What ALL Teachers Need to Know

Dr. Pattie Davis-Wiley
Professor, WL/ESL ED
The University of Tennessee
pdwiley@utk.edu

SETESOL Conference
Birmingham, Alabama
September 26, 2008
How Can WE Get Ready for the World
...And Today’s New Students?

ARKTESOL 2008
Jonesboro, Arkansas

Dr. Pattie Davis-Wiley
The University of Tennessee, Knoxville
pdwiley@utk.edu
Agenda

• The changing demographics in the U.S.
• Cultural challenges to newcomers & educators
• Acquiring a new language
• New technologies
• A quick visit to Korea, China & Japan
• Student & teacher-friendly resources/activities
• Pearls
What ALL Teachers Need to Know

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Demographics & Cross-Cultural Competence: What ALL Teachers Need to Know

Dr. Patricia Davis-Wiley
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The University of Tennessee, Knoxville
pdwiley@utk.edu
Demographics & Cross-Cultural Competence: What ALL Teachers Need to Know

• ELL demographics for the U.S. and South East
• Culture: definitions, characteristics & dimensions
• Cultural theoretical framework: High/Low-Context Culture: mono & polychronic; stages of adjustment
• Cultural considerations for the K-12 arena
• Proxemics
• Eye-contact
• Verbal
• Non-verbal
ELL Demographics
Major Demographic Trends Affecting the Future

- Rates, Sources and Distribution of the Population
- Increase in the Minority Population
- Aging of the Population


Percent of Population
- Anglo: 70.1%
- Black: 12.5%
- Hispanic: 12.5%
- Other: 4.9%

Net Change
- Anglo: 27.6%
- Black: 18.3%
- Hispanic: 39.6%
- Other: 14.4%
Projections of the Percent of the United States Population by Race/Ethnicity, 2000-2050*

*Middle Projection Scenario
Percent of Net Population Change Due to Each Race/Ethnicity Group for the United States, 2000-2050

- Hispanic: 48.6%
- Black: 18.5%
- Anglo: 10.6%
- Other: 22.3%
Projections of the Percent of the Population of the United States by Age in 2000, 2010, 2030 and 2050 for the Middle Projection Scenario

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2000</th>
<th>2010</th>
<th>2030</th>
<th>2050</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>6.8</td>
<td>6.9</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>5-19</td>
<td>21.7</td>
<td>20.0</td>
<td>19.5</td>
<td>19.3</td>
</tr>
<tr>
<td>20-44</td>
<td>36.9</td>
<td>33.8</td>
<td>31.6</td>
<td>31.2</td>
</tr>
<tr>
<td>45-64</td>
<td>22.1</td>
<td>26.2</td>
<td>22.6</td>
<td>22.2</td>
</tr>
<tr>
<td>65-84</td>
<td>10.9</td>
<td>11.0</td>
<td>17.0</td>
<td>15.7</td>
</tr>
<tr>
<td>85+</td>
<td>1.5</td>
<td>2.0</td>
<td>2.6</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Source: Derived from U.S. Bureau of the Census Projections (2004) by the Texas State Data Center, University of Texas at San Antonio
Percent of Net Change in the Population of the United States from 2000 to 2050 Due to Each Race/Ethnicity Group for the Middle Projection Scenario

<table>
<thead>
<tr>
<th>Race</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2050</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Hispanic White</td>
<td>14,554,248</td>
<td>10.6</td>
</tr>
<tr>
<td>Black</td>
<td>25,543,502</td>
<td>18.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>66,938,125</td>
<td>48.6</td>
</tr>
<tr>
<td>Asian</td>
<td>22,745,115</td>
<td>16.5</td>
</tr>
<tr>
<td>Other</td>
<td>7,947,966</td>
<td>5.8</td>
</tr>
<tr>
<td>Total</td>
<td>137,728,956</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Derived from U.S. Bureau of the Census Projections (2004) by the Texas State Data Center, University of Texas at San Antonio.
Nearly 1 in 8 people in the United States today is foreign born. One in five children in the United States, and more than one in four low-income children, is the child of an immigrant. Over half of new workers in the 1990s were immigrants, and the foreign born compose very high shares of some occupations, accounting for one in five doctors in the United States, for example. High [demographic flows] mean that the success of the nation as a whole...will increasingly depend on the contributions and integration of immigrants. (p.iv)

Newcomer History

In 1850, .................. 1 in 7 people
In 1950s-1960s,... 1 in 20
In 2000,............... 1 in 13
In 2020,................ 1-7
PROJECTED TRENDS…

By the year **2026**, …
...**15 million** students, or **25%** of the total **number of elementary and secondary school students**, will have limited English proficiency.

