

Beyond Your Own Culture

自文化再発見

by

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EIHŌSHA

ま え が き

文化的な違いは、時に、お互いの誤解を生む原因となりうるものです。昨今のように国際化が進む中で、読者の皆さんも、異なる文化的背景をもつ人々と接する際に様々な問題を抱えられることになるでしょう。そこで、本書は、ある日本人とアメリカ人の異文化にまつわる実体験を紹介し、そのエピソードを土台にひとつひとつ考えていくことで、問題解決、または、回避の一つの参考にしていいただければという思いで記されました。

ここで、注意していただきたいのは、異文化が人々を惹き付けたり、衝突をもたらしたりする唯一の原因では決してないということです。人格、年齢、育った環境、教育、社会的・経済的地位などの違いが、お互いの関係に影響を与えます。文化の違いだけが、問題の全ての原因として片付けられるべきではありません。

従って著者の意図は、二つの文化を比較しどちらが正しいか、より良いかの判断を下すということではなく、読者の皆さんがあくまでもこの私的なエピソードや意見を吟味し熟慮することで、異文化に対してより豊かな感受性と深い認識をもっていただくことを主眼としています。その結果、自分と異なる人々の考えや理想に対して、「容認」するとはいかないうちでも少なくとも「寛容」になっていただけることを期待しております。そうすることで、この地球という小さな惑星に住む私たちが、真の意味で平和と協調の中に生き続けることができるものと確信しています。

文化というトピックを探究すべく、本書の reading と activity を十分活用していただきたいと思います。地球は一つ。よくよく見れば、私たちは同じ人間だということがお分かりになるはずです。お互いに尊重し、尊重されることでよりよい世界に導いていけるのではないのでしょうか。さあ、自分の文化を超えて、世界を、そして、自分自身を発見してみましょう。

最後に、本書の原稿に目を通し的確な助言を与えていただいた星浩司氏と、本書の出版にあたって多大なご尽力をいただいた英宝社の宇治正夫氏に、この場を借りて感謝の意を表したいと思います。

2002 年 7 月

ウェイン・スミダ、宮里恭子

Preface

This book contains stories from the lives of two people, one Japanese and the other American. The stories are anecdotal evidence that cultural differences can sometimes be the cause of misunderstandings. It is hoped that these stories will help the reader cope with, if not avoid, problems that may arise when people from different cultures come together.

The authors understand that culture is only one of many sources of conflict or attraction between people. Personality, age, where a person grew up, education, socio-economic status, and other differences can all affect how humans interact and react to each other. All problems do not arise from cultural differences.

The authors do not intend to compare cultures in order to be judgmental, to conclude that one culture is better or worse than the other. Instead the authors hope that the readers will develop a heightened sensitivity and awareness so that there will be a greater tolerance for, if not acceptance of, the ideas and ideals of other people. We want all people to live in peace and harmony on this small planet called the Earth.

The authors hope that you enjoy the readings and activities as you explore the topic of culture. There is only one Earth, and if you look real closely, maybe you will see that we are really all one people. Respect and to be respected—wouldn't this lead to a better world? Look *Beyond Your Own Culture!*

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Wayne Sumida
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Beyond Your Own Culture

Chapter 1 Equality & Seniority

UNIT 1 I'm older than you!

Theme 年の差, 先輩後輩

Pre-activity *Think about it!*

次の質問を読んで, Yes か No か自分の意見を考えてみましょう。

- (1) If a younger member did not talk to me in *Keigo*, or honorific language, I would feel insulted.

☐ I agree. ☐ I disagree.

- (2) Do you use *keigo*, when you speak to your *senpai*? Why or why not?

☐ I do. ☐ I don't.

- Because . . .
- ① seniors know better than I do.
 - ② it's a custom. It cannot be helped.
 - ③ *senpai* will be mad at me.
 - ④ I will not be able to feel close to them.
 - ⑤ we should be equal.
 - ⑥ other reasons

あるアメリカ人の意見 *I am older than you!*



日本人学生を語学研修に引率したアメリカ人教師のエピソードです。文句を言いにくた学生が登場します。一体何がおこったのでしょうか。

When I took a group of Japanese students to a summer program in America, one of the senior students came into my hotel room and com-

plained about his roommate Tanaka-kun, who was a Japanese student, also in his senior year.

Yamada-kun: "I cannot stand Tanaka, because he doesn't use *keigo*, to me."

