

شرایط حساس و ایفای نقش

ترجمه و نگارش: سید اکبر میر حسینی
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در این شماره فصل پنجم از کتاب «فنون تعاملی در تدریس زبان خارجی» نوشته کانی ال شو میکراف نلوید شو میکر تحت عنوان شرایط حساس و ایفای نقش در دو بخش تقدیم حضورتان می گردد. بخش اول به شرایط حساس پرداخته می شود و تکنیک ها و روش های مختلفی را در قالب تمرین های متعدد معرفی می نماید.

دو نوع فعالیت که در این فصل مورد تأکید است و با هم رابطه بسیار نزدیکی دارند عبارتند از شرایط حساس و ایفای نقش، چون محتوی و موضوع هر دوی آنها شرایط روزمره است.

شرایط حساس (بحرانی) وصف موقعیتهای مشکل یا عجیبی است که ارزشها و معیارهای فرهنگی باعث عدم موفقیت ایجاد ارتباط بین اعضای دو فرهنگ می گردد. این شرایط را زبان آموزان در گروههای کوچک مطالعه و مورد بحث قرار می دهند تا مشخص گردد که علت مشکل چیست و راه حل آن کدام است. شرایط حساس را می توان با دانشجویان یا زبان آموزان رشته تربیت معلم و بخصوص آنهایی که برای تدریس در فرهنگهای متفاوت آماده می شوند، مورد استفاده قرار داد.

از طرف دیگر، ایفای نقش احتیاجی به سوء تفاهم فرهنگی ندارد و می تواند بر اساس هر نوع شرایط طبیعی باشد. شرکت کنندگان شرح ساختاری نقش خود را دریافت، مطالعه و سپس خود را در «شرایط فرد مورد نظر» و در آن حالت خاص قرار می دهند. به عبارت دیگر، هنرپیشه می شوند. تمام شرایط حساس نیز قابل استفاده برای ایفای نقش است. زبان آموزان به تمرین های مبتنی بر شرایط حساس یا ایفای نقش خوب پاسخ می دهند، چون فرآیند یادگیری مستلزم شرکت فعال آنها است و مربوط به شرایطی می گردد که شخصاً در جامعه با آنها روبرو شده اند یا تجربه خواهند کرد.

شرایط حساس

تمام موقعیتهای مورد استفاده در تمرین های شرایط حساس، تجربه های واقعی زبان آموزان خارجی، معلمان زبان یا تجار می باشد. (نکات فرهنگی توضیح دهنده درباره هر یک از شرایط در صفحه ۱۱ شروع می شود.)

تمرین ۱: Help! I'm Just a Foreign Student

هدفهای اصلی:

- حساس شدن نسبت به تفاوت های فرهنگی مربوط به موضوع های اجتماعی و مشکلاتی است که از آنها منتج می گردد.
- پیدا کردن راه حلهای مناسب برای سوء تفاهم های فرهنگی

هدفهای زبانی:

- تمرین خواندن برای درک مطلب

- تمرین فنون بحث کردن در گروه‌های کوچک در کلاس: گوش دادن برای درک مطلب، بیان واضح دیدگاهها، نوبت گرفتن.

سطح: مقدماتی تا پیشرفته

اندازه گروه: ۳ تا ۴ نفر

مطالب: فتو کی شرایط حساس برای هر زبان آموز

روش کار

معنی شرایط حساس توضیح داده می شود. ممکن است بگوئید، «شرایط حساس عبارتست از زمانی که اشتباهی در ارتباط بین دو نفر از فرهنگهای متفاوت پیش می آید.» به عبارت دیگر، با سوء تفاهم فرهنگ یکدیگر مشکلی بوجود می آید. به زبان آموزان گفته شود که بعد از تقسیم شدن به گروههای مختلف، یک نفر از هر گروه می تواند داوطلب خواندن شرایط حساس شود، در حالیکه بقیه به او گوش می دهند. سپس هر گروه سؤلهای چاپ شده در پایین فتو کی را مورد بحث قرار می دهند. بعد از آنکه گروهها هر سه شرایط را بحث کردند، معلم ممکن است از هر گروه بخواهد که بحثهای خود را درباره هر یک از شرایط گزارش کنند.

