

## はじめに

ドイツの詩人カール・ブッセの「山の彼方の空遠く」という詩がありますが、どこかはるか遠くに、理想郷があるのではないかという憧れは、古今東西、普遍的なものでしょう。しかし、想像の世界では「桃源郷」であっても、現実には「異人種」や「異文化」に接した場合、人間は拒否反応や不適応、あるいは極端な場合は敵対心を起こすことさえあります。グローバリゼーションが進む今日の世界で、異文化摩擦や対立を克服することが個人においても集団においても急務とされています。

異文化に対する偏見がもたらした歴史上の悲劇的なエピソードを紹介しましょう。それは19世紀半ばのオーストラリア内陸探検の話です。メルボルンから出発した隊員が、英雄的な冒険心により酷暑の砂漠を越え縦断に成功したものの、帰途に非業の死を迎えてしまったという事件です。持参した食料が途絶え、仕方なく先住民族アボリジニが主食にしていた種子を食べるのですが、それには毒素が含まれているのです。アボリジニは、長い歴史と経験を通じてその毒素を取り除く調理法を知っていたのですが、彼らを野蛮人と見なす隊長のロバート・バークは、親切なアボリジニのアドバイスを聞き入れようとしなかったわけです。先住民族の智慧に学んでいれば、無残な死は避けられたに違いありません。バークらの探検により、内陸部は鉱物資源が豊かであることや、砂漠の地下に水があることもわかり、資源開発は一挙に進んだのですが、アボリジニからすれば、土地を奪われ、多くの文化を失ってしまったのです。この史実は、自文化中心主義がもたらした二重の悲劇を教えています。謙虚な態度で異文化から学ぶことが、人類間の、また、人間と自然との「共生」にとり、どれほど大切なことでしょうか。

異文化を自文化の内に見ることも大切な視点です。どういうことかと言いますと、国内の多様性に目を向けることです。日本は「単一民族国家」とすると自己規定しがちですが、アイヌの人々や在日韓国・朝鮮人の存在と貢献があったればこそ、日本社会に多様な文化が形成されて来たことを無視してはならないのです。更に、ジェネレーション・ギャップを価値観の相違と把握し、それを克服し、コミュニケーションを円滑にすることは異文化コミュニケーションのスキルに連結することでしょう。男性と女性のコミュニケーション方法の違いに関心を抱くことも、異文化コミュニケーションを学ぶことに類似しています。異文化を、このように広義にとらえるならば、国内にいながらにして異文化体験ができ、「人は違って当たり前」ということを確信できるはずです。

本書を通じて、英語力を伸ばしながら、異文化コミュニケーションの知識と技術を身につけるといって一石二鳥の効果が学習者の一人一人に現れるよう、著者一同、心から願っています。

2001年1月1日

西本 徹

## 本書の内容

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本書は三部構成です。第一部は五章分から成り、それぞれの筆者が、異文化体験を基に書いています。

1. アメリカにおける多文化間教育の実際
2. 日本人の個人主義
3. 日本人のマナー
4. 日米の医療文化や制度の違い
5. インドとイギリスの大学の比較

第二部は七章分から成り、異文化コミュニケーション上、不可欠な知識を提供しています。

6. 日本語と英語における言語文化の比較
7. レイシズム（人種主義）の歴史と克服
8. 男女の価値観やコミュニケーション方法の違い
9. 日本と欧米におけるビジネス文化の相違
10. 日本人が抱く自然観の盲点
11. 異文化理解と宗教理解
12. マス・メディアのコミュニケーションに果たす役割

第三部は三章分から成り、日本文化を海外に紹介するヒントが盛り込まれています。

13. 自分の文化を知ろう
14. 名刺が語る日本文化
15. 日本の贈答習慣

## 本書の使用法

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### Step One: Getting Started

各章のテーマに即した1～5までのstatementで、強く同意する（SA）、やや同意する（AS）、やや反対する（DS）、強く反対する（SD）の中から、一つだけ選んでください。時間があれば、その理由を言ってみましょう。

### Step Two: Picture Story

- 1 4枚の絵を見ながら、1～4の英文にある（ ）の中から正しい語句を選んでください。その後、テープを聴いて答をチェックしましょう。慣れてきたら、英文を見ないで絵だけを見て、自分流にstoryをつくってみてください。
- 2 Picture Storyに関連する1～5までのstatementにある（ ）の中にテープを聴き、一語ずつ書き入れてください。そして、同意する（AGREE）、反対する（DISAGREE）、わからない（UNDECIDED）のうち、どれかを選んで四角の中に✓を書き入れてください。時間があれば、その理由を言ってみましょう。

