Cultural Influence on Context：The Educational Setting

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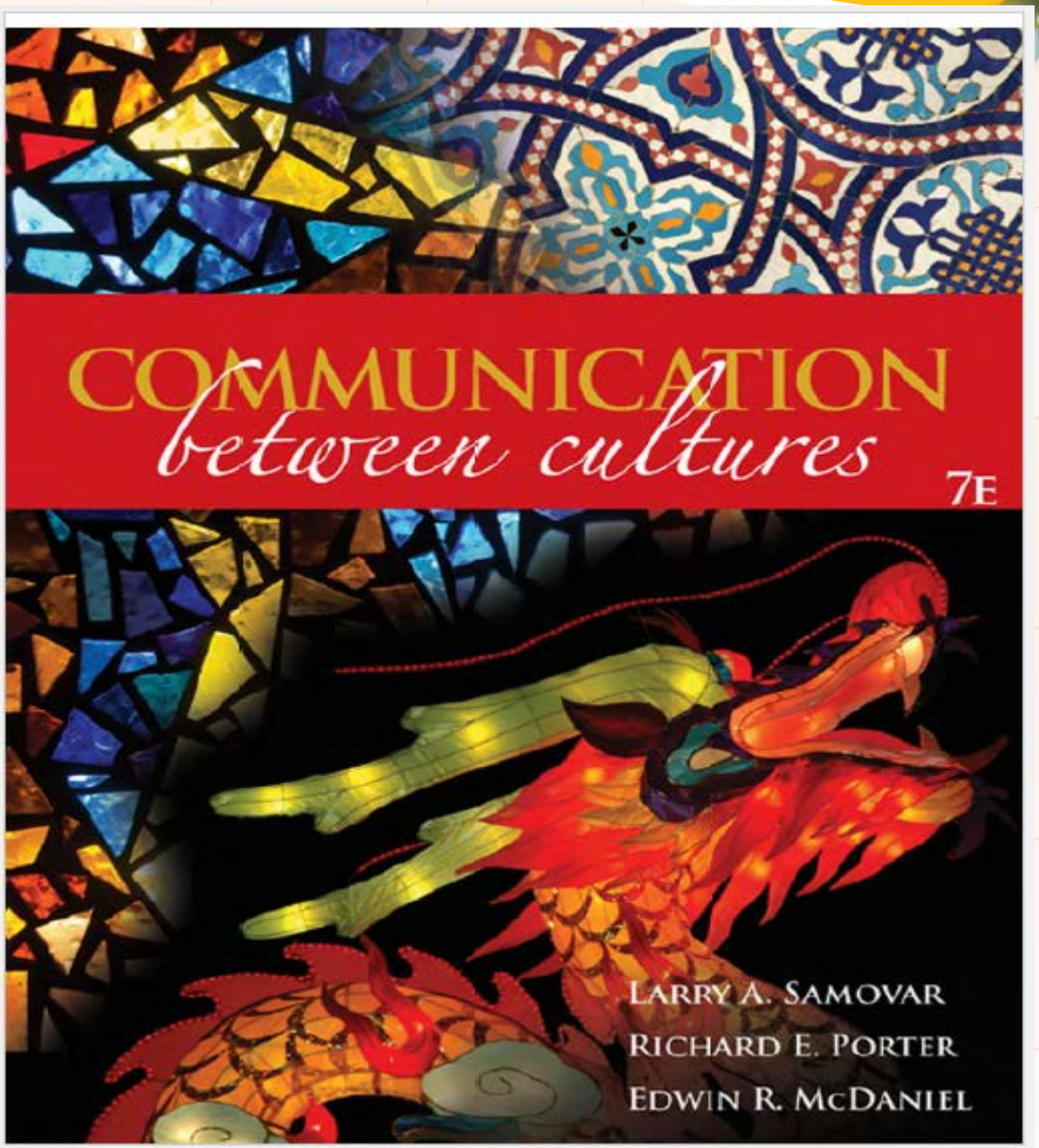
COMMUNICATION
between cultures
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SEVENTH EDITION