تنوع فعالیت: قبل از بحث درباره سؤلهای فتو کی شده، زبان آموزان هر گروه می توانند شرایط حساس را بخوانند و سپس جدول عکس العمل زیر را پر کنند.

Instructions Read each incident carefully. Decide how much you agree or disagree with the actions or feelings of the international student. Select a number from the 8-point scale to indicate your reaction, and circle the number. Briefly note why you answered this way. Then indicate what you would do in this same situation. Complete the second part of the scale in the same way for the American involved in the incident.

International Student

Completely disagree			Disagree more than agree			Agree more than disagree			Completely agree
1	2	3	4	5	6	7	8		
Why?									
What would you do?									

American

Completely disagree			Disagree more than agree			Agree more than disagree			Completely agree
1	2	3	4	5	6	7	8		
Why?									
What would you do?									

Instructions Read each incident carefully and then discuss the following questions:

1. What problem has been created for the international student?
2. What problem has been created for the American?
3. What cultural misunderstanding caused the problem?
4. How would you solve the problem if you were the student?
5. Is there something you might do to ease the problem if you were the American?

A. When Khalid, a new student in the English language center, had borrowed a friend's new car to practice for the driving exam, he didn't notice that the *temporary* license plate had *expired*. As he headed toward Broadway, he *glanced* in the rearview mirror and saw the flashing lights of a police car behind him. Khalid pulled over to the curb, worried because he didn't understand what he had done.

When the officer asked him for his license, Khalid gave him the international license he had brought with him.

"What's this?" the officer asked, turning the paper over in his hand.

"License, international license," Khalid said.

"Do you have a state license?" There was a long pause before Khalid answered

"Yes, sir."

"Well, let me see it, please."

"Next week I get license."

After trying to communicate a few more times, the officer asked for the registration and proof of insurance, which Khalid could not find. The officer gave Khalid a ticket for driving without a *valid* license and a *current* license plate and also cited him for not having proof of insurance.

temporary-for a short period of time

expired-no longer good

glanced-looked quickly

valid-legal

current-up-to-date

B. Yasir, a community college student, went to the local supermarket to shop for groceries. After he had gone through the checkout stand with all the items he needed for the party he was having that night, he remembered that he had left some film to be printed. He picked up the film

from the clerk at the Photo Counter, turned around, and met Khalifa, a friend of his from school. He and Khalifa talked for awhile about the party, and then Yasir walked out the door of the supermarket toward his car.

"Come back here, you!" a voice yelled at Yasir.

"Yes?" Yasir replied, turning to look behind him.

The assistant manager of the market took Yasir by the shoulder and led him back into the store, where he called the police. Yasir was afraid of what might happen. "Here's the money for the photos," he offered the manager, who pushed away the money. The police arrived, questioned Yasir, and gave him a paper with a date when he had to appear in court on shoplifting charges.

C. One afternoon last semester an American girl was hurrying down the hall to her physics class. She was by herself in the hall until she turned the corner by the drinking fountain where she met a group of international students who were speaking loudly in their own language.

One of the students looked at her and said something in his own language. Then he laughed. His tone of voice and his laugh made her feel very uncomfortable and quite angry. She gave the group a *dirty* look and hurried into the classroom where she met her friend. She explained the incident to him.

"I felt that I was being *culturally disturbed* even though I didn't understand the words he said to me," she explained to her friend. He was even angrier than she was.

"Show me who the guys are, and I'll make them *eat their words*", he said.