### Step Three: Reading

- 1 それぞれの（ ）の中にある英単語に欠けているアルファベットを書き入れてください。その後、テープを聴いて単語を確認しましょう。
- 2 テープを聴き、（ ）の中に一語ずつ書き入れてください。Readingの各段落ごとに、内容的に正しい（TRUE）か、間違っている（FALSE）かを問う質問ですが、どちらかを選んで四角の中に✓を書き入れてください。

## FOREWORD

The idea of culture involves a commonality of experience, i.e., the shared experience, underlying the customary beliefs, social forms, and material traits of a racial, ethnic, religious, social, or national group. Let us imagine an occurrence in the United States in which an African-American speaker is addressing a mixed audience of blacks and whites. He recounts a situation to which the African-Americans in the audience respond with nods and sounds of great understanding, while the whites in the audience remain largely impassive, not necessarily out of disagreement with what is being said, but mainly out of puzzlement. Later, he recounts another situation, to which both blacks and whites respond with nods and sounds of understanding. In the first instance, the speaker speaks of a situation that involves an experience that is shared by members of a subgroup of American culture (the African-Americans), but not by members of the larger group of American culture (the whites). He communicates with the members of the subgroup, but not with members of the larger group. The members of the larger group do not share the experience that the members of the subgroup share. In the other instance, he speaks of an experience that is shared by the culture in general. Here, he communicates with the members of both groups. Perhaps, in the first instance, he is telling a joke, to which the African-Americans react with gales of laughter, while the whites react with silence or, at the most, polite giggles. The whites may not understand the joke, or they may understand it, but not find it funny. If they understand it, but do not find it funny, they do not share the experience of what is funny that is shared by the subgroup. Whether the joke is seen as funny, is not understood, or is understood, but not seen as funny, the reaction of the listeners is a matter of commonality of experience. Thus we see the dependence of communication on culture.

Cross-cultural communication entails an awareness on the part of a person who, as a member of one cultural group, wishes to communicate with a member or members of a different cultural group or who wishes to understand what the member or members of the other group wish to communicate to him or her. The achievement of cross-cultural awareness involves reducing the impediments to understanding things that are said or done in the context of a culture or cultures that are different from one's own. If one is thoughtful, the reducing of these impediments brings into play a distancing process in terms of one's own culture, i.e., one learns to view one's own culture from a certain distance, as it were. Cross-cultural awareness, then, not only leads to a greater understanding of a culture different from one's own, but also to a greater awareness of features of one's own culture.

The idea of leading Japanese students to a greater cross-cultural awareness through

medium of the English language underlies the efforts of the authors of the present book, *Bridging Cultures: English for Global Communication*. They take into account the situation that while the world is getting smaller in an age of human encounters through tourism, trade, work, immigration, and the Internet and while people throughout the world are following, to an extraordinary degree, the modern civilizational trend of owning cars, TVs, Western clothes, mobile phones, and computers, human values and social customs still remain quite different from place to place. Cultural diversity makes the world an interesting place, but it often results in misunderstandings and conflicts among peoples and countries. The lessening of the possibility of misunderstandings, tensions, and conflicts based on a failure of people to understand, and through understanding to become more tolerant of other cultures is a way to help establish harmonious relations on personal, racial, ethnic, social, and national levels. The present book, therefore, is an important contribution to the lessening of that possibility.

*Bridging Cultures: English for Global Communication*, written by authors especially informed about a great number of cross-cultural issues, addresses a wide variety of cross-cultural matters, covers the diversity of cultures among peoples of the world, and compares and contrasts the culture of Japan with other cultures. It places the commonality of experience of the Japanese alongside the respective commonality of experience among other peoples and groups of people, and in so doing, enhances skills designed to establish good human relations with people of different cultures, while at the same time enabling students to improve their abilities with the English language.

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# UNIT 1

## Multicultural Opportunities



### ► Step One: Getting Started

Circle the response that most closely indicates the way you feel about each item:

SA = Strongly Agree

AS = Agree Somewhat

DS = Disagree Somewhat

SD = Strongly Disagree

<i>Response</i>	<i>Item</i>
SA AS DS SD	1. Japanese children would have more open minds if they had classmates from many parts of the world.
SA AS DS SD	2. There should be non-Japanese teachers working full time in public schools, from elementary through high school levels.
SA AS DS SD	3. It is quite natural that children fear people who look different from themselves, and that they prefer to be with people who look like them.
SA AS DS SD	4. School should be a safe and welcoming haven for everybody. It's the responsibility of teachers never to allow students or parents to put down ethnic minorities.
SA AS DS SD	5. There are too many children of recent immigrants in U.S. schools. That's why the standard of education is falling.

