

Keeping Culture in Mind

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An Intensive course on culture.

Student's Book

High Elementary to Advanced

Valley Music Publications (VMP)

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Unit 3

Overview of learning outcomes:

to learn about education and its impact on culture	to learn about: co-education; single-sex schools; expectations; organisation; punishment; cheating; support; respect	to learn about: giving presentations; teacher respect; classroom behaviour	to learn about: bilingualism on signs; feelings; status; position; prediction; background and foreground; order of viewing; colours	to learn about: advertising and information signs; academia;
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Unit 3



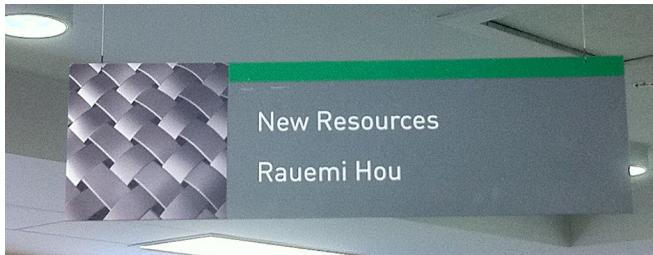
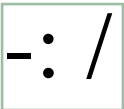
☒ Excellent

☐ Very good

☐ Good

☐ Average

☐ Poor



What do you think about 1-6?

In small groups talk about your answers.

1. I think this unit is about languages. Yes/No Why or why not?

2. I think this unit is about education with computers. Yes/No Why or why not?

3. I think this unit is about study Yes/No Why or why not?

4. I think this unit is about learning together Yes/No Why or why not?

5. I think this unit is about graduation Yes/No Why or why not?

6. I think this unit is about parents helping their children to study Yes/No Why or why not?

Give reasons for your answers. How many of us agree? _____

Reading illustrations (pictures, photos etc)

In small groups answer the questions below:

1. Look at the photos of people.

a) What are they doing? How do you know? eg There is a / are ... in the picture/photo

b) How do they feel? What in the picture helped you? eg The eyes look..... the mouth looks....

Which of the following feelings do you think the illustrations of people (pictures, photos etc) show

i) interest

ii) boredom

iii) unhappiness

iv) joy

v) support

vi) concentration

What body language helped you to decide?
2. Which illustration shows a feeling but is not a photo of a human face?

(Use your finger, point to them and say, "This one!") Which feeling does it suggest?

a) I am thinking hard

b) I am unhappy

Who agrees with you? _____

Do you ever use this kind of 'feeling picture' (emoticons) in your emails to friends or relatives? Yes/No

Have you ever used this one before? Yes/No

How many of you said, "No!" Write the number in the space below:

_____ of us use this kind of 'feeling picture' (emoticons)
3. Now look at the photo of people again. What parts of the body are touching?

Are they comfortable with the touching? Yes/No Why or why not?

In which illustration do the people meet each others' eyes?

(Use your finger, point to them and say, "This one!")

What does this mean when you meet people's eyes? Is it friendly or not?

Do people from your culture use their face and eyes in the same way to suggest feelings? Yes/No

How many of us said, "Yes!" _____
4. Where is everybody, inside or outside? How do you know?

Who are the photos for? Friends, family, relations, anyone? How do you know?

How many of us agree? _____
5. When you looked at **any** words or any text on the opposite page:

did you look from left to right? or right to left? or top to bottom? or bottom to top?

What do you know about English writing? Is it the same direction or way as your language?

Are the words in the illustrations only English? Yes/No

Is it common to see two or more languages on the same sign in your culture? Yes/No
6. When you finish university study in New Zealand you can go to a graduation ceremony. **Only** at uni-

versity graduation can you wear a special cloak with a hood and *trencher* -a head-dress (a kind of hat).

What colour are the graduation cloaks in the photo? _____

The inside colour of the hood also shows what kind of degree and the School eg pink for arts, business

and economics are apricot, orange, silver grey, burgundy, creative arts are leom, jade green, gold, law is

light blue, engineering is violet, medical and health sciences are lilac, crimson, grey green, navy blue, sci-

ence is dark blue or blue-green, theology is forest green, education is emerald green and buff.

