

CULTURAL DIVERSITY MODULE

Submodule 1: Introduction to Culture

What is Culture?

- *Structure/pattern* – culture as a system or framework of elements
- *Function* – culture as a means for achieving some end
- *Process* – culture as an ongoing process of social construction
- *Product* – culture as a collection of artifacts (with or without deliberate symbolic intent)
- *Refinement* – culture as individual or group cultivation to higher intellect or morality
- *Group membership* – culture as signifying a place or group of people, including a focus on belonging to a place or group
- *Power or ideology* – culture as an expression of group-based domination and power

Taken from: Faulkner, Baldwin, Lindsley & Hecht, 2006: 29-30

What is culture?

Culture as REFINEMENT

- *the attainment of higher awareness, with the aid of which one succeeds in understanding one's own historical value, one's own function in life, one's own rights and obligations (Gramsci, 1981)*

Culture as FUNCTION

- *what happens when people makes sense of their lives and the behavior of other people (Spindler and Spindler, 1990)*

Culture as GROUP MEMBERSHIP

- *a community or population sufficiently large enough to be self-sustaining, i.e., large enough to produce new generations of members without relying on outside people (Jandt, 2016)*

Culture as PROCESS

- *a contested zone in which different groups struggle to define issues in their own interests (Moon, 2002)*

Culture as STRUCTURE

- *the deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects acquired by a group of people in the course of generations through individual and group striving (Samovar and Porter, 1991)*

Culture as POWER/IDEOLOGY

- *that which gives people a sense of who they are, of belonging, of how they should behave, and of what they should be doing (Harris & Moran, 1996)*

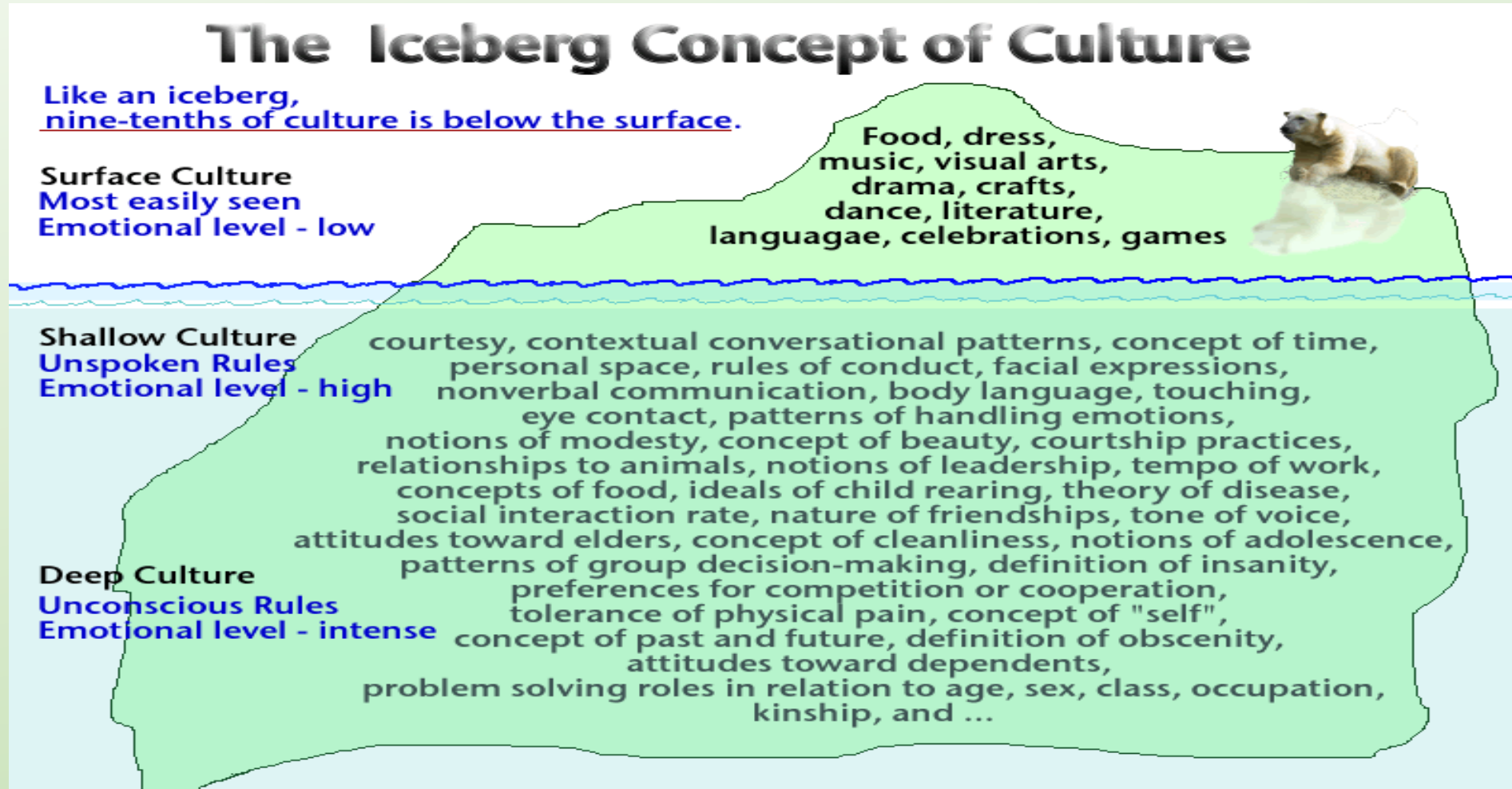
Culture as PRODUCT

- *popular production of images . . . as part of a larger process which . . . may be called popular culture (Fabian, 1999)*