"No, I think it would be better to talk to the campus police," she suggested.

dirty-angry

culturally disturbed-actions or words of a social nature that bother someone

to eat one's words-to take back what one has said. to apologize

تمرین ۲: May I Take the Test Again?

هدفهای اصلی:

- آگاهی از تفاوت‌های موجود در نظام‌های آموزشی

- آگاهی از آیین و رسوم ارتباط معلم و محصل در کشورهای دیگر

اهداف زبانی:

- استفاده از لغات مربوط به اظهار عقیده

- تمرین قواعد بحث کردن در گروه‌های کوچک

سطح: متوسط تا پیشرفته

اندازه گروه: ۳ تا ۴ نفر

مطالب: فتوکپی شرایط حساس برای هر نفر

روش کار

رشد زبان

روش توضیح داده شده در تمرین ۱ دنبال گردد.

Instructions After carefully reading each critical incident, discuss the following questions:

1. What problem has been created for the international student?
2. What problem has been created for the American?
3. What cultural misunderstanding caused the problem?
4. How would you solve the problem if you were the student?
5. Is there something you might do to ease the problem if you were the American?

A. Wei Ping thought she had done very well on yesterday's history test. When the test was returned, she was surprised to find she had received only 40 percent. She had done the first section perfectly but had received no credit for the second part, which she had also completed. While the professor was beginning some new lecture material, she asked why she had received such a low grade.

The professor said, "Read my comments. I don't remember your situation without looking at the test." Wei Ping still didn't understand why she had received no credit for the second part. She had answered all the questions, and she felt the professor was not being fair.

After class she again questioned the professor, who said, "My comments indicate you didn't follow directions. Instead of writing one word answers, you were supposed to write a full paragraph for each question."

"I'm sorry. I didn't understand the directions. May I take the test again?"

"I'm sorry, Miss Liu, but the directions were clearly stated at the beginning of that section of the test," the professor explained. "I can't give you a second chance just because you're a foreign student."

B. The American director of the language center had asked one of the students, a young man from Korea, to come to the office because of his many absences from class. When Jae came into the office, he was not alone. An older Korean student came with him. The director was surprised because he knew that Jae, an advanced student, spoke English quite well.

"I'd like to speak with you about Jae," the older man said.

"Can't Jae answer for himself?" the puzzled director replied.

"Yes, but it's better if I talk to you first."

C. Professor Jones was in his small office talking on the telephone to his wife. The door to the office was open as it always was. Saeed needed to discuss a writing assignment with his instructor before his next class began in 10 minutes.

"Mr. Jones," Saeed said as he stepped inside the office. "I need to ask you a question about the homework."

Professor Jones put his hand over the telephone mouthpiece and said in an angry voice,

"Can't you see I'm talking on the telephone? Wait outside, Please." He closed the door as soon as Saeed had stepped outside the office.

D. "It's going to be a really tough test in computer class," Lee said to his friend Omar. "I've studied for days but I still don't know everything. Would you sit next to me in case I need help?"

"Ok, I can do that, Lee. I've had a computer class in my country before, so it's not too hard for me."

During the test Omar turned his paper so Lee could see it when he needed to. When the test was over and the two friends were leaving the classroom, the instructor stopped them.

"What do you two think you were doing in there?" he asked angrily.

"Nothing, sir. We didn't do anything wrong," Omar said.

"I saw you cheating and I plan to give you an F on the test. I may even consider having you dropped from the class."

تمرین ۳ : Teachers Need Teaching, Too!

اهداف اصلی :

حساس شدن نسبت به رفتاری که ممکن است افراد فرهنگهای دیگر را ناراحت کند.
پیدا کردن راههایی برای کنار آمدن با شرایط ناراحت کننده ای که از فقدان شناخت فرهنگها بوجود می آید.