Where kind of degree did the girls get? _____
- How many of us have similar colours for university graduation? _____

How many of us wear similar regalia (special graduation clothes) NOT for university graduation? _____

Unit 3: Back to School

1. Learn about education vocabulary
- i). Work with a partner. Decide together - Which one is different and why?
- a) books, pencils, marker pens, a computer
 - b) bananas, teachers, students, pupils
 - c) a uniform, a whiteboard, a hat, a backpack
 - d) a report, an assignment, an essay, a newspaper
 - e) a lesson, a library, a keyboard, a teacher

How many other pairs or small groups agree with you? _____

ii). Study the following education words with Quizlet.com:

Write two questions to ask other students using one or more of these education words:



Which words are for which picture? Write the letter under the correct picture.

a) Kohanga Reo b) helping another student c) wearing a uniform

iii). Read the following text and underline all the words and phrases (2-3 words) about school.

🔊 Listen. Check with a partner. Do you agree? Yes/No

Which word or phrase is new for you? _____

Can you guess the meaning without a dictionary? Yes/No

My friends Marama and John have 12 year old twins called Rebecca and Rangi, who have just finished intermediate school. Rebecca went to *Kohanga Reo* and studied every subject in *Maori*. Rangi, however, studied in English at the local school and only knows a few words in *Maori*. Next year they are starting high school so they can choose some of their subjects. Maths and English are compulsory but some subjects are optional. Marama and John are worried because some of the subjects are quite hard. Rebecca already knows what she wants to be when she grows up. She wants to become an anthropologist and study ancient *Maori* places in New Zealand. Rangi has no idea about a future job but he’s quite good at maths and geography so he might study those at university. What he really likes doing is working outside with his Dad.

2. Your experiences

Answer questions 1-18 then compare with a partner of a different culture. How many answers were the same or nearly the same? _____	Yes	No	partner
1. Were there more female teachers than male teachers?			
2. Did you go to a single-sex school?			
3. Did you wear a uniform to school?			
4. Did everyone have to study religion? Which one?			
5. Was cheating a problem at school?			
6. Was the writing style the same as English for academic work?			
7. Did you enjoy school a lot?			
8. Did you go to school on Saturdays?			
9. Did you have extra tuition after school?			
10. Did you have compulsory subjects at school?			
11. Did both boys and girls have equal education opportunities?			
12. Did you have special schools for students with disabilities?			
13. Did you work in teams or groups a lot?			
14. Did groupwork get the same result as individuals?			
15. Did you call your teacher ‘teacher’ or their family name?			
16. Did the teacher expect you to ask questions?			
17. (Up to 18 years old), did your parents talk to your teachers?			
18. Did you have Teacher’s Day to celebrate your teachers?			

3. A survey: Other students’ experiences at school

Ask three other people about subjects at school.

Name			
What were you good at?			
What were you bad at ?			
Which subjects did you enjoy the most?			
Which subjects did you hate?			

Who was the most similar to you? _____

Answer some other questions about your schooling from these partners.

What is the same and what is different to another student (from a different culture?) _____



Social Organisation

1. Education in New Zealand.

Fill in the missing parts of the table with the following words:
Degree, usually 26+, Year 9-13, Post, High, Year 13, usually 40+, Polytechnic
Vocabulary practise:

Name of School	Age	Name of class	National exams or exams within the institution
Primary	5-10	Year 1-6	
Intermediate	11-12	Year 7-8	
_____ School or Grammar School or Secondary School or College	13-17	_____	NZQA exams Level 1- Year 11 Level 2 -Year 12 Level 3- _____
_____	16+	Depends on the subject	Diplomas and Degrees after 2-3 years fulltime study
University	18+	Depends on the subject	Bachelor's _____
	(usually 21+)		_____ graduate Diploma
	(usually 23+)		Master's Degree
	(_____)		Doctorate
	(_____)		Honorary Degree (from experience not from going to University)

Is this the same for your culture? Yes/No



Problem solving

There is no right or wrong answer to this problem. You only have two hours to prepare for an examination for one class and an oral report for another class. You and several other students are going to present the oral report together. Both are 25% of your grade in each class. In the two hours you can only do one well. Which one do you choose and why?

a) study hard for the exam - it shows your individual achievement

b) prepare for the group report - your team members are more important

Discuss your reasons for your choice with another student.