Me: "But you and Tanaka-kun are both seniors, aren't you? He doesn't have to use *keigo* to you."

Yamada-kun: "Yes, we *are* both seniors. But I am two years older than he since I was a "*ronin*" before I entered the university. He knows it, but he doesn't use *keigo* to me!"

This episode shows that age differences are very important in Japanese culture. Sometimes young people are more concerned about tiny age differences than older people. They change the form of language and their attitude or behavior according to whom they are speaking to. Why do they do this?

In America, however, people don't pay as much attention to age differences. Brothers and sisters call each other by their first names, regardless of the difference in age. It is common for a younger brother to call his older brother by his first name.

Questions about the passage

上の文章を読んで、次の問いに対し、最も適切な選択肢を a~c のの中から選びなさい。

(1) What is the complaint of the senior student?

- (a) Tanaka-kun doesn't speak to him in English.
- (b) Yamada-kun doesn't speak to him with the proper language.
- (c) Tanaka-kun doesn't speak to him with the proper language.

(2) Why is one of the senior students older than the other one?

- (a) He decided to work after graduating from high school.
- (b) He didn't have enough money to enter a university immedi-

ately after high school.

- (c) He couldn't pass university entrance exams after graduating from high school.

(3) How do Americans feel about age differences?

- (a) Age differences are very important.
 (b) There is a great sensitivity to age differences.
 (c) Age differences are not a great concern.

(4) What is an example of Americans' attitude toward age differences?

- (a) A younger sister will call her older brother by his last name.
 (b) A younger brother will call his older brother using the title "Mr."
 (c) Brothers/sisters will call each other by first names, regardless of age.

Activity

他の例を考えてみましょう。

[Group activity] Try to find other examples that support the above story about age differences. Discuss in pairs or in groups of three. One member of your group will report your examples to the class in English.

- (1) Think of other examples to support the idea that there is great sensitivity to age differences in Japan.

Example: Older children get more *otoshidama*.

•
•
•
•
•

- (2) Look at the examples given by the class. Which of these do you think is important to continue?

Example	Important?		Reason
<i>otoshidama</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

- (3) **[Pair-work]** 声を出して Sample dialog を練習してみましょう。
その後で下線部を自分の意見に変えて、オリジナルな会話をつくってみましょう。

Sample dialog:

A: I think that it is important to continue using *keigo*.

B: I agree with you. It is important to show respect.

A: How about *otoshidama*? Do you think older children should get more *otoshidama*?

B: I don't think so. They should get the same amount of money.

Explain

日本固有の事象や考え方を英語で説明してみましょう。()に当てはまる語を枠で囲んだ中から選び、その単語を書きなさい。

pass graduated language older money

- (1) A *ronin* is someone who has [a] from high school, but is still trying to [b] an exam to enter a university.

- (2) A *senpai* is a student who is [c] than another student.
- (3) *Otoshidama* is a gift of [d] that children receive during the New Year celebrations.
- (4) *Keigo* is a form of the Japanese [e] that is used when speaking to an older person.

Further practice

Would you support the senior student's comment? How would you feel if you were that student? Why do Japanese think that age differences are important? Also, why do you think Americans don't care about age differences? What do you think? Write your ideas in 100 words.

Column

日本では、長い人生経験から培われた知恵をもつ年配の人を敬うべきだという考えがあります。これは、日本人の生活に影響を及ぼしてきた儒教の考え方とすることもできます。

しかしアメリカでは、人は皆平等であるという考え方が基本にあるため、むしろ年齢の差を無視することが少なくありません。アメリカのお年寄りがカラフルな服を着るなどしてできるだけ若く見えるよう努力するのも、自分たちの衰えぬ力を社会に示し、特別扱いしないでほしいという気持ちの表われなのかもしれません。また、女性たちは、興味本位で他人から年齢を尋ねられたり話題にされるのを嫌う傾向があります。

このような年齢を超えた平等観は、人は皆平等に人生で成功するチャンスを与えられているとする考え方が根底にあります。この考え方は「アメリカンドリーム」と呼ばれ、夢を実現するための厳しい競争を巻き起こします。言い換えれば、アメリカ人は平等の概念を実現するために競争を享受する一方、和を重んじる日本人は競争を避けるために年功序列を受け入れてきたとも言えましょう。しかしながら、日本でもこの構図は崩れつつあり、確実に競争社会への変化を遂げているのです。

UNIT 2 Where should I sit?

