Teaching Inter-Culturally

Presenter: Hsin-Yen Yang
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Objectives

- Understand How Culture and Communication are Interrelated in the Classroom Setting
- Know How to Manage Intercultural Conflicts
- Learn how to create an inclusive, engaging and well-mannered multicultural classroom.
Preview

- Introduction to Cultural Values and Communication Styles
- Video: A Different Place: The Intercultural Classroom
  - Small Group Discussion
  - Larger Group Discussion
- Creating an Inclusive, Engaging and Well-Mannered Classroom
- Q & A; Summary and Evaluation
Cultural Diversity

- Ethnicity and Race
- Age
- Religion
- Class
- Gender, Sexuality
International Students in the US

- The number of international students at colleges and universities in the United States increased by 8% to an all-time high of 671,616 in the 2008/09 academic year.
## Top Countries of Origin of Foreign Students in the United States 2008-9

<table>
<thead>
<tr>
<th>Ranking/ Country</th>
<th>Number of international students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>India 103,260</td>
</tr>
<tr>
<td>2</td>
<td>China 98,235</td>
</tr>
<tr>
<td>3</td>
<td>South Korea 75,065</td>
</tr>
<tr>
<td>4</td>
<td>Canada 29,697</td>
</tr>
<tr>
<td>5</td>
<td>Japan 29,264</td>
</tr>
<tr>
<td>6</td>
<td>Taiwan 28,065</td>
</tr>
<tr>
<td>7</td>
<td>Mexico 14,850</td>
</tr>
<tr>
<td>8</td>
<td>Turkey 13,263</td>
</tr>
<tr>
<td>9</td>
<td>Vietnam 12,823</td>
</tr>
<tr>
<td>10</td>
<td>Saudi Arabia 12,661</td>
</tr>
</tbody>
</table>
There are approximately 2,200 international students representing over 100 countries enrolled at The University of Iowa.

Top 4 countries of origins
- India
- China
- S. Korea
- Taiwan
Culture

- A learned meaning system that consists of patterns of traditions, beliefs, values, norms, meanings, and symbols that are shared by members of a community.

- The habits of the heart and of the mind.
50+ Ways Culture Influences Us

Culture affects every aspect of a person’s life. See the handout for a list of more than 50 ways culture influences our lives.
Cultures Differ in...

- Value Orientations
- Non-Verbal Communication
- Verbal Communication
A Quick Poll (white handout)

- “Understanding your own communication preferences”
A Quick Poll (cont.)

- Why did you find some of the verbal behaviors irritating?
- Where did you acquire your own verbal habits or rituals?
- What cultural or personal values influence your verbal styles?
Value Orientations

- Individualism-Collectivism
- Small Power Distance - Large Power Distance
- Weak-Strong Uncertainty Avoidance
## Individualistic v.s. Collectivist Cultures

| Value Characteristics in Individualistic and Collectivistic Cultures |
|-------------------------------------------------|---------------------|---------------------|
| **Situations**                                   | Individualistic Cultures | Collectivistic Cultures |
| General : “I” identity                           | “We” identity         |
| School: Individual Competition                   | Teamwork              |
| Workplace: Personal Competence                    | Ingroup Emphasis      |
| Communication: Direct Communication Patterns     | Indirect Communication Patterns |
| Personality Equivalence: Independent Self        | Interdependent Self   |

More than $2/3$ of the World Population resides in cultures with high collectivist cultural tendencies.
# Small v.s. Large Power Distance

<table>
<thead>
<tr>
<th>Situations</th>
<th>Small Power Distance Cultures</th>
<th>Large Power Distance Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>Emphasize interpersonal</td>
<td>Emphasize Status-Based Equality Difference</td>
</tr>
<tr>
<td>School:</td>
<td>Teachers Ask for Feedback</td>
<td>Teachers Lecture</td>
</tr>
<tr>
<td>Workplace:</td>
<td>Subordinates Expect Consultation</td>
<td>Subordinates Expect Guidance</td>
</tr>
<tr>
<td>Communication:</td>
<td>Informal</td>
<td>Formal</td>
</tr>
<tr>
<td>Personality</td>
<td>Horizontal Self</td>
<td>Vertical Self</td>
</tr>
<tr>
<td>Equivalence:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Uncertainty Avoidance

### Value Characteristics in Weak and Strong Uncertainty Avoidance (U.A.) Cultures

<table>
<thead>
<tr>
<th>Situations</th>
<th>Weak U.A. Cultures</th>
<th>Strong U.A. Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>General:</td>
<td>Uncertainty Is Valued</td>
<td>Uncertainty Is a Threat</td>
</tr>
<tr>
<td>School:</td>
<td>Challenges Are Welcome</td>
<td>Routines Are Welcome</td>
</tr>
<tr>
<td>Workplace:</td>
<td>Encourage Risk Taking</td>
<td>Encourage Clear Procedure</td>
</tr>
<tr>
<td>Communication:</td>
<td>Conflict Can Be Positive</td>
<td>Conflict Is Negative</td>
</tr>
<tr>
<td>Personality</td>
<td>High Tolerance for Ambiguity</td>
<td>Low Tolerance for Ambiguity</td>
</tr>
<tr>
<td>Equivalence:</td>
<td></td>
<td></td>
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</tbody>
</table>
Communication Styles
(green handout)