Communication Between CULTURES

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INTRODUCTON

- **Viewpoint 1**
- Culture is inseparably linked to education;
- people raised in diverse cultures are educated in accordance with the perceived needs of their cultures.
- *[Culture is what and how we are educated and also the aims and ends of education.]*

INTRODUCTON

- **Viewpoint 1**
- Biological alike, socially different.
- 【Chinese, korean,Japanese,Vietnamese？】
- 【Confucian cultural circle】
- 【grand，grand children of Dragon！】
- 【Western cultures：monster？】
- 【Oil：Golden Dragon？】

INTRODUCTON

- **Viewpoint 2**
- In essence, every culture teaches with the same goals: perpetuating the culture and passing its history and traditions from generation to generation.
- [——教育的文化本质？]
- Herbert Spencer：“Education has for its object the formation of character.”

INTRODUCTON

- **Viewpoint 3**
- Education is universally influenced by culture.
- 【How does a teacher in China interact with a student from another country/culture in the classroom？】

INTRODUCTON

REMEMBER THIS

Although education is universally influenced by culture, this influence is especially important in multicultural societies because of the cultural diversity inherent in the educational process.

1. CHANGING EDUCATIONAL DYNAMICS

- Change is difficult.
- Sometimes welcomed； frequently not.
- 【Do you like change? Do you like to be changed?】
- Education has become a cross-cultural encounter involving a multiplicity of ethnicities, worldviews, and life and learning styles.
- 【Muslims prays 5 times a day.】

1. CHANGING EDUCATIONAL DYNAMICS

REMEMBER THIS

1. *Enrollment in U.S. schools is rising to an all-time high.*
2. *The U.S. student body is becoming increasingly diverse.*
3. *Students from diverse co-cultures make up 43 percent of U.S. public school enrollment.*
4. *Twenty percent of U.S. public school students speak a language other than English at home.*

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- As you might suspect, cultures with formal educational systems tend to teach many of the same things: literacy, mathematics, science, **history**, religion, and so forth.
- Yet, significant differences may be found in both what and how cultures teach.

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- **2.1 What and How Cultures Teach**

- An ancient Chinese proverb tells us that "by nature all men are alike, but by education widely different."

- 【人之初，性本善；性相近，习相远？】

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- The teaching of history is common in all cultures, but each culture emphasizes its own history.
- 【history textbooks in Germany and in France， in the Mainland and in Taiwan/Japan？】

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- In the United States' ideal:
- the signing of the ***Declaration of Independence***,
- the ***American Revolution***,
- the ***Industrial Revolution***, and
- the many ***victories*** America has achieved on the battlefield.

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- **Mexico**:
- the cultural heritage of ***the pre-Columbian Indians，the Mexican Revolution***.

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- The teaching of language is also common in all cultures, but, as with history, cultures first teach their own language.
- A culture's history and language passes on their **beliefs, values and prejudices**.

- *Q : What …… do we pass on ?*
- *What …… do Americans pass on ?*

……

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- Every culture, whether consciously or unconsciously, tends to glorify its ***historical, scientific, economic, and artistic accomplishments***, frequently minimizing the achievements of other cultures.
- In this way, schools in all cultures impart **ethnocentrism[种族中心主义]**.

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- e.g. What country is in the center of a world map? US, China, Russia, Africa? (who makes it?)
- Koran（古兰经） in a Muslim school
- Torah（《圣经旧约》首五卷，律法） in a Israeli school
- 【Marxism/communism in Chinese classes】

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- What a culture emphasizes in its curriculum can provide some insight into the character of that culture.
- 【virtue, intellectual, PE, beauty, labor？】
- 【democracy，freedom，liberty，love，justice，equity，equality？】

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- Chinese culture： collectivist
- Chinese education： the group or society, in-group belonging, cooperation and interdependence, moral behavior, harmony；
- competitive： *gaokao*， test scores， better schools/universities/majors

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- Chinese teachers： moral authority，instruct students in the culture’s moral rules of conduct.