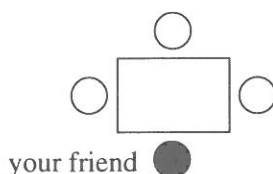
Theme 席順にみる社会的地位の差

Pre-activity *Think about it!*

以下の3つの状況にある場合、どの席に座りますか。その理由も考えなさい。

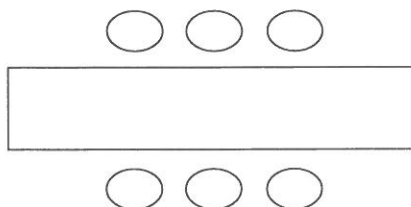
- (1) You are with your girlfriend/boyfriend in a restaurant. Where would you sit?

理由： _____



- (2) You are a new employee in a company. Your department will have a year-end party in a *tatami* room in a Japanese restaurant. Arrange the seating for the participants. The president (P), managing director (D), section manager (SM), senior colleagues (SC) and yourself (Y) will attend the party. Write the letter code in the chart.

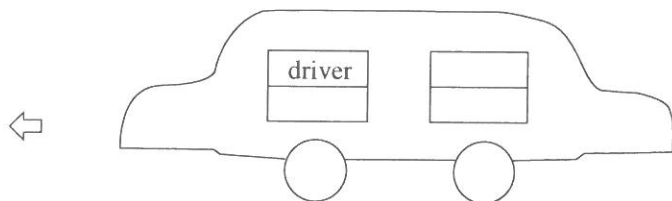
tokonoma ♣



door

理由： _____

- (3) Suppose you are going to be a guest speaker at a meeting. Two men will pick you up at your house. You have never met them before. Where would you and the men sit in a car? Label the positions.



理由： _____

ある日本人の意見

Where should I sit?



以下の文章は、海外生活を体験し日本に戻ってきた若い日本人女性
が、宴会の席順で戸惑ったというエピソードです。一体、何が起こっ
たのでしょうか。

One day I attended a company party. People politely offered me the best seat saying, "You are the only lady here tonight. Please go ahead and sit over there." I knew that the seat closest to the *tokonoma* was the best seat and that a senior member or the most important guest was supposed to sit there. However, they insisted so much that I followed their suggestions and sat there, simply because I felt that a long discussion might make people feel uncomfortable.

Soon after, I realized that I had made a big mistake and that I should have continued to decline politely until everyone sat in the right places. Everybody except me knew that the initial offer was a kind of *shakou-jirei*, or social flattering, which is proper as etiquette and not a true offer. Surely, seating arrangements are important in Japanese society, and if the rules of seating are not followed, a problem may arise which disturbs the harmony of human relationships.

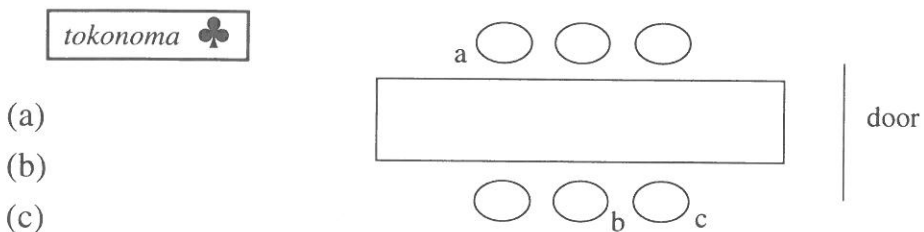
How about in the U.S.? One time my American friend and I went to a cafeteria to have lunch. She took one of the four seats at a square table and I sat directly across from her. Then she said to me, "Why don't you sit next to me? It's closer." I thought that sitting across from her would enable us to look at each other easily, but she said that was a little for-

mal and not friendly. Do you notice that a lot of couples in western countries sit shoulder to shoulder in the cafe rather than sitting across from each other?

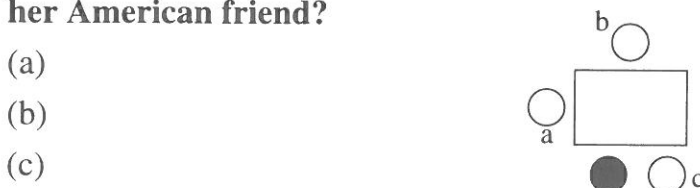
Questions about the passage

上の文章を読んで、次の問いに対し、最も適当な選択肢を a～c のの中から選りなさい。

- (1) What is the topic of this passage?
 - (a) friendliness
 - (b) seating arrangements
 - (c) social flattering
- (2) Why was the author given the best seat at the party?
 - (a) Because she came back to Japan.
 - (b) Because she felt sick.
 - (c) Because she was the only woman there that night.
- (3) Read the passage and mark where the author actually sat on the seating chart below.