2. Education in my culture
Draw a similar table for your culture:

Name of institution	Age	Class name	Exams national or other

3. Compare your Education systems

- Compare your table and the questions below with a student from another culture.
- a) Can you enter university in your culture from 20 years old with no qualification? Yes/No
- b) Does your government provide grants, scholarships or financial support for tertiary education? Yes/No
- c) Is entry into tertiary education equal for both men and women? Yes/No
- d) Do you have bilingual education opportunities like in New Zealand (Maori and English)? Yes/No



From 1992 to 2002 more than 10% of Maori studied subjects in their own language or about Maori culture. True/False

Go to this website, click About Culture on the left and do Unit 3 Education quiz.

- e) How many differences are there to other educational systems ? Underline the best answer:
- none a few some quite a lot many

Gestures and Body language

1. SURVEY: Finding out about others' body language in the classroom

Choose one of the following questions and ask all your classmates to find a result.

Remember to change the questions to a 'do/can/is' form.

e.g. Do you stand up when the teacher comes into the room?

e.g. Can you call your teacher by their first name?

How many of us come from a culture where:

you stand up when the teacher comes into the room? _____

you can call your teacher by their first name? _____

you stand up when you answer a question? _____

you look the teacher in the eye when you are talking to them? _____

you put your hand up to ask a question? _____

the teacher can hit you? _____

Write your result: _____ of us

Tell the other students your result and vote together on the most surprising result.

Write the most surprising result below:

_____ of us



2. Talking in front of the class

i). Work with a partner. Decide together - What body language is important and why?

a) hands

b) trunk - from neck to top of your legs- facing the audience or data show screen

c) eye contact

d) moving around while you are talking

ii). Work with a partner. Decide together - Which body language loses marks and why?

a) hand(s) in your pocket(s)

b) facing one person - the teacher or a friend

c) looking down at the ground

d) eye contact with just one person

e) looking over the heads of the audience or out the window

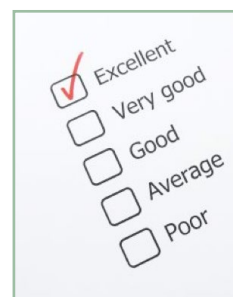
f) standing still, only moving your head and looking occasionally at your notes

g) sitting still in front of a computer and clicking the slideshow or presentation

h) reading from your notes with occasional eye contact

i) playing with your hair, checking your clothes are alright, winking at friends

Do a) to i) lose marks? Yes or no?



Words and language (literacy)

1. Learning about acceptable academic writing

Read a conversation on the page 'Talking About Literacy' on the wiki Famous New Zealanders

Which of the following differences between New Zealand academic writing and the example writing did you read about? Check the O.

capitals O punctuation O conclusion O using text language O

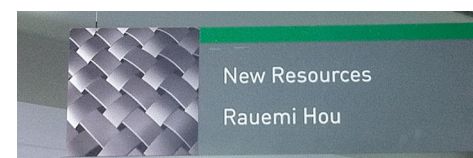
using poetry or literature O being direct O giving examples for your reasons O

paragraphs O format O

Which difference is the most important for you to learn? _____

How important is it to change the way you write to the English academic style?

Who agrees with you? _____



1. Learning about signs and advertising

 Write a number to show the order of when you heard the following:

It starts with 1

_____ all capital letters for an advertisement or sign

1 _____ bad spelling on a sign or advertisement to attract your attention

_____ text language in an advertisement or sign

_____ a short story

_____ repeating information

_____ two or more languages on a sign

_____ a funny advertisement

_____ irritating music or an irritating voice

_____ sexual innuendo (a hint about sex without saying anything sexual, sexy walk etc)

How many of these ways do advertisers use in your culture? _____

What kind of advertisements do you remember the best? _____

Who agrees with you? _____



Reflections

1. *What are two differences between you and some students from other cultures?*
2. *What kind of problems could cultural differences make in a classroom environment?*
3. *Does the way native speakers think about English change the way they write? How?*
4. *When would you say the following sentences or questions to a teacher?*

a) Sorry, I'm late.

b) Could I leave early today?

c) Could I have an extension for my assignment please?

d) There's a problem at home so I couldn't do my homework.

e) Could I make an appointment to see you about my work?
5. *What is the most important thing that you have learnt about education from this unit?*

.....
6. *In the classroom are you more of an individualist or a collectivist? Put an X on the line.*

Individualist

Collectivist

7. What is important about studying in another culture?
-
-

Plans for the future

- I am going to
- a) continue my own education in English. Yes/No /Maybe
- b) translate from my language into English for academic writing. Yes/No/Maybe
- c) send my children to a single sex school. Yes/No/Maybe
- d) let my children play more than study after school. Yes/No/Maybe
- I am never going to....



