find some clues. First, the use of personal pronouns. The narrator constantly uses the second personal pronoun "you" to mention the Chinese model and Chinese people. This is a typical language style and thinking pattern of ethnocentrism. Ethnocentric people tend to identify with "in-group" people and judge "out-group" people in a negative light. And the distinction between "we" and "you" creates a sense of separation and a barrier that makes it hard for the Chinese audiences to resonate with the commercial.

Second, the use of rhetorical devices, such as analogies. An analogy draws a comparison of one thing with another that has similar features. Although analogies are usually used to facilitate the understanding of unfamiliar things, the advertisements use inadequate and ironic analogies to beautify Italian culture and belittle Chinese culture. For example, they refer to chopsticks as "small stick-shaped cutlery" and "a pair of tongs," which is an unnecessary explanation for its targeted Chinese audiences. Moreover, "sticks" and "tongs" seem to imply that using chopsticks as cutlery is "primitive" and therefore "inferior" compared with using forks and knives. Also, by saying eating pasta is more complicated than eating Chinese noodles, the advertiser again highlights the "superiority" of Italian culture and the "inferiority" of Chinese culture.

Third, the use of some sentence patterns. The frequent use of the imperative mood such as "No, no, no, not like that!" and "Oh, don't let the cheese drip!" automatically puts the Western perspective in a dominant position and creates a feeling of inequality. It seems that the narrator, who represents a Western perspective, constantly gives orders, while the model, who represents Chinese people, is always being talked down to like an ignorant child.

What are the possible reasons for some Western brands such as D&G to display ethnocentrism toward China?

The first reason may be their intention of describing themselves as being more advanced, important or desirable, which is conducive to expanding their influences and serving their interests. Next is their ignorance of Chinese culture. Their limited knowledge of China results in their simplification and misinterpretation of China and Chinese culture. The third reason is their lack of cultural awareness.

So, as audiences, we need to keep an eye on international enterprises' ads to identify their potential bias against other cultures, and find out the possible reasons behind the bias.

Words and expressions

ethnocentrism /ˌeθnəʊ'sentrɪzəm/ *n.* 种族中心主义
 superiority /suːpɪəri'bræti/ *n.* 优越感, 骄傲自大(含贬义)
 derogatory /dɪ'rɒgətəri/ *adj.* 侮辱的, 贬义的
 prescriptive /pri'skrɪptɪv/ *adj.* 规定的, 指定的
 downplay /ˌdaʊn'pleɪ/ *v.* 淡化……的重要性, 对……轻描淡写
 belittle /bɪ'lɪtl/ *v.* 轻视; 贬低
 backdrop /'bækdrɒp/ *n.* 背景
 resonate /'rezəneɪt/ *v.* 引起共鸣
 analogy /ə'nælədʒi/ *n.* 类比
 the imperative mood 祈使语气
 talk down to 以高人一等的口气说话
 be conducive /kən'djuːsɪv/ to 有助于, 有益于

Understanding

- 1 ONLINE ACTIVITIES** Practice reading for details.
- 2 CLASSROOM ACTIVITIES** Answer the following questions according to what you have learned.
 - (1) What is ethnocentrism?
 - (2) Why did D&G display ethnocentrism toward China in its ads?
 - (3) How can we avoid ethnocentric thinking and behavior in international communication?

Language in use

- 1 **ONLINE ACTIVITIES** Learn to use the words and expressions from the text.
- 2 **CLASSROOM ACTIVITIES** Fill in the table to analyze the language use which shows ethnocentrism in the ads.

Language devices	Examples	Influences
Personal pronouns	<i>This will make you feel like you are in Italy, but you are actually in China!</i>	
Rhetorical devices (analogies)		
Sentence patterns (the imperative mood)		

Online tutorial

*A mini-lecture
on international
communication*



You have now got a general idea of why D&G displayed ethnocentrism toward China. But what are the specific causes of it? Now let's watch a video to find out the answers.



- 1 **ONLINE ACTIVITIES** Finish the comprehension task for details.
- 2 **CLASSROOM ACTIVITIES** Answer the following questions according to what you have learned.
 - (1) What cultural values can chopsticks convey for Chinese people?
 - (2) How can we better convey such cultural values in cross-cultural communication?

CRITICAL THINKING



Work in pairs to discuss the following question.