- (4) Where did the author sit when she went to the cafeteria with her American friend?



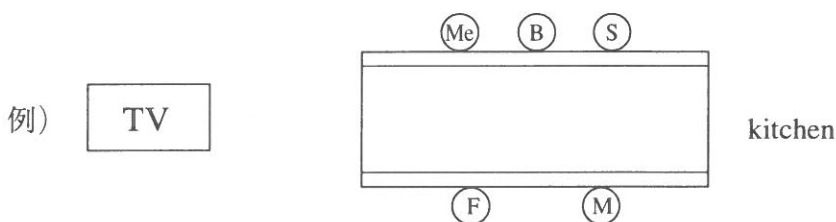
(5) The American woman felt uncomfortable sitting across from the author. Why?

- (a) Because it enabled them to look at each other easily.
- (b) Because it was not friendly.
- (c) Because they were in the cafeteria.

Activity

自分の家の食卓を例に考えてみよう。

- (1) Show on the diagram where everyone sits at the dinner table in your home. Also draw in the location of the television, kitchen (refrigerator, range), hot water pot, and other items of importance.



参考：father, mother, me, brother, sister, grandfather, grandmother, etc

Your dining room

- (2) Now think of reasons why each has chosen to sit where they sit. Use some of the following words in your conversation: grandfather, grandmother, father, mother, older brother, younger sister, next to, across from, near.

Example:

My father chooses to sit at the head of the table because he can watch TV from there.

・
・
・
・
・

- (3) **[Pair-work]** 声を出して Sample dialog を練習してみましょう。
その後で上で書いた図をお互いに見せ合いながら、下線部を自分の
場合に置き換えて、自分の家の食卓について意見を交換しましょう。

Sample dialog:

A: In my home, my father sits at the head of the table.

B: Oh, why does he sit there?

A: He can watch TV very easily from there. How about your father?

B: My father sits near the refrigerator. He can get his own beer from there.

A: Oh, I see. What about your mother?

Explain

日本固有の物についてを説明してみましょう。()に当てはまる語
を考えて、その単語を書きなさい。

- * A *tokonoma* is a special place in a Japanese room. Usually a flower
() or a hanging () of calligraphy and Japanese painting
are displayed there.

- * A *tatami* is a mat made of (), traditionally used for floors in houses.

Further practice

Have you had any interesting experiences with seating arrangements? Write about them. If you have not, write your view of the story.

Column

ある日本の大企業で英語を教えたアメリカ人が、おもしろい体験を話してくれました。平社員から部長まで様々なランクの社員が集まるクラスだったそうですが、黒板に一番近いところには部長が座り、ランクが低くなるに従ってドアの近くに座るという構図が自然にできてしまったそうです。それだけでなく、アメリカ人教師が一番困ったことは、上役に質問をし答えられなかった場合、たとえ答えがわかっていたとしても部下たちは決して答えることはなかったということです。上役の顔をつぶさないようにしようとする日本人社員への解決策は、部下から上役へと順に質問をしていくということだったそうです。

このように、日本では上下関係や年の差などで違う行動をとったりします。席順だけでなく、言葉の使い方にもこの傾向は表われます。上司が部下に「これ、コピーしておいて」というのはよく聞かれることですが、部下が上司に同じ口調で話をすることは、普通許されません。つまり、上下関係や年の差によって敬語を使ったり命令調の言い方に変えたりするわけです。また、自分や自分の家族を謙遜することも、決して不思議なことではありません。例えば、長年連れ添った妻を古女房と呼んだり、自分の息子を不肖の息子と言ったりします。これは、決して妻や息子を十分愛していないという訳ではなく、対他人へのへりくだった気持ちの表われであることは、日本人には明らかです。

しかし、アメリカでは身分や年の差に関係無く、人に物を頼むときは、“please”や“thank you”を言うよう小さいときから躾られます。現実には社会的身分の差が存在してはいても、アメリカ人にとって、平等は彼らの理想なのです。

Chapter 2 Informal and Formal