اهداف زبانی :

- تمرین گوش دادن به افراد فرهنگهای متفاوت

- اظهار عقیده روشن و صریح بالغات صحیح

سطح : متوسطه تا پیشرفته

اندازه گروه : ۳ تا ۵ نفر از فرهنگهای متفاوت

مطالب : فتوکپی شرایط حساس برای هر نفر

روش کار

روش مورد استفاده در تمرین ۱ یا ۲

Instructions After carefully reading each critical incident, discuss the following questions:

1. What cultural knowledge did the teacher need in this situation?
2. What did the student need to understand about American culture?
3. What could the teacher do to make the situation better?
4. What could the student do to make the situation better?

A. One of the English teachers asked Ahmed, a student who had become a close friend of her family, to play the oud, an Arab musical instrument, at the international dinner the school was planning. The student agreed, "Yes, I'd like to play at the dinner."

"Would \$25 be Ok?" the teacher asked.

"Twenty-five dollars? What for?"

"For being part of the program. That's what we're paying all the entertainers," she explained. Ahmed was embarrassed and a little bit angry.

B. Claire, a new ESL teacher, enjoyed her classes very much but was becoming frustrated with her beginning grammar class. The class was almost evenly divided between two cultures and both groups of students asked questions of each other and talked in their own languages.

On Friday, Claire was trying to review for a test by asking each student a question: "Jose, please give me a sentence using the present continuous tense of *to be*."

Jose turned to his friend, Samuel, and asked him the answer in Spanish. At the same time, Yoko and Naoki were discussing the answer in Japanese in the back row.

"Oh, now that's enough! All of you, just shut up!" Claire shouted. The class became very quiet. Claire was embarrassed. Later two of the students complained to the director, "She shouldn't talk to us that way. It's not polite."

C. "Yoshi, can you give me the answer to question 5?" the reading teacher asked.

Yoshi kept his eyes on the book, studying the question. He was thinking carefully of what verb tense to use in his answer when the teacher moved on to the next student.

"Can you help Yoshi, Carolina?"

Carolina answered the question quickly although her grammar was not perfect.

Yoshi felt a bit uncomfortable because he knew the answer, too.

D. Although Mrs. Carter was new to the ESL field, she had taught in high school for more than 10 years. She loved her international students as if they were her own children. After helping two of her more advanced students, a young woman from Thailand and a young man from Saudi Arabia, to prepare for the TOEFL exam, she eagerly waited for the test results. When she discovered that both of them had gotten more than 520 on the test, she hurried to congratulate them.

The young woman, Chanjeera, was sitting in the library, head bent over her books, when Mrs. Carter found her. Patting her on the head, Mrs. Carter said, "Congratulations on your TOEFL score, Chanjeera."

"Thanks," Chanjeera said as she slid down further in her chair.

"Aren't you happy about the score?" Mrs. Carter asks.

"Yes... yes, thank you."

As she was leaving the library, Mrs. Carter recognized Ahmed in the long white robe and white head covering that he always wore on Fridays.

"Hi, Ahmed," she said. "I just heard about your TOEFL score. That was great!" She put her

hand out to congratulate him, but Ahmed just smiled and stepped back a bit. "Thank you. I'm really glad I got a high score," he said.

تمرین ۴ : Let's Agree on a Solution

اهداف اصلی :

- ایجاد حساسیت فرهنگی

- تجربه تصمیم گیری مفید برای طرفین

اهداف زبانی :

- تمرین لغات مربوط به تصمیم گیری مانند :

I suggest ...

Let's agree to...

Do you agree...? etc.

- بحث مفید و مؤثر درباره یک عقیده

سطح : متوسط تا پیشرفته

اندازه گروه : ۳ تا ۴ نفر

مطالب : فتوکپی شرایط حساس برای هر زبان آموز

روش کار

از هر گروه خواسته شود درباره سه شکل داده شده در فتوکپی به منظور پیدا کردن بهترین راه حل آن بحث کنند. به آنها گفته شود که راه حل باید مورد قبول همه افراد گروه باشد، به عبارت دیگر، همه بپذیرند که راه حل ارائه شده بهترین است. به هر گروه ده دقیقه وقت برای بحث درباره هر مشکل داده شود. سپس هر گروه راه حل خود را به بقیه افراد گزارش می دهد.