- Communication styles describe the patterns of expression and rules of interaction that reflect the norms and values of a culture.
Low Context Communication

- Language is primary.
- Language is seen as separate from non-verbal signals, gestures and facial expressions.
- The thought expressed by the specific words become more important than the process of interaction.
Low Context Examples | High Context Examples
--- | ---
Germany | United States
Switzerland | Canada
Denmark | Australia
Sweden | United Kingdom
High Context Communication

- Stresses the integration of language, with nonverbal behaviors, with contextual factors such as the age, hierarchical rank, prestige, gender and the occupation of the participants.
- Many things are left unsaid: read between the lines.
High Context

- High context students do not separate experience from facts. They are accustomed to incorporate the complex historical, social, political, personal background into class discussions.
- Thus they may perceive U.S. teaching, which emphasizes problem solving technique, as simplistic.
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</tr>
</tbody>
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Communication Styles (Green handout)

- Low context ---- High context
- Linear ---------------------- Circular
- Direct ---------------------- Indirect
- Abstract ------------------- Concrete
- Informal ------------------- Formal
Video: A Different Place: The Intercultural Classroom

- 15 Minutes
- Small Group Discussion
- Full Group Discussion
Video: A Different Place: The Intercultural Classroom

The purpose of this video is NOT to reinforce stereotypes or to judge which communication style is superior than another.

Look for misperceptions, examples of prejudice, dynamics that merit improvement and how.

- 1. Low context / High context
- 2. Power Distance
- 3. Individualistic and Collectivistic cultural value orientations
Small Group

- Please form a group of 3-4
- Jot down your notes on the green sheet individually while watching the film
- Share your observations with your partners and elect a spokesperson of the group
A Different Place: The Intercultural Classroom

<table>
<thead>
<tr>
<th>Ming (China)</th>
<th>Esteban (El Salvador)</th>
<th>Simon (South Africa)</th>
<th>Katia (Russia)</th>
<th>Mariko (Japan)</th>
<th>Charlie (U.S.A.)</th>
<th>Amy (U.S.A.)</th>
<th>Joanna (U.S.A.)</th>
<th>Professor Larry Ford (U.S.A.)</th>
</tr>
</thead>
</table>
We will talk about professor Ford later
Small Group Discussion (6 mins)

- How do Esteban and Charlie feel about each other?
- Why is Katia angry? How does Katia’s style of communication create conflict?
- What difficulty does Simon face in the classroom?
- Could Ming and Mariko ever behave like Charlie, Johanna or Amy?

- Elect a spokesperson of the group
Spokesperson

Now please share one highly important thing that has been said and one highly unusual or subtle thing discussed by your group.
Charlie v.s. Esteban

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More than 2/3 of the World Population resides in cultures with high collectivist cultural tendencies
Individualistic v.s. Collectivist Cultures

- “More than 2/3 of the World Population resides in cultures with high collectivist cultural tendencies”

- How might the differences between the two types of cultures inform our multicultural teaching?
Power Distance

- China and Japan (Influenced by Confucianism)
  - The role of a teacher
  - The value of “opinions”
Discussion

- Could the instructor have handled the situation differently?

- Handout:
  - Transforming an Intercultural Classroom into a Learning Community

- http://ccdfestival.uiowa.edu/index.html
Two Orientations to Conflict

I. Conflict as Opportunity (Low Context)

1. Conflict is a normal useful process.
2. All issues are subject to change through negotiation.
3. Direct confrontation and conciliation are valued.
4. Conflict is a necessary renegotiation of an implied contract – a redistribution of opportunity, release of tensions, and renewal of relationships.
Two Orientations to Conflict

II. Conflict as Destructive (e.g. the Amish, Confucianism and Taoism; High Context)

1. The social system should not be adjusted to meet the needs of members; rather, members should adapt to established values.
2. Confrontations are destructive and ineffective.
3. Disputants should be disciplined.

(Martin & Nakayama, 2007)
What is your attitude towards conflict?

- Conflict as Destructive? Conflict as Opportunity?
10 Interventions When Students Get Out of Hand

- Use active learning techniques to minimize monopolizing, distracting, and withdrawing behaviors.
- If these behaviors still occur, here are 10 interventions you can use.
Planning Diversity in Teaching
Self Reflection

- What is Your Value Orientation and Communication Style?
- How would your value orientation and communication style influence your teaching?
Concluding Note

- Accommodate to serve both the majority culture and the minority culture
- Create an Inclusive Classroom
- Encourage a Well-Mannered Classroom
Have a Great Journey!