- 【*Q: how do you agree ?*】

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- Japan：
- high degree of uniformity，standardized curriculum，character formation and moral education；
- very group oriented，**social harmony**，proper social behavior（paramount in its education system），interdependence，cooperation
- 【大和？】

平成20年度
入学式

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- A Japanese proverb： “A single arrow is easily broken, but not a bunch.”

- Reading, writing, and mathematics are emphasized in the Japanese curriculum, but unlike in the United States, much less attention is paid to oral communication.

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- Geography：
- the names and capital cities of all major countries and the locations of large rivers, mountains, islands, and oceans；

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- In a world history class：
- students might memorize important facts about the United States, such as the dates of the Civil War, the Emancipation Proclamation（奴隶解放宣言）, and the Marshall Plan, but they do not analyze the causes or social implications of these events.
- 【*Q: how do you agree ?*】

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- Korea:
- Korean educational processes are similar to those found in China and Japan.
- Teachers assume leadership roles in the areas of social values, civic awareness and duty, and academic preparation.

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2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- Korean students remain in their homerooms and teachers rotate among classes. This permits the homeroom teacher to be a social and academic counselor and deal with discipline problems.
- Group solidarity and conformity are important goals of the Korean educational system. Having students take all of their classes together and wear uniforms leads to the achievement of these goals.

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- These goals are further realized through rules governing appearance, such as hair length for boys and a makeup ban for girls, which are strictly enforced even when students are on the way to and from school.
- 【Q: how do you agree ?】

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- Russia：
- Students learn how to participate in a competitive global market economy.
- Russian universities now define students in economic terms.【？】

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- Study mathematics every year from the first to the eleventh grade and take yearly science classes beginning in the seventh grade.
- By graduation, they have taken five years of biology, five years of physics, and four years of chemistry.

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- 8:30a.m./40mins
- Primary:4-5classes/day
- Middle/upper:6-7classes/day

- 【*Q: how do you agree ?*】

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- Muslim schools in the United States seek to instill traditional Islamic moral values, particularly those related to the separation of genders.
- At the Al Iman School in Queens, New York, students sit in rows and are separated by gender ; uniformed;
- Girls: headscarves, shapeless robes ;
- Boys: blue sweaters, gray trousers.

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- punished for bringing *toys, comics, cosmetics, or jewelry* to school, *nail polish* and “pursuing acts of *romanticism*,” such as flirting with other students.

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- Muslim schools, however, have adapted to the questioning nature of U.S. culture, and students have become prone to ask questions of their teachers and seem unwilling to accept such answers as "Because [the Koran] says so."

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- African proverbs:
- A kindness is reciprocated.
- The stomach of a traveler is small.
- He cries with one eye.

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- African proverbs:
- A crime is always denied.
- The harshness of young people is repaid.
- The one offended never forgets; it is the offender who forgets.

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- Spain:
- Students are taught the basic skills of reading, writing, and arithmetic.
- In addition to these basics, Spanish students are also instructed in “formative” skills, “national spirit,” and “complementary” skills.

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- **Mexico:**
- Mexican education practices differ in a number of ways from the educational systems found in the United States, China, Japan, Korea, and other countries.

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- Mexico’s educational system mandates completion of the twelfth grade, although the severe economic climate in parts of Mexico often precludes students from achieving this goal.
- 【compulsory education】

2. CULTURALLY DIVERSE EDUCATIONAL SYSTEMS

- While some Mexican classrooms appear similar to those in North America, few rural schools have the luxury of individual textbooks, video equipment, or computers.

3. MULTICULTURAL EDUCATION

- 3.1 Challenges of Multicultural Education
- Diverse cultural backgrounds, a rapidly changing society, some groups have greater societal benefits than others because of ***race, ethnicity, gender, class, language, religion, ability, or age.***
- Future schools: more culturally diverse
- 【*Why so ?*】

3. MULTICULTURAL EDUCATION

- In the past 35 years： waves of immigrants with strange religions
- 【What is not “strange”？】
- The potential clash between a student’s home and school cultures.