...the racial composition of American schools will mirror the opposite of what it was in 1990 when **70%** of the student population were White.
Shifting Legal Population Composition

“A decade ago the unauthorized population constituted about 15 percent of all immigrants. Today it represents almost a third.” (p.iv)
Educating the Children of Immigrants

• “. . . By 2000, immigrants represented one in nine of all US residents, but their children represented one in five of all children under the age of 18. Many of these children do not speak English well, have low-educated parents, and live in poor families. Meeting their linguistic and academic needs presents a challenge to educators nationwide.”

How are the Children of Immigrants Doing in School?

“...children of immigrants on a whole are adapting to the U.S. educational system and in many cases out-performing children of U.S. natives.”


...while *immigrants aged 15 to 17* make up only 8 % of their U.S. age cohort, they are 25 % of all youth dropouts; 70 % of immigrants who arrive in the United States as adolescents with interrupted educations in their home countries drop out.


Foreign-Born in the U.S. by Status

- Unauthorized Migrants: 29%
- Naturalized Citizens: 32%
- Temporary Legal Residents: 3%
- Refugees: 7%
- Legal Permanent Residents: 29%

Source:
http://www.migrationinformation.org/Feature/display.cfm?ID=329
## Percent of Foreign Born by SE States

<table>
<thead>
<tr>
<th>Foreign Born</th>
<th>in 1990</th>
<th>in 2000</th>
<th>in 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KY</strong></td>
<td>0.8%</td>
<td>1.9%</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>TN</strong></td>
<td>1.2%</td>
<td>2.8%</td>
<td>3.8%</td>
</tr>
<tr>
<td><strong>LA</strong></td>
<td>2.0%</td>
<td>2.7%</td>
<td>2.8%</td>
</tr>
<tr>
<td><strong>SC</strong></td>
<td>1.4%</td>
<td>3.0%</td>
<td>4.2%</td>
</tr>
<tr>
<td><strong>NC</strong></td>
<td>1.7%</td>
<td>5.5%</td>
<td>6.7%</td>
</tr>
<tr>
<td><strong>AR</strong></td>
<td>1.1%</td>
<td>2.8%</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

Between 2000 and 2006, the foreign-born population of Arkansas changed by 45.7% from 73,690 to 107,346.

18.1% were between 5 and 17; 9.5% were 18 to 24;

Of the total foreign-born population in Arkansas, 31.0% entered during the 1990s, and 35.1% entered in 2000 or later.

The top three countries of birth of the foreign born in Arkansas were Mexico, El Salvador, and China.

Source:
http://www.migrationinformation.org/datahub/state.cfm?ID=AR
Detailed Fact Sheet: AL & TN

- Between 2000 and 2006, the foreign-born population in Alabama changed from 87,772 to 130,049, representing a change of 48.2%.
- The top three countries of birth of the foreign born in Alabama were Mexico, India, and Vietnam.
- Between 2000 and 2006, the foreign-born population in Tennessee changed by 48.7% (159,004 to 236,516 population)
- The top three countries of birth of the foreign born in Tennessee were Mexico, India, and China.

Source: http://www.migrationinformation.org/datahub/acscensus.cfm#
Mini Fact Sheet: GA, AR, MS & KY

- The top three countries of birth of the foreign born in Georgia were Mexico, India, and Korea.
- The top three countries of birth of the foreign born in Arkansas were Mexico, El Salvador, and China.
- The top three countries of birth of the foreign born in Mississippi were Mexico, India, and the Philippines.
- The top three countries of birth of the foreign born in Kentucky were Mexico, India, and China.

Source: http://www.migrationinformation.org/datahub/acscensus.cfm#
Mini Fact Sheet: GA,AR, MS,KY,FL,LA,NC,SC, VA

- **Georgia**: Mexico, India, and Korea.
- **Arkansas**: Mexico, El Salvador, and China.
- **Mississippi**: Mexico, India, and the Philippines.
- **Kentucky**: Mexico, India, and China.
- **Florida**: Cuba, Mexico, and Colombia.
- **Louisiana**: Mexico, Vietnam, and China.
- **North Carolina**: Mexico, India, and El Salvador.
- **South Carolina**: Mexico, Germany, and Canada.
- **Virginia**: El Salvador, Mexico, and Korea.

