

Skillful means: Utilizing everything we have –teaching target culture - 「方便: あらゆる機会をとらえて」

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Reference data:

Hoshino Yuko (2010) Skillful means: Utilizing everything we have – teaching target culture - 「方便: あらゆる機会をとらえて」. In Reinelt, R.(ed.) OLE at JALT 2010 Compendium. Other Language Educators, JALT, Matsuyama, p. 68-71.

**Skillful means: Utilizing
everything we have
- teaching target culture -**

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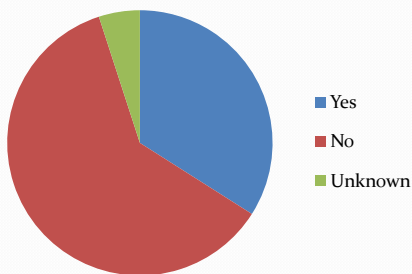
Outline

- 1 Why Culture for Students?
- 2 What are “Cultural Competencies”?
- 3 four different classes: Foreign Languages, Social Sciences, Liberal Arts, and Natural Sciences
- 4 Suggestions

1 Why Culture for Students? (1)

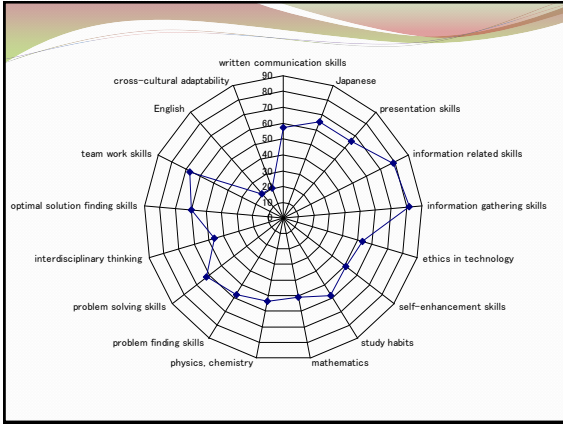
- More foreign workers* in workplace in Japan than ever before (34%, 2010)
- *co-workers (76%), term-contract workers (38%), superiors (10%), CEOs (15%)
- A: New ideas are brought into workplace
D: difficulty in communicating

Foreign Workers in Workplace



1 Why Culture for Students ? (2)

- Students (engineering) know that they will need English skills and cross-cultural skills
- They also know that their preparation in these areas is not adequate nor sufficient



2 What are “Cultural Competencies”?

- **Cultural competence** refers to an ability to interact effectively with people of different cultures.

Cultural competence comprises four components:

- (a) Awareness of one's own cultural worldview
- (b) Attitude towards cultural differences
- (c) Knowledge of different cultural practices and worldviews
- (d) cross-cultural skills.

skills	%	skills	%
Writing	56.7	Physics, Chem.	53.3
Japanese	65.2	Problem finding	56.8
Presentation	64.9	Problem solving	61.4
Information	78.6	Interdisciplinary	45.7
Info. gathering	81.3	Finding optimal sol.	58.9
Ethics in technology	52.9	Team work	66.4
Self-enhancing	50.5	English	20.2
Study habits	57.3	Cultural adaptability	20.1
Math	50.8		

- Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures.

Mercedes Martin & Billy Vaughn (2007). "Strategic Diversity & Inclusion Management" magazine, pp. 31-36. DTUI Publications Division: San Francisco, CA.

3-1 Foreign Language Classes(1)

- Little time for discussing target cultures

Skill trainings (reading, writing, listening, speaking)

- Poor communication without cultural understanding

Pragmatic knowledge, non-verbal communication, customs, etc.

3-1 Foreign Language Classes(2)

- Difference in learning styles

Form learning (Kata) without reasoning

↓

Need for providing framework, models (Tehon)

↓

Models need to be embedded in instructions



Introduced materials	Training aimed for	Students' chosen themes
Menu	pronunciation, listening	Culinary tradition Ritual food
Tea ceremony	reading	History of tea Demonstration of tea ceremony
Festivals	reading, writing	Star festival (July 7 th), New Year, Birthday celebration, Rituals Folklores, historical tales
History of letters	reading, writing	Development and changes of letters
Ancient innovations	reading	Calligraphy Ancient technology Traditional medicine

3-2 Social Science Classes

- Cultures and Societies of Pacific Rim Countries

Discussing how to look at cultures, analyzing cultural codes, finding core values, and reflecting own culture

Week	Content
Week 1-2	Cultural theories, definitions, symbolism, etc.
Week 3-5	Discussions on countries, practices for applying cultural theories
Week 6	Survey on a culture or a country of choice
Week 7-8	Individual presentation and peer feedback
Week 9	Wrap up of the course, reflection

3-3 Liberal Arts Classes

- Literature

Excellent examples of human behaviors, thoughts, relationships, values, etc. in different cultures

3-4 Natural Science Classes

Compressible Fluid Dynamics
 Taught by American Engineering Professor in English

- Teaching style: formal vs. relaxed
- Expectation toward class participation, interaction, grading, etc.

Scientific Paper Writing and Presentations

- Structure of formal writing
- Lack of experience presenting ideas

English	Japanese
1 Introduction (conclusion included)	1 Beginning (Ki), (conclusion not included)
↓	↓
2 Body (conclusion is explained)	2 Continuation (Sho)
↓	↓
	3 Development (Ten)
	↓
3 Conclusion (presented again)	4 Conclusion (Ketsu)

4 Suggestions

- Cultures can be discussed in any course
- Be flexible in thinking
- Give choices
- Re-examine own bias, prejudice, and stereotypes