3. MULTICULTURAL EDUCATION

- Two important aims of multicultural education：
- to teach about the cultural practices of other people without stereotyping or misinterpreting them, and
- to teach about one’s own cultural practices without casting the practices of other people in a negative manner.

3. MULTICULTURAL EDUCATION

- 3.2 Culture and Learning
- ***learning preferences***

- 【Q: describing different learning preferences between students from China and the USA?】

3. MULTICULTURAL EDUCATION

- 3.3 Cultural Ways of Knowing
- Traditional native Hawaiians, for instance, believe that thinking comes from the intestines（肠）, the “gut” that links the heart and the mind.
- In Hawaiian culture, *feelings and emotions* are inseparable from *knowing, wisdom, and intelligence*.

3. MULTICULTURAL EDUCATION

- The Western rational view：
- the cognitive domain of intellectual activity is separate from the affective domain of emotion and thinking comes from the head/brain.

3. MULTICULTURAL EDUCATION

- Holistic ways of knowing are a characteristic of the Kwara'ae people of the Solomon Islands.
- Knowledge is gained through sensory experiences, which are characterized as five kinds of "seeing".

3. MULTICULTURAL EDUCATION

- 3.4 **CULTURAL LEARNING PREFERENCES**
- **Field Independence versus Field Sensitivity**
- **Trees vs. whole forest ?**

- A：more global perspective of their surroundings?
- B：more analytical and more comfortably focused on impersonal, abstract aspects of stimuli?

3. MULTICULTURAL EDUCATION

- Low-context, highly industrialized, individualistic societies（field-independent）：……?
- High-context, traditional, collectivistic societies（field-sensitive）：……?

3. MULTICULTURAL EDUCATION

- Low-context, highly industrialized, individualistic societies such as the United States are predominantly field-independent.
- High-context, traditional, collectivistic societies like Mexico and Japan tend to be field sensitive.

3. MULTICULTURAL EDUCATION

- According to Leung, African-American, Asian-American, Latino, American Indian, and Hmong students prefer a field-sensitive, holistic style.

3. MULTICULTURAL EDUCATION

- a more field-dependent learning style?
- a more field-independent learning style?

- A: children raised in Mexican-American families
- B: children raised in traditional Mexican settings

3. MULTICULTURAL EDUCATION

- **Cooperation versus Competition**
- collective cultures ： group work；
- Individualistic cultures： individual work.
- A： Latino cultures， African Americans, Asian Americans, Pacific Rim Americans, Filipino Americans, and Hawaiians （Native Americans）
- B： North Americans

3. MULTICULTURAL EDUCATION

- Trial and Error versus “Watch, Then Do.”
- Americans vs. Native Americans ?
- Americans vs. Asians ?
- 【试误vs.三思而后行？】

3. MULTICULTURAL EDUCATION

- **Tolerance versus Intolerance for Ambiguity**
- Students from some cultures are open minded about contradictions, differences, and uncertainty.
- Students from other cultures prefer a structured, predictable environment with little change.

3. MULTICULTURAL EDUCATION

- **Tolerance versus Intolerance for Ambiguity**

- Although the U.S. culture generally shows a high tolerance for ambiguity, the classroom tends to be an exception.

3. MULTICULTURAL EDUCATION

CONSIDER THIS

Using the four learning preferences listed below, give each dimension a numerical range between 1 and 7. Now, think about yourself and place your learning style along each of the given dimensions by assigning a number representing your position on each dimension.

Field independence vs. field sensitivity

Cooperation vs. competition

Trial and error vs. "watch, then do"

Tolerance vs. intolerance for ambiguity

After considering your position along these learning preference dimensions, how do you see yourself as a learner?