A. You are the foreign student advisor at a large university. You have been directed to run an orientation of one week for new international students. The students who show up at the orientation are bored and hostile. They are there only because it is a required activity. They don't think they need to spend one week learning about American culture and university policies. What would you do, as foreign student advisor, to change their attitudes?

B. You are sharing a dormitory room with an American student. Although you have studied English for six months, you still have problems communicating. You are a serious student because you know that you must make a B average in order to keep your scholarship. Your roommate, however, seems to have come to college to play rather than study. She brings her friends into the room when you are studying, plays the stereo loudly until four in the morning, and frequently smokes cigarette in the room. You don't like any of these things, but you don't know what to do about them.

C. Your intermediate level ESL class just increased in size to 17 students. It seems to you that there are just too many students to allow the teacher to answer questions and to give you the attention that you need in order to progress to the next level. You go to the director to complain.

"I'm sorry," he explains, "we usually split classes when they reach 15 students but, at this point, we do not have another teacher and the college is so full that there isn't another room available."

"If it's going to stay this way, I think I want my money back so I can go to another school," you complain.

"I'm really sorry," the director says. "Next term will be different because the college won't be so crowded."

If you were the student, what would you do?

تمرین ۵: This is Business

هدفهای اصلی:

- درک چگونگی تأثیر فرهنگ بر کار و روابط تجاری

- گوش دادن و فهمیدن عقاید اعضای گروه

هدفهای زبانی:

- تمرین خواندن و درک مفاهیم

- استفاده از گستره وسیعی از لغات

سطح: متوسطه تا پیشرفته

اندازه گروه: ۳ تا ۴ نفر

مطالب: فتوکپی شرایط حساس برای هر زبان آموز

روش کار

روش مورد استفاده در تمرین ۱ و ۲

Instructions After carefully reading each incident, discuss the following questions:

1. What problem has been created for the international businessperson?
2. What problem has been created for the American?
3. What cultural misunderstanding caused the problem?
4. How would you solve the problem if you were the international businessperson?
5. How would you solve the problem if you were the American businessperson?

A. Mr. Sakai was visiting in Chicago as the representative of a Japanese electronics company. Two American businessmen had made an appointment to meet him for lunch at an expensive downtown restaurant. After the three men had introduced themselves and had ordered their food, Mr. Johnson started the conversation.

"Is this the first time you've been in the United States?" he asked.

"No, it is the second time, but my first visit was to California," Mr. Sakai replied.

"Do you travel a lot in your job? I imagine it's difficult to leave your family frequently. You do have a family, don't you?"

"Yes, yes," Mr. Sakai nodded.

"Do you have children?" Mr. Carroll, the second American, asked.

Mr. Sakai paused. "Yes, yes, I have two children. My son is just finishing..."

Mr. Johnson interrupted, "Is your wife the typical good Japanese woman who stays home to care for you and the children?"

"Excuse me, gentlemen. I have your soup," interjected the waiter as he served the bowls of onion soup.

After Mr. Sakai had tasted the soup, Mr. Johnson said, "This is my favorite soup. I hope you like it. What do you think?"

Mr. Sakai seemed surprised at the question and looked blankly at Mr. Johnson.

"It's good, isn't it?" Mr. Johnson asked again.

Mr. Sakai seemed frustrated. He nodded and looked down at his bowl, hoping the conversation would end soon.

B. Mr. Smyth, the manager of an American oil company went to Saudi Arabia to negotiate for a very big contract. He had read about Saudi oil wealth and hoped to make a fast deal that would expand his business. During his first meeting with the assistant minister of petroleum, the American businessman was happy to find that the minister spoke excellent English although he had been educated in his own country. "Since his English is so good, we should be able to get right down to business," the American thought.

