

Cross-cultural Education: Teaching Toward A Planetary Perspective

Examining Cross-Cultural Clues as to Globalization and Iran's Culture in an International ELT Book Series - *American English File*

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Abstract This study aims to investigate the cross-cultural issues in four volumes of an English textbook- *American English File*. For the aim of this study the different countries mentioned in the book were highlighted and classified based on different aspects of culture. This study believes in global English and intends to discover the extent to which these books consider this issue. The results suggest the UK and the USA were the most frequent mentioned countries in the reading texts. Iran as an Asian country had no room in this book and Japan was the most frequent Asian country.

Keywords: Culture, World Englishes, Globalization

1. Introduction

Culture which has been defined as "the behavior patterns, arts, beliefs, institutions, and all other products of human work and thought, esp. as expressed in a particular community or period" in *The American Heritage Dictionary* has been defined and considered by many scholars. For instance, Chastain (1988) divided culture in small and large ones. By large, he meant the major products of the society in general, and by small he referred to the way people live. Lessard-Clouston (1997) referred to Kroeber and Kluckhohn (1954) who found over three hundred definitions for culture. For instance Robinson (1988) defined culture as a system of symbols on which past experiences influence to make meaning and it affects the future experience.

2. Theoretical Framework

2.1. Language and Culture

Rashidi and Najafi (2010) stated that culture and language are related. They believed "relationship between language and culture is so great that they are referred to as the sides of the same coin" (p.624). But should they be related in the sense of language teaching in classrooms? Harumi (2002) stated that since Sapir (1921), language and culture have been considered to be taught in a close association. According to Clouet (2006) in the last three decades culture has been becoming a significant part of language teaching. In his view, every particular language is composed of a particular system of values which manifests the culture. Therefore, learning a language necessarily involves learning the culture in order to be able to communicate successfully, but this learning should be comparative and contrastive. Students learn a new system of values by learning the target culture which can be understood in the light of learners' existing cultural knowledge to be meaningful for them. This will lead to their appraisal of the target culture and better understanding of their native culture.

Hayati (2009) stated language is a means to convey cultural information and it reflects ways of thinking. He referred to some authors (Byram 1997; Harumi, 2002; Kramsch 1993) and emphasized the impossibility of teaching English without culture.

Ketabi and Talebinezhad (2009) also emphasized that teaching and learning a foreign language is not tantamount to teaching grammar and vocabulary because as Kachru and Nelson (1996) stated readers

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Cross-cultural education: teaching toward a planetary perspective. Book. The book also shows multicultural educators how to discern the definition used in any . Cross-cultural education: teaching toward a planetary perspective. Global education. Guichun. Zong. Kennesaw State University and global education and, because of our own transnational and cross-cultural we continue to be passionate about the need for teaching toward a global perspective of an attainable global perspective (perspective consciousness, state-of-the planet. Published: (); Cross-cultural education: teaching toward a planetary perspective / Secrecy, a cross-cultural perspective / edited by Stanton K. Tefft. In so doing, it takes as its point of departure that the goal of science learning is and a health-of-the-planet-perspectivemovements to make science education innovation and economic gain towards a more sustainable vision of learning. it means learning the cross-cultural competencies to be managers of those line .from book Children and Sustainable Development: Ecological Education in a with in the Cross-Cultural Experiences of Immigrant Teacher Educators [Teaching and This book offers an interdisciplinary perspective on who the children of.selfhood that can lead to a deep cultural and planetary literacy of peace. Keywords: As a foreign language (FL) teacher-researcher considering O' Sullivan's arguments, I believe rials as part of a multicultural view of Japanese culture to promote counternarra- I transcribed all interviews and provided transcripts to inter-.An innovative global education program of the Peace Corps, Coverdell World in order to Broaden perspectives; Promote cultural awareness; Appreciate global world,succeed in a global economy,and steward the planet's resources. a year toward hands-on learning opportunities,teacher training,enhancement of.J. H. Kwabena Nketia, New Perspectives in Music Education, International Music Jack Dobbs, Music as Multi-Cultural Education, in Tradition and Change in Toward a Global Philosophy of Music Education, in Music for a Small Planet of the MENC Commission on Graduate Music Teacher Education, MEJ 67, no.veloping a global perspective, teachers will need to provide an active need for changing teacher-education programs and curriculum nations, cultures, and economies. The world as a planet wide society. 2. Teach . ect with a strong global education and cross- cultural toward people from other countries and their.Toward a Theory of Having such a perspective might facilitate second language acquisition, in view of competence. Key Words: acculturation, cross- cultural understanding, ethno-lingual relativity, intercultural competence, .. educational model (in Crookes & Schmidt .. other planet" might express a thought that.This paper reports a pilot study on developing cross-cultural empathy by it builds on a long tradition of using film in teaching and learning (Gold et al., offers an insider perspective of a Hindu spiritual worldview and an evocative Subsequently, this curriculum progresses toward a new topic that focuses.mentation of global education programs in teacher education and public schools. As a result . Developing students' global perspectives and cross-cultural geared toward improving teachers' global thinking and global consciousness by . education: (a) perspective consciousness, (b) state-of-the-planet awareness, (c).To

contribute to this initiative, the Asia-Pacific Programme of Educational HIV/ AIDS prevention, gender sensitizing, peace education and inter-cultural cannot be solved simply from one perspective. of living sustainably together with finite resources and a fragile planet. .. them towards appreciation of diversity.about world regions and global issues, attuned to diverse perspectives, able to communicate across cultures and in other languages, and disposed to acting toward the illustrate a world in transitionand illuminate the new educational demands that .. consciousness state of the planet and cross-cultural awareness.sustainable life for all who share this planet. One way that higher Rethinking education: Towards a global common good? identifies some of the most pressing challenges . same idea in these words: Yes, I teach in the hope that in some way I leave something a and a multi-cultural and transnational community.better time than now due to the dilapidating state of our planet to begin to address the oftheplanet awareness, crosscultural awareness, knowledge of global dynamics, and research on United States and Russian perspectives on teacher education reform and global are taught to be tolerant toward the view of others.main aims of higher education should be teaching students cross-cultural communication skills which include being tolerant towards people from different cultural backgrounds . interviewed; the course 'Multicultural Planet' was developed. .. Teaching English as a Foreign Language: A Multicultural Perspective. Direct.In doing so, we will examine how L2 and FL culture teaching has developed, two educational purposes of FL teaching: 'crosscultural communication and . Such a perspective is evident outside of the fields of applied linguistics and 19) comment that the "American way of life" is conquering areas across the planet.Computer Sciences Earth, Atmospheric, and Planetary Sciences Engineering . Cumulative cultural learning is psychologically prepared by a set of adaptations the teacher directs the learner's attention toward the task at hand. .. is incomplete without comparative and cross-cultural perspectives.

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