3. MULTICULTURAL EDUCATION

- Sensing–Thinking (Mastery Preference)
- Sensing–Feeling (Interpersonal Preference)
- Intuitive–Thinking (Understanding Preference)
- Intuitive–Feeling (Self-Expressive Preference)
- （——Silver, Strong, and Perini，according to the work of Carl Jung）
- 【二维度：感觉型-直觉型，思维型-情感型】
- *【Q：What's your type ？】*

3. MULTICULTURAL EDUCATION

- **RELATIONAL STYLES FOR LEARNING**
- **Dependency - Independence**
- **Participation - Passivity**
- **Impulsivity - Reflectivity**

3. MULTICULTURAL EDUCATION

- CULTURAL MOTIVATION STYLES
- Intrinsic Motivation ?
- Extrinsic Motivation ?
- Learning on Demand ?
- Learning When Interested ?

4. LANGUAGE DIVERSITY IN MULTICULTURAL EDUCATION

REMEMBER THIS

There are over 5,500,000 schoolchildren in the United States for whom English is a second language.

- ***ESL vs. EFL ?***

4. LANGUAGE DIVERSITY IN MULTICULTURAL EDUCATION

- English Language Learners=ELLs
- ELLs have a hard time in school.

- Their difficulty involves both *cognitive* and *linguistic* issues.
- A second problem faced by ELLs is *academic insufficiency*.

4. LANGUAGE DIVERSITY IN MULTICULTURAL EDUCATION

- A third problem for ELLs is that they enroll in U.S. schools at various points in their academic careers—kindergarten, second grade, eleventh grade, and so on.

- *【Q：what is the result then？】*

4. LANGUAGE DIVERSITY IN MULTICULTURAL EDUCATION

- The fourth complication for ELLs is that they arrive from countries that may emphasize *different curricular sequences, content objectives, and instructional pedagogies*.

5. TEACHER MULTICULTURAL COMPETENCE

- 5.1 Becoming Multiculturally Competent
- 5.1.1 **UNDERSTANDING SELF**
- *"What are my strengths?"*
- *"What are my weaknesses?"*
- *"How can I enhance my strengths and compensate for my weaknesses?"*

5. TEACHER MULTICULTURAL COMPETENCE

- *"Do I have any ethnic or gender biases?"*
- *"How do these biases manifest themselves in my classroom?"*
- *"Does my ethnic or gender identification affect my classroom?"*

5. TEACHER MULTICULTURAL COMPETENCE

- *“Am I prepared to handle attacks on my own racial background or those of my students?”*
- *“What new knowledge or experiences can I seek to assist in these issues?”*

5. TEACHER MULTICULTURAL COMPETENCE

- 5. 1. 2 **UNDERSTANDING DIVERSITY**
- Essential capabilities which competent multicultural teachers must possess:
- *The ability to understand and identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes*

5. TEACHER MULTICULTURAL COMPETENCE

- *The ability to design instruction that uses students' strengths as the basis for growth*

- *An understanding of how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.*

5. TEACHER MULTICULTURAL COMPETENCE

- *A well-grounded framework for understanding cultural and community diversity*

- *The ability to learn about and incorporate students' experiences, cultures, and community resources into instruction*

5. TEACHER MULTICULTURAL COMPETENCE

- *Respect for students as individuals with different personal and family backgrounds and various skills, talents, and interests*

- *Sensitivity to community and cultural norms*

5. TEACHER MULTICULTURAL COMPETENCE

- *The ability to make students feel valued for their potential as people, and help them learn to value each other*

- *Willingness to understand students' families, cultures, and communities, and to use that understanding as a basis for connecting instruction to students' experiences*

5. TEACHER MULTICULTURAL COMPETENCE

- *Multiple perspectives that they can bring to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms*

- *The ability to create a learning community in which individual differences are respected*

5. TEACHER MULTICULTURAL COMPETENCE

- 5.2 Classrooms for Multicultural Education
- **5.2.1 CLASSROOM AS COMMUNITY**

- To create a classroom community, Shade, Kelly, and Oberg suggest several principles that must be observed:

5. TEACHER MULTICULTURAL COMPETENCE

- *A learning community is inviting.*
- *The leader of the learning community sends personally inviting messages.*

5. TEACHER MULTICULTURAL COMPETENCE

- *An inviting classroom has firm, consistent, and loving control.*
- *An inviting learning community provides students with a sense that they can accomplish the tasks being asked of them.*