"Would you like some coffee, Mr. Smyth?" The minister asked.

"No thanks, I just had breakfast," Mr. Smyth replied.

"Are you certain you don't want to try our excellent Arab coffee?"

"Thanks, but I'm not much of a coffee drinker. Maybe we could just begin talking about dates of completion and costs," Mr. Smyth suggested, relaxing enough to cross one leg over the other. The minister looked surprised as the bottom of Mr. Smyth's shoe was pointed toward him.

"Since I don't have much time this morning, maybe you would like to return later in the week," the minister said.

C. Ms. Okada had just moved up to a management position in the sporting goods company where she had been employed since graduation from college in Tokyo. As part of her new assignment, the company decided to send her to Colorado to visit with retailers in ski areas in Vail and Aspen. She had studied English for many years in Japan but had never visited the United States, so she was quite excited.

She was met at the airport by Mr. Collins, owner of a chain of skiwear stores. "I'm so happy to meet you, Ms. Okada," said Mr. Collins as he reached out to shake her hand.

"I'm pleased to meet you, Mr. Collins," Ms. Okada replied keeping her hand behind her back and bowing slightly.

As the week progressed, she was introduced to many American businessmen and women, all of whom tried to shake hands with her. She felt very uncomfortable with the idea of touching hands and decided it was not important to adapt to this embarrassing American custom.

One of the top executives she had met commented after she had left, "I like the products that Okada's company produces, but she's rather a cold fish... a bit too formal for me."

تمرین ۶ : American Family Life

اهداف اصلی :

- حساس شدن نسبت به تفاوت‌های فرهنگی خانواده

- پیدا کردن راه حل برای رفع سوء تفاهم‌های فرهنگی

- تمرین تصمیم‌گیری مفید برای طرفین

اهداف زبانی :

- تمرین و استفاده از لغات مربوط به تصمیم‌گیری

- بحث مفید و مؤثر برای دفاع از یک عقیده

سطح : پیشرفته مقدماتی تا عالی

اندازه گروه : ۳ تا ۴ نفر

مطالب : فتوکپی شرایط حساس برای هر نفر



روش کار

از هر گروه خواسته شود که سه مشکل ارایه شده در فتوکپی را با هدف پیدا کردن بهترین راه حل مورد بحث قرار دهند. به آنها یادآوری شود که راه حل باید مورد قبول همه افراد گروه باشد، به عبارت دیگر تمام افراد باید بپذیرند که آن راه حل بهترین است. به گروه‌ها ده دقیقه وقت برای بحث درباره هر مشکل داده شود. سپس هر گروه راه‌حلهای خود را به بقیه افراد گزارش می‌دهد.

A. You are Mrs. Thomas, the mother of two children and a host mother for Maria, a 17-year-old student from Venezuela. When Maria comes to live at your house, you tell her about the only important family rule that you want her and your two children to follow. This rule is to let you know if she is going to be late for dinner, which is always at 6 or 6:30 p.m., or if she goes out with friends at night to give you a time that she will return.

The first week Maria is home on time every night for dinner, but on Monday of the second week you have prepared a special birthday dinner for your daughter, Jan. You think it will be fun for Maria to see what an American birthday party is like. The dinner is ready at 6 p.m., but Maria isn't home. You wait until 6:45 but are afraid the special roast beef will be too dry, so you ask everyone to begin eating. At 7:30, Maria comes home.

"Where were you, Maria? We were worried. Didn't you remember about the party?" you ask.

"I didn't think you'd eat. It's so early," Maria says.

You fix a special plate for her and the party continues. However, two days later, dinner is on the table at 6 and Maria doesn't return until 8:30. "I was studying with friends at school," she says.

The problem continues several weekends later when Maria does not come home on Saturday night. You are so worried that you call her school and even contact the police. When Maria arrives at noon on Sunday she says, "Oh, I was just having a party with my friends and decided to stay overnight." You are very angry and think about asking Maria to leave.