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Submodule 2: Elements of Culture

The Iceberg Concept of Culture



Some elements of Culture

- Social Organization
- Language
- Religion
- History
- Art
- Daily Life
- Economy

Social Organization: a way to form structure

- Family: Nuclear or Extended
- Men/Women/Transgender
- Ethnic groups
- Poor/Rich/Middle class



Language

- Language makes effective social interaction possible and influences how people conceive of concepts and objects
- All cultures have a spoken language (even if there are no developed forms of writing)
- People who speak the same language often share the same culture



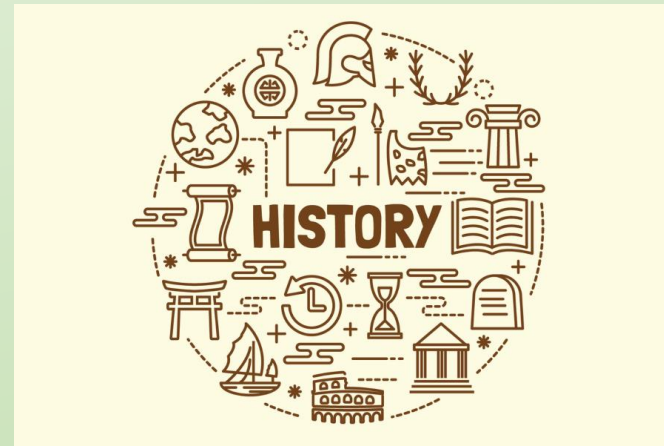
Religion

- Religion is an organized system of beliefs with specific rituals and practices that includes the super natural.
- Religion can guide people in ethics – standards of accepted behavior.



History

- A culture group has a shared history which helps them shape how they view the world
- *Historical culture* is the specific and particular way in which a society relates to its past: the social production of historical experience and its objective manifestation in a community's life



Art

- Paintings, sculptures, architecture, dance, music, drama, and literature
- Cultural elements have manifested with the aid of Art in its various forms



Daily Life

- Norms define how to behave in accordance with what a society has defined as good, right, and important
- **Formal norms** are established, written rules: laws and regulations
- **Informal norms** learned by observation, imitation, and general socialization: eating protocol at a fast food restaurant



Economy

- Economy systems: a set of rules for how people decide what goods & services to produce and how they are exchanged: Traditional/Market/Command/Mixed

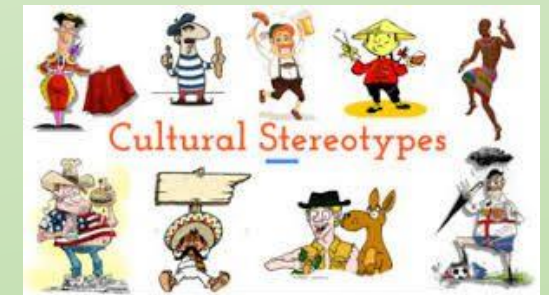


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Submodule 3: Stereotyping

What are cultural stereotypes?

- ***Stereotypes*** can be defined as simplified thoughts and mental generalizations of some group of people when we assume that all individuals in that group have same characteristics. It differs from prejudice in that it may have positive or negative connotations.
- Runs the risk of becoming prejudicial and leading to discrimination



Sources of cultural stereotypes

- Social learning: Parents, teachers, peers...
- Cognitive sources: Race, gender, in-grouping...
- Mass Media and social networks: Instagram, TV, Twitter, Facebook...



Consequences of cultural stereotypes

- Influences of our perception of others
- Affects our behaviour and that of the stereotyped group
- Hinders communication with stereotyped group
 - Influences our perception of others
 - Affects our behaviors
 - Affects the behaviors of the stereotyped group



CULTURAL DIVERSITY MODULE

Submodule 4: Cultural diversity in the EFL classroom

Dimensions of cultural diversity (EFL)

- Culture
- Language
- Gender
- Ability differences
- Exceptionalities

Responses to cultural diversity (EFL)

- Multicultural education: *a variety of strategies schools use to accommodate cultural differences in teaching and learning*
- Culturally responsive teaching: *Instruction that acknowledges and accommodates cultural diversity*
 - Accepting and valuing cultural differences
 - Accommodating different cultural interaction patterns
 - Building on students' cultural backgrounds
 - Influences our perception of others
 - Affects our behaviors
 - Affects the behaviors of the stereotyped group



Responses to language diversity (EFL)

- Maintenance language programs: use and sustain the first language
- Immersion programs: emphasize rapid transition to country/region language
- Bilingual education for native and non-native children
- Exposure to different English varieties
 - Influences our perception of others
 - Affects our behaviors
 - Affects the behaviors of the stereotyped group