Source:
http://www.migrationinformation.org/datahub/acscensus.cfm#
Definition of Culture

Culture is a system of understanding characteristics of an individual’s society or subgroup within that society…including values, beliefs, acceptable and unacceptable behavior, verbal and non-verbal language(s).

Characteristics of Culture

• **Dynamic** rather than fixed or static
• A continuous and cumulative **process**
• **Learned** and **shared** by people
• **Behavior** and **values exhibited by people**
• **Creative** and **meaningful** to our lives
• Symbolically represented through **language** and **interaction** (communication)
• That which **guides** people in their thinking, feeling and acting
Dimensions of Culture

Languages (codes/modes)

Verbal           Nonverbal

Physical

Environment Human Behavior

Natural Artificial

Psychological

Content

Knowledge Belief Systems

Processes

Encoding Decoding Thought

The Iceberg Concept of Culture

Like an iceberg, the majority of culture is below the surface.

**Surface Culture**
Above sea level
Emotional load: relatively low

- food
- dress
- music
- visual arts
- drama
- crafts
- dance
- literature
- language
- celebrations
- games

**Deep Culture**

- **Unspoken Rules**
Preliminary below sea level
Emotional load: very high

- courtesy
- contextual conversational patterns
- concept of time
- personal space
- rules of conduct
- facial expressions
- nonverbal communication
- body language
- touching
- eye contact
- patterns of handling emotions
- notions of modesty
- concept of beauty
- courtship practices
- relationships to animals
- notions of leadership
- tempo of work
- concepts of food
- ideals of childrearing
- theory of disease
- social interaction rate
- nature of friendships
- tone of voice
- attitudes toward elders
- concept of cleanliness
- notions of adolescence
- patterns of group decision-making
- definition of insanity
- preference for competition or cooperation
- tolerance of physical pain
- concept of “self”
- concept of past and future
- definition of obscenity
- attitudes toward dependents
- problem-solving
- roles in relation to age, sex, class, occupation, kinship, and so forth

Source: [http://www.doe.in.gov/lmmp/pdf/iceburgofculture.pdf](http://www.doe.in.gov/lmmp/pdf/iceburgofculture.pdf)
(based on Hofstede’s *Dimensions of Culture*)
SURFACE CULTURE
- decoration
- use of resources
- art
- dress
- food
- music
- architecture
- design of farms
- appearance of towns & cities

INTERNAL CULTURE
- use of language
- interpretation of events
- beliefs & values
- norms of behavior
- patterns of thinking
- cultural assumptions about age, gender, status, wealth
High Context and Low Context Cultures

High Context Cultures
- Establish social trust first
- Value personal relations and goodwill
- Conversation interchanges are slow and ritualistic
- Formal; titles and social hierarchy impt.

Low Context Cultures
- Get down to business first
- Value expertise and performance
- Conversation is as efficient as possible; little time wasted
- Informal

High-Context Language
(e.g., Chinese, Korean, Japanese, Vietnamese)

• Highly Nonverbal
• Cultural aspects are important
• Language transmits little of explicit message
• Restricted code - speech coding system of high-context languages; spoken statement reflects the social relationship
Low-Context Language
(e.g., Americans)

• Message is explicit
• May be given in more than one way to ensure understanding by all
• Very direct and verbal (view high-context language as a waste of time)
• Elaborated code - speech coding system of low-context languages; verbal elaboration is necessary due to few shared assumptions
### Monochronic & Polychronic Cultures

(Edward Hall’s 1959 *The silent language*)

<table>
<thead>
<tr>
<th><strong>Monochronic</strong></th>
<th><strong>Polychronic</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Schedule over interpersonal relations</td>
<td>• Schedule is subordinate to interpersonal relations</td>
</tr>
<tr>
<td>• Time is rigid, inflexible and tangible</td>
<td>• Time is flexible; time is fluid</td>
</tr>
<tr>
<td>• One task at a time</td>
<td>• Multi-tasking possible</td>
</tr>
<tr>
<td>• Work time is separate from personal time</td>
<td>• Work time is not separable from own time</td>
</tr>
<tr>
<td>• Tasks are measured by output in time</td>
<td>• Tasks are measured as part of overall project</td>
</tr>
</tbody>
</table>

Collectivism vs. Individualism

- Identify with and work well in groups
- Belief in a reward for loyalty to the group and compliance
- Show initiative; self-starters
- Work well independently
- Belief in universal values for all
Linear/Nonlinear Language

**Linear Language**

Has a beginning and an end, is logical, and object oriented. Linear languages look at time on a continuum of present, past, and future (i.e., English).