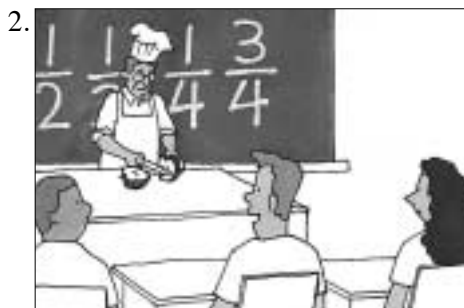
### Notes

(タイトル) **multicultural** 「多文化の」 4. **haven** 「安心していただける所」 **put down** 「あしらう」 **ethnic minorities** 「少数エスニック集団」 5. **immigrants** 「(永住を目的とした外国からの) 移民」

## ► Step Two: Picture Story



- 1 This is a true story about a teacher, Mr. Escalante, who immigrated to the U.S. from Bolivia. He taught mathematics to Hispanic students at a high school in Los Angeles. He struggled to drive poor students to success with his unconventional style of teaching. First, look at the four pictures below and circle the most suitable word in the parentheses. Then, listen to the tape and check your answers.



- Most of the students were either very noisy or quite (apathetic / enthusiastic / academic), and were not (fair / fond / serious) about studying.
- Mr. Escalante's way of teaching was far from conventional. One day, he (dressing / dressed / dressy) like a (cook / waiter / missionary) and cut an apple into pieces to teach fractions.
- He taught his students higher mathematics even during summer (rest / off / break) to prepare them (for / with / into) an advanced placement test. It was unbearably hot and there was no air conditioning.
- Accused of (cunning / cheating / imitating) by school board officials who could not believe their success, the students took another, harder test and (scored / totaled / pointed) even better.

### Notes

**immigrated** 「移住した」 **Hispanic** = Latino 「(米国にいる) スペイン語を話す人, ラテンアメリカ系の人」 **struggled** 「奮闘した」 **drive ... to ~** 「...を~に至らせる」 **unconventional** 「型破りの」 2. **conventional** 「型にはまった」 **fractions** 「分数」

② First, listen to the statements and fill in the parentheses with one word. Then, indicate your opinion toward each statement: AGREE, DISAGREE, or UNDECIDED.

- |   | AGREE                    | DISAGREE                 | UNDECIDED                |
|---|--------------------------|--------------------------|--------------------------|
| 1. Teachers should never give up ( ) students who may have given up on themselves.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Some people are ( ) with talent, others are not.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Mr. Escalante should train Japanese teachers of mathematics so that they can ( ) students, make it easier, and eliminate its negative image. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Mr. Escalante is Hispanic himself, and that's why he is ( ) to Hispanic students.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. It seems that the school board officials who ( ) the Hispanic students of cheating were racially prejudiced.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Note**

5. were racially prejudiced 「人種の偏見があった」

► **Step Three: Reading**



① First, read the following essay and fill in the missing letters or words. Then, listen to the tape and check your answers.

1. I am principal of an elementary school in Northern California about 12 miles from San Francisco. Of the 400 students at my school, 86% are called “English Language Learners,” ①(wh\_ \_ \_) means they speak another language at home. In the past five years, my school has welcomed newcomers from 16 countries—Mexico, Guatemala, El Salvador, Nicaragua, Honduras, Peru, Colombia, Brazil, Haiti, Russia, Indonesia, India, Vietnam, Nigeria, France, and Germany. Almost ②(\_ \_ \_) my students are poor; they are children of recent immigrants.
2. I believe it is essential for the students and their families to find a welcoming environment when they arrive at a new school in a new country. I want them to have a positive first ③(impress\_ \_ \_) of the school and of the United States. To promote my school as a safe and welcoming haven, I greet families with a parent handbook that is ④(\_ \_ \_ \_lated) into Spanish, because 91% of the families are Latino. I speak Spanish myself, and I always walk new students and their

1

筆者が校長として勤務している小学校の、生徒の特徴は何ですか？

2

筆者は生徒や父兄に対して、どんなことを心がけていますか？



parents to class to show them around the school and to introduce the teacher.