English is a widely used language in the world. Thus, some English speakers take it for granted that all people should speak English to them no matter where they are. A typical case is that some English-speaking Canadians travel to Quebec and expect Quebecers (who speak French) to speak English to them. How is ethnocentrism reflected in the case?

Real China

CHINESE MEDIA INSIGHTS

British young man falls in love with Chinese tea culture



Since some Western media and companies are ethnocentric and ignorant about Chinese traditional culture, then how can Chinese media better introduce Chinese traditional culture to the world? Let's watch a video "British young man falls in love with Chinese tea culture" launched by *China Daily* and find out how it tells the story of Chinese traditional culture.



Discussion

Work in pairs to discuss the following questions.

1. Do you think the video introduces Chinese tea culture well? Why or why not?
2. Apart from chopsticks and tea, do you know any other traditional Chinese cultural symbols and their implications?

REAL CHINA STORIES

Traditional Chinese cultural symbols and implications

Compared with D&G's ethnocentrism and lack of cultural awareness, the tea culture video shows a good way to tell stories of Chinese traditional culture. First, the video shows the compatibility of British culture and Chinese culture by choosing a common cultural symbol – tea. This triggers empathy and reduces the difficulty of cross-cultural understanding. Second, the video views Chinese traditional culture from the perspective of development, showing that the culture is constantly changing, developing and exchanging with other cultures. Third, the video doesn't merely present the cultural symbol but touches upon deeper themes and connotations: The traditional ways of drinking tea reflect Chinese people's pursuit of happiness, and it is only in a peaceful and stable society that a tradition can survive and develop.

Therefore, in order to introduce Chinese traditional culture well, it is important to choose suitable cultural symbols, and then probe deeper into their implications.

China, an ancient civilization in the world, has rich cultural symbols. The following three are famous in the Western society,



but are often misunderstood by some Westerners.

Dragon

Cultural implications of the Chinese dragon are closely related to the characteristics of the ancient Chinese society. It was believed that the Chinese dragon could cause weather changes and summon rain, and it was considered to be an auspicious and lucky symbol. This is because the ancient Chinese society relied heavily on agriculture for which rain is very important.

This cultural symbol also embodies the Chinese philosophy of “yin and yang.” More specifically, the dragon is regarded as “yang” and possesses masculine features, and the phoenix is “yin,” which is considered to be feminine. At traditional Chinese weddings, the dragon and the



phoenix usually appear in pairs as symbols of harmony.

Chinese gongfu

Gongfu is also important in Chinese culture. The popularity of Chinese *gongfu* in the West is largely due to *gongfu* movies.

Gongfu, referring to traditional physical exercises like *Taiji Quan* / T'ai Chi, is highly important in Chinese culture because of its underlying values such as respect, humility, patience, impartiality and perseverance. *Taiji Quan*, a common style of Chinese *gongfu*, is often called “moving meditation” for its soft and peaceful movements. It emphasizes patience, harmony and things internal rather than violence, confrontation and things external.

Traditional Chinese medicine

Traditional Chinese medicine (TCM) is an ancient system of health care. TCM emphasizes people's entire well-being, paying more attention to the balance and harmony of the whole body. Its basic concepts are *qi* and yin and yang. *Qi* is a vital force of life. Yin and yang are the opposite and complementary forces that make up *qi*. TCM holds that when people have balanced yin and yang, they will feel healthy and well. If not, they will fall ill.

Frequently used treatments of TCM include cupping, herbal remedies, and massage.

Nowadays, TCM is still playing an important role in China's medical system. It is also arousing greater interest among people

in other countries. It is believed to value overall well-being and generate less side effects.

We should also bear in mind that different cultural backgrounds may cause different understandings of certain cultural symbols. For example, some Westerners see the Chinese dragon as an evil creature; they also tend to think that the majority of the Chinese practice *gongfu* and even regard TCM as “unscientific.”

Thus, in order to effectively address the above misunderstandings and better tell China stories, it is vital for us to adopt a comparative perspective, be equipped with necessary cultural awareness, and become familiar with both Chinese culture and other cultures.