B. You have just moved in with an American family after living at home with your parents for 21 years. You pay the family the required amount for room and board. You are homesick and a bit confused about what is expected of you, but the family is very kind and asks you to go many places with them. They even help you with homework when you have questions.

As the weeks pass, you settle into a routine very much like being home in your own country. When you need a snack, you ask the host mother to prepare one. When your dirty clothes pile up on the floor at the end of the week, you ask the mother to wash them. One evening after dinner, everyone is carrying their dishes to the kitchen. "I'm going to my room to study for a test," you say.

"Just a minute, young man, I'm tired of you not helping with any of the chores in this house. Please carry your dishes to the kitchen and put them in the dishwasher."

You are surprised and hurt by her tone of voice.

C. You have been looking forward to a homestay in the United States for two years. "This will be the best way to learn English while I'm studying," you think.

When you arrive at the airport, a driver from the school takes you to the family, Mrs. Clarke and her daughter, 12 years old. Mrs. Clarke helps you to get settled. "I am a nurse and often work from 6 p.m. to 2 a. m.," she tells you. "But I'll leave your dinner in the refrigerator." During the first two weeks, you only sit down for dinner with the family three times. Each evening you try to practice your English with the 12-year-old when she is not busy talking on the telephone to her friends or watching TV.

You are frustrated. "Is this American family life?" you ask yourself.

نکات فرهنگی برای شرایط حساس

Exercise 2B Koreans studying at the same school frequently form their own "family hierarchy" by designating the older of the students as an advisor. The advisor acts as a go-between or negotiator when problems arise.

Exercise 3C It is very common for Japanese to pause before speaking. In fact, not speaking

immediately may be a way of showing respect for the person who has spoken or for the idea that has been stated. If the question asked is a personal one, and direct, the pause may be even longer as the Japanese person considers how to avoid a direct answer, which is a characteristic of the culture.

Exercise 3D In Thai culture, touching the head of someone is a sign of disrespect and, some believe, may take away the spirit or soul of the person touched. For Moslems, such as Ahmed, it is very inappropriate to shake hands with a woman.

Exercise 5A The rapid-fire questions by Mr. Johnson and Mr. Carroll violate the conversational propriety of Mr. Sakai. "Speaking too much is associated in Japan with immaturity or a kind of empty headedness," according to John Condon, author of *With Respect to the Japanese: A Guide for Americans*.¹ American treat silence very differently from the Japanese. When an American asks a Japanese person a question, there is always a pause before the answer. When the question is direct, as in the case of Mr. Carroll and Mr. Johnson, there will be a longer pause while the Japanese tries to decide how to avoid a direct answer. When there is a pause after a question, Americans frequently assume that the question was not understood and attempt to rephrase it. This "additional verbalization is only likely to make the situation more difficult for the Japanese. Not only has the American asked two or more questions in the space appropriate for one, he has separated himself by not sharing in a thoughtful silence."²

Exercise 5B Establishing a relationship with any visitor is extremely important in Arab culture. The chance to become acquainted slowly over a cup of tea or coffee is more important than getting right down to business. In addition, showing the sole of one's shoe by crossing one leg over the other is a serious breach of etiquette to the Arab.

Exercise 5C In Japan, great attention is paid to relationships. The bow is an indicator of the relationship and can show, by its depth, who is older or of higher status. An American handshake does not indicate much about the relationship between two people. Additionally, for Ms. Okada, touching the hand of a man whom she has never met before probably seems very inappropriate

(ادامه دارد)

تصحیح و پوزش

در شماره پینین مقاله «باز یهای رقابتی» ترجمه و نگارش از آقای دکتر سید اکبر میرحسینی اشتباهات ترجمه و نقاشی چاپ شده بود که بدینوسیله تصحیح می گردد.