**Nonlinear Language**

Is circular and tradition-oriented, and subjective. Nonlinear languages look at time as cyclical and seasons as ever-repeating pattern (i.e., Chinese, Korean, Vietnamese, and Japanese).

Stages of Cultural Adjustment

- Arrival in new culture
- Elation
- Anxiety
- Rejection
- Regression
- Re-entry
- Acceptance
- Appreciation
- Normal Behavior

Time

Challenges for Educators
How Culture Affects Behavior

• **Speaking up in class**: High-context societies have many rules; people say less; low-context cultures use explicit verbal messages

• **Concept of Time**:
  - **Monochronic cultures**: people do one thing at a time, see one project through to completion; adhere to strict time schedules; prefer tidy spaces; follow rules of privacy
  - **Polychronic cultures**: people multi-task, put interpersonal needs over schedules; can carry on multiple conversations/activities and work on different projects concurrently; change plans often; borrow & lend freely
How Culture Affects Behavior

Continued

• **Physical Self**: different cultures have unique gestures and observe different attitudes toward Personal Space

• **Personal Interaction**: cultures impact how we view cooperation/collaboration with each other, competition and discipline policies

• **Collectivism vs. Individualism**: group or individual orientation
Basic Cultural Patterns and Concepts

- **Kinesics** (body movements)
- **Proxemics** (personal distance)
  - Intimate space: 6–18”
  - Personal space: 1.5 – 4’ (close friends)
  - Social space: 5 – 12’ (acquaintances)
  - Public space: 12 – 25’

*People from less-populated countries, or where individualism and privacy are highly valued are more comfortable with larger interpersonal spaces*

- **Oculesics** (eye movement)
- **Haptics** (touching behavior)
Selected Cultures from the South East U.S.
The Mexican Culture

• Values center on family; patriarchal; mother usually conducts relationships with teachers/health providers
• Family extends beyond parents and may include several generations; godparents and any people related by blood, marriage or friendship are family
• In Mexico, education provided by government until age 16; no transportation provided; no mandatory school attendance
• *Personal space not an issue*
• In Mexico, there are two distinct social classes
The Mexican Culture Continued

• One’s hands in pockets is improper; one assumes that there is something to hide
• Hands on hips considered challenging & hostile
• Using the ASL I love you sign---insulting gesture
• Insulting/gossiping about a family member is a great insult
El Salvador

- Family and church are important
- Individuality is not stressed; interdependence in a family unit defines one’s identity
- Decisions are made in the family; elders respected
- New shift from a patriarchal to matriarchal emphasis
- Formal education not readily available to all;
- Personal space not an issue; do not back away from a Salvadoran if he/she gets too close
- Use finger-scooping, palms down motion for beckoning someone NOT:
China

• Value system based on teachings of Confucius; five moral ethics: honesty, wisdom, courtesy, justice and benevolence---morality and honor above all
• Education highly respected and competition is keen; students work hard and engage in extra-curricular classes (i.e., world languages, music, athletics)
• One child-per-family rule puts high value on children
• Extended family is valued; marriage is considered permanent; children are disciplined and are not encouraged to be independent
• *Public outward affection not acceptable*
India

• Two predominant value systems: *interdependence*---all people rely on each other; family is most important; *harmony* or balance is most important

• Education a paradox: expectations are high, population & poverty keep effectiveness low in India

• Boys are given greater importance than girls

• English instruction is in all schools

• Family unit is influenced by religion and caste (class) system; father has final say
India

- Hindus consider the cow to be sacred and do not eat red meat of any kind
- *Do not touch the head or anything on the head; it is the seat of the soul*
- *Beckon someone with your palm down and the fingers in a scooping motion; the American come here sign is insulting*
- *Whistling is considered impolite*
South Korea

- Family highly revered; strong national pride
- Honor is most valued; education highly coveted
- Teacher highly respected; students pushed hard
- Western humor viewed differently; sarcasm and irony are viewed as impolite and rude
- Casual conversation can be of a deeper and more personal nature than in America
- *Avoid red ink when writing a person’s name; it means DEATH*
Vietnam