5. TEACHER MULTICULTURAL COMPETENCE

- 5.2.2 **THE DIFFERENTIATED CLASSROOM**

- *In a differentiated classroom, says Tomlinson, teachers begin their instruction based on where students are.*
- *【因材施教？】*

5. TEACHER MULTICULTURAL COMPETENCE

- *They accept and build on the premise that learners differ in important ways, so they are ready to engage students in instruction by respecting their learning preferences, appealing to individual interests, and using varied rates of instruction along with varied degrees of complexity.*
- 【以学定教？】

5. TEACHER MULTICULTURAL COMPETENCE

- 5.3 Multicultural Communication Strategies

- **IMMEDIACY**

- *Develop a comfortable classroom atmosphere that integrates the beliefs and values of various cultural groups.*

- *Provide many opportunities to discuss global topics of interest and relevance with students.*

5. TEACHER MULTICULTURAL COMPETENCE

- 5.3 Multicultural Communication Strategies
- **IMMEDIACY**

- *Always encourage any diverse perspectives expressed during such conversations.*

- *Avoid conversations that perpetuate "us" and "them" distinctions. Foster a collective sense of being in the classroom.*

5. TEACHER MULTICULTURAL COMPETENCE

- *Encourage discussions about unique cultural beliefs and practices, and determine how they are misused by some in order to sustain terrorist activity.*
- *Be sensitive to cultural customs that might differ from the mainstream, particularly those concerning dress and personal rituals (such as Muslims' daily prayer and annual fasting during Ramadan).*

5. TEACHER MULTICULTURAL COMPETENCE

- *Actively seek information about these unique customs, and promote accurate understanding with all students in your class.*

- *Remind students that school is a safe place of learning for students of all cultural backgrounds.*
- *If they do not feel safe, it is your obligation as an educator to directly address their feelings of insecurity and/or discomfort.*

5. TEACHER MULTICULTURAL COMPETENCE

- **EMPATHY**
- Cooper and Simonds offer four guidelines that you may follow in order to become an *empathic communicator*:

- ***Communicate a supportive climate.***

5. TEACHER MULTICULTURAL COMPETENCE

- *Attend to a student's nonverbal behavior as well as his or her verbal communication.*
- *Accurately reflect and clarify feelings.*
- *Be genuine and congruent（一致的）.*

5. TEACHER MULTICULTURAL COMPETENCE

- **SUMMARY**
- Systems of formal and informal education seek to meet the perceived needs of societies.
- Schools are a primary means by which a culture's history and traditions are passed from generation to generation.

5. TEACHER MULTICULTURAL COMPETENCE

- Schools teach the informal knowledge of a culture.
- Schools are a primary vehicle for teaching cultural values.
- Schools in the United States are becoming increasingly diverse.
- Schools no longer teach only Eurocentric cultural values; instead, today schools routinely teach the experiences and values of many cultures.

5. TEACHER MULTICULTURAL COMPETENCE

- Learning preferences are particular ways in which individuals receive or process information.
- Cognitive, communication, relational, and motivational learning preferences have a profound impact on classroom learning.

5. TEACHER MULTICULTURAL COMPETENCE

- Students who are limited in their English proficiency face various obstacles in the classroom.
- Teachers should be aware of what they bring to the classroom in terms of their strengths, weaknesses, and biases.

5. TEACHER MULTICULTURAL COMPETENCE

- Assessing the acculturation levels of the students in the classroom will help teachers determine how much their students are involved in their own culture as well as the Anglo-American culture.

Assignments

- *Topic :*
- ***Cross-Cultural Communication between China and the Member Nations of the "Belt and Road": Challenges and Opportunities***

Assignments

- *Group work : grouping all into 7 groups, each chooses a foreign nation from the members of the "Belt and Road" Innovation, prepares a presentation on the theme above, and gives a presentation, and we'll have a discussion during the third time.*
- *Each group ≤15' +5'*

Thanks!