ANSWERS

1. Learn about education vocabulary
- i). a) a computer (is the only one with a silicon chip and is a machine) b) bananas (are the only one that is not human, it is a fruit) c) a whiteboard is not clothing d) a newspaper is not always part of a class lesson e) a teacher is alive!
- iii). *Read the following text and underline all the words and phrases about school.*
- My friends Marama and John have 12 year old twins called Rebecca and Rangi, who have just finished intermediate school. Rebecca went to Kohanga Reo and studied every subject in Maori. Rangi, however, studied in English at the local school and only knows a few words in Maori. Next year they are starting high school so they can choose some of their subjects. Maths and English are compulsory but some subjects are optional. Marama and John are worried because some of the subjects are quite hard. Rebecca already knows what she wants to be when she grows up. She wants to become an anthropologist and study ancient Maori places in New Zealand. Rangi has no idea about a future job but he's quite good at maths and geography so he might study those at university. What he really likes doing is working outside with his Dad.

Words and language (literacy)

1. Audio 3.2 Listen to the conversation between a teacher and some foreign students.
- Which of the following differences between New Zealand academic writing and the example writing did you hear?
- capitals punctuation conclusion using text language using poetry or literature giving examples for your reasons paragraphs format.
- Teacher: OK. Let's hear your ideas about the example of bad academic writing. Group A, is this academic writing or creative writing? John?
- John: I'm not sure but the group think it looks like poetry or literature but isn't that academic sir?
- T: Well yes in some circumstances but not here. Look at the question. Is storytelling important anymore in your culture? Discuss the reasons and give examples form your own experience. So...can you see any reasons? Or examples....
- J: Arr...reasons...yes sir. But it's difficult to read. It's all in capitals and there are no fulls stops or commas. There's a question mark....
- T: Correct. This example has a lot of unacceptable academic writing forms. It needs reformatting. Capitals are only for naming words in English but advertising uses them a lot too. Group B?
- Jenny: We can't see any paragraphs...and we are not sure the writer answered the question. They didn't give an opinion about the importance....
- T: Great! How many main ideas in the example class?
- Class: 4! 5! 3! 4! 5!
- T: hmmm... I think there are 4 so that's how many paragraphs class?
- Class: 4!
- T: Correct! One idea for one paragraph. And what is in each paragraph, class?
- Class: Main idea! Examples! Reasons! Exceptions!
- T: Group 3?
- May: We found text language and there are also lots of spelling mistakes....
- T: There are always spelling mistakes in your first draft May. But the text language is an example from a story so that's OK. The example supports the reason and it's from the writer's experience.
- Bruce: There's no conclusion or summary of reasons at the end either.
- T: Good work team 3! That should be the last paragraph. Now let's make the first paragraph again together....

- Audio 3.2 Write the order of when you heard the following:
- 3 all capital letters for an advertisement or sign
- 1 bad spelling on a sign or advertisement to attract your attention
- 2 text language in an advertisement or sign
- 6 a short story
- 5 repeating information
- 4 two or more languages on a sign
- 8 a funny advertisement
- 9 irritating music or an irritating voice
- 7 sexual innuendo (a hint about sex without saying anything sexual, sexy walk etc)

- Podcast on advertising
- So to summarise the main points again....Bad spelling always attracts attention. Sometimes using bad grammar works or text language too. Not using correct punctuation like capitals for proper nouns is artistic and acceptable and so is all capitals....Trade is important so more than one language on a sign is a good idea to attract customers or tourists. But repeating information on the radio has got to be the number one way to advertise your product or service. Now TV ads are different.... A short story told with images is popular, and sex, of course, in all its forms, but if it is funny or irritating, it get's talked about in the workplace the next day and that's what you want....Now let's see if

Further Reading:

- Education
- <http://seniorsecondary.tki.org.nz/Learning-languages/Key-concepts>
- Kohanga Reo
- Statistics