Words and expressions

- compatibility** /kəm,pætə'biləti/ *n.* (因相似的观念等而产生的) 协调, 和谐
- connotation** /,kɒnə'teɪʃən/ *n.* 隐含意义
- summon** /'sʌmən/ *v.* 召唤
- auspicious** /ɔ:'spɪʃəs/ *adj.* 吉利的, 吉祥的
- embody** /ɪm'bɒdi/ *v.* 代表, 体现 (思想或品质)
- masculine** /'mæskjəlɪn/ *adj.* 属于男性的
- phoenix** /'fi:nɪks/ *n.* 凤凰
- feminine** /'femɪnɪn/ *adj.* 女性特有的
- humility** /hju:'mɪləti/ *n.* 谦逊, 谦恭
- impartiality** /ɪm,pɑ:'ʃi:ələti/ *n.* 不偏不倚, 公正
- meditation** /,medɪ'teɪʃən/ *n.* 冥想; 冥想
- complementary** /,kɒmplə'mentəri/ *adj.* 互为补充的, 互补的
- cupping** /'kʌpɪŋ/ *n.* 拔火罐
- herbal remedy** 草药治疗

Proper names

- T'ai Chi** /,taɪ 'tʃi:/ *n.* 太极 (拳)

Understanding

- 1 **ONLINE ACTIVITIES** Practice reading for details.
- 2 **CLASSROOM ACTIVITIES** Answer the following questions according to what you have learned.
 - (1) What are the common misunderstandings of the three Chinese cultural symbols in the West?
 - (2) Why do these misunderstandings arise? What should we do to introduce Chinese traditional culture better?

Language in use

- 1 **ONLINE ACTIVITIES** Expand your vocabulary.
- 2 **ONLINE ACTIVITIES** Translate and record.

Online tutorial

*A mini-lecture
on international
communication*



You have now got a general idea of some typical Chinese cultural symbols as well as their implications. But how and why do some Westerners misunderstand these cultural symbols? Can we examine them from a comparative perspective? Now let's watch a video to find out the answers.



- 1 **ONLINE ACTIVITIES** Finish the comprehension task for details.
- 2 **CLASSROOM ACTIVITIES** Answer the following question according to what you have learned.

Apart from getting familiar with typical Chinese cultural symbols, what else can we do to better tell stories of Chinese culture in international communication, especially stories of Chinese cultural symbols that are misunderstood by Westerners?

CRITICAL THINKING



Work in pairs to discuss the following question.

Besides the dragon, Chinese *gongfu* and traditional Chinese medicine, can you think of another traditional Chinese cultural symbol that is often misunderstood by Westerners? Analyze how and why the symbol is misunderstood from a comparative perspective.

Tell your China stories

The popularity of Chinese *gongfu* in the West is largely due to the wide spread of Chinese *gongfu* movies. Some Westerners who have seen such movies may tend to think that the majority of Chinese practice *gongfu*. Suppose your college is holding an event called “Chinese Culture Week” which attracts lots of foreign students. Give a short speech to introduce Chinese *gongfu* to the foreign students at the event. You may follow the steps to complete this task.



Step 1 Review

Review what you have learned in the unit. Think about in what way the knowledge can be used to help you finish this task.

A cross-cultural view	<ul style="list-style-type: none">• Explain what cultural awareness is and why it is important in cross-cultural communication
Western media perspectives	<ul style="list-style-type: none">• Find out what ethnocentrism is and how to identify it in international communication
Real China	<ul style="list-style-type: none">• Understand why some Westerners misunderstand some typical Chinese cultural symbols• Learn to describe some typical Chinese cultural symbols and their cultural implications

Step 2 Research and discuss

Work in groups to search for more information about the cultural implications of Chinese *gongfu*. Discuss and find out why some Westerners tend to think that the majority of Chinese practice *gongfu*. Think about how to correct this misunderstanding. Fill in the table below.

Reasons for some Westerners' misunderstanding (including a cross-cultural perspective)	1. 2. 3. ...
Correcting the misunderstanding	1. 2. 3. ...
Cultural implications of Chinese <i>gongfu</i>	1. 2. 3. ...

Step 3 Draft and present

Work with group members to draft the script for your group speech. Then choose one member to present it to the whole class (just suppose all your classmates are foreign students).

Step 4 Revise and upload

Based on the teacher's feedback, revise the script of your group speech. Make the speech individually and record it after class, and then upload it onto Ucampus.