**3.** When newcomers arrive at my school it can be a shock for them to find everyone speaking and learning in English. We

5 have created a transitional program for newcomers to teach essential English communication and to ease students into the curriculum. I actively recruit Latino teachers and teachers who are ⑤( \_ \_lingual), speaking both English and Spanish. When I interview prospective teachers, one of the questions I  
10 ask is what they would do if a newcomer arrived from another country. I want to be sure they would welcome the child, be sensitive to the child's needs, and assign the child a "buddy" who speaks the same language, if possible. I want to be sure the teacher is trained in methods to enhance a rapid  
15 acquisition of English. For example, teachers can modify their speech and use gestures, facial expressions, and ⑥(bo \_ \_ ) language when they talk to newcomers.

**4.** Our school's mission statement proudly declares that we value diversity. Sometimes people fear others who don't look

20 like they do, or they have learned racial putdowns in their family or community. We do not ⑦(all \_ \_ ) any racial insults at our school. We have established a Human Relations Council of teachers that investigates any racial putdowns used by students, and teaches students to be tolerant and appreciative  
25 of differences among us. The teachers have been trained in a multicultural curriculum. We have purchased books by Latino, Asian and African American authors for the core literature read by all our students and for the school library. We also celebrate diversity throughout the year, for example with an  
30 International Banquet for families at the beginning of the year and with lessons about ⑧(fam \_ \_ \_ ) Americans such as Dr. Martin Luther King, Jr.

**5.** In March 2000, the prestigious American educational journal, *Education Week*, reported that the lagging

35 achievement of minority students in American schools may be due to three factors: lower ⑨(expect \_ \_ \_ \_ s) by teachers, the need for parents to be stronger advocates for their children, and the need to cut down on television viewing by

3

英語を母語としない生徒に、どのような配慮がされていますか？

4

文化的・民族的多様性を重視するために取られている具体的な方法は何ですか？

5

生徒の学力を向上させるために、どんな努力がされていますか？

children. At my school, we are focusing on increasing our students' achievement. The teachers have developed a curriculum based on high standards and they maintain high expectations for success. We have a comprehensive parent  
 5 education program that encourages parent involvement in the school. We encourage families to build home libraries and to regularly check books out of the public library. We seek funds from grants and donations from local businesses to purchase books we give our students to add to their home library  
 10 collections. This year we joined the "National No TV Week" movement and rewarded all the students who kept their televisions turned off for the entire week. I believe it is vitally important for ⑩(princi\_ \_s) to be crusaders for equity and promoters of diversity so all children can be successful in our  
 15 schools.

(Written by Wendy Feltham)

### Notes

1. **mile** = 1760 yards (約1609m)    **newcomers** 「新しく来た人」    2. **walk** 「付き添って歩く」
3. **transitional program** 「過渡期の学習計画」    **ease ... curriculum** 「生徒が授業を理解できるようにしてあげる (ease 楽にする)」    **prospective** 「見込みのある」 本文で prospective teachers とは、面接をして、採用するかもしれない先生のこと。    **sensitive** 「敏感な」    **assign** 「つけてあげる」
- buddy** 「相棒」    **enhance** 「高める, 増す」    **acquisition** 「習得」    **modify** 「変更する」    4. **mission statement** 「使命を謳った声明文」    **diversity** 「相違」    **putdowns** 「こきおろし, (辛らつな) 言葉」    **tolerant** 「寛容な」    **appreciative** 「認める」    **core literature** 「中心となる文学」
- banquet** 「集い」スピーチ, 乾杯, ご馳走がある儀式だった会。    5. **prestigious** 「一流の」    **lag** 「遅れる」    **advocates** 「主張者」    **comprehensive** 「広範囲な」    **funds** 「基金」    **grants** 「奨学(補助)金」    **donations** 「寄付金」    **crusaders** 「運動家」    **equity** 「公平」

**2** Listen to the following statements and fill in the parentheses with one word. Decide whether each statement is TRUE or FALSE according to the essay above.

- |   | TRUE                     | FALSE                    |
|---|--------------------------|--------------------------|
| 1. There are more (                    ) students than Asian students at Ms. Feltham's school.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The students at Ms. Feltham's school often feel left alone; their teachers don't take (                    ) of them.                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A teacher who applies to the school is likely to fail if he or she is (                    ) and has no training in teaching English as a second language. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The teachers are careful so that everybody at the school is (                    ) of different ethnic groups.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Generally speaking, teachers in the U.S. expect (                    ) students to study harder than others.   | <input type="checkbox"/> | <input type="checkbox"/> |