- Strong loyalty to family
- Personal honor and loyalty highly valued
- High respect for education and for others; literacy rate high
- Family hierarchy: male-dominant; eldest children have more status than younger siblings
- Use both hands to pass an object to someone
- Direct eye contact is considered impolite
The Philippines

• Filipinos have strong sense of national pride
• High respect for religion and faith
• Family ties are important and extent into larger units
• Education is highly regarded; high literacy rate
• Do not point with a finger—rather, glance at the object
• The number 2 should be indicated with the 4th finger and the pinky finger
• Staring or holding eye contact is perceived as an act of defiance
Non-Verbal Gestures

In America & England = all right
Japan = money
France = zero or worthless

In Latin America and some parts of W. Europe (Germany, Spain), Middle East, Australia = obscene

In America & England = good
In Asian & Islamic countries = considered rude [*shove it*]
Curled Fingers

America & England = come here
Asia = rude gesture; use palm down with cupped fingers instead
Singapore = death

Stop Sign

America & England = stop
Asia = asking permission to speak
Hands on Hips

America & England = open and confident posture
Eastern Asia = sign of ignorance
Mexico = sign of defiance
Indonesia with hands in pockets = very rude gesture

Nose-Picking

Western countries = rude gesture, only done in private
China = acceptable public behavior
America & England = accepted

Thailand = it is rude to show soles of one’s feet

Feet on table

Asia = “I am listening”
NOT “I agree”

Head Nod

Smile

Does NOT always mean that someone is in agreement or pleased with something.
Counting Numbers

Western Europe: thumb up for #1
Indonesia: middle finger up for #1

Middle East, North and South Asia, North America: index finger up for #1;

South America: thumb up for #5
Be Quiet

Western Europe: raise index finger in the air

Middle East:
Index on the lips moving from an extremity to the other

South Asia:
Index on the lips

North Africa:
Index on the center of the lips

North Asia:
Index on the center of the lips with the [sh] sound

South America:
Index on the center of the lips with the [sh] sound

Fist motion from left to right fast and rapidly

North America:
Index on the center of the lips with the [sh] sound
It’s Bad

**Western Europe:**  A fist with the thumb pointing down

**Middle East:**  Both hands on the cheeks

**South Asia:**  Shaking hands back and forth at chest level

**North Africa:**  Covering the eyes with both hands

**North Asia:**  A fist with the thumb pointing down

**South America:**  Fist with the thumb pointing down/head shake/waving index finger left and right

**North America:**  Shake head with stern facial expression, no special gesture
Doesn’t Understand; Has nothing

Western Europe:
Hold hand up to the mouth with the thumbnail behind the top teeth. Quickly pull the fist away from the mouth.

Middle East:
Index and thumb on the top teeth bringing nothing out.

South Asia:
This gesture means: I am not your friend any more.
(Common gesture among Kids)

North Africa:
Index and thumb on the top teeth bringing nothing out.

North Asia:
Pull the pockets out to show that one does not have any money (specifically about money).

South America:
Shoulder shrugs with eyebrows raised or index and thumb circle for zero.

North America:
Shake the head side-to-side.
Perfect

Western Europe:
Squeezing the thumb and forefinger together indicates that something is *that* close to be perfect.

Middle East:
Circle from index and thumb and the rest of the fingers spread

South Asia:
Circle from index and thumb and the rest of the fingers spread

North Africa:
There is no gesture for perfect

North Asia:
Two thumbs up.
Circle from index and thumb and the rest of the fingers spread.

South America:
Obscene gesture; refers to a part of a male’s anatomy

North America:
Circle from index and thumb and the rest of the fingers spread
Repeat

**Western Europe:**
Hold up a slightly cupped hand behind the ear

**Middle East:**
Either the index or the whole hand moving around, making circles

**South Asia:**
Same with a slight bow of the head

**North Africa:**
Either the index or the whole hand moving around, making circles

**North Asia:**
Hold up an index finger behind the ear

**South America:**
Hold any part of the hand behind the ears or circular hand motion

**North America:**
Hold up a slightly cupped hand or finger behind the ear
I’m Sorry

**Western Europe:**
Cover the mouth with both hands.

**Middle East:**
Covering the mouth with one hand or biting the index with front teeth

**South Asia:**
Only when something wrong is said, both hands together and brought to the chin level with a back and forth movement (like Hindus greeting)

**North Africa:**
Biting a folded index finger with front teeth with eyes down

**North Asia:**
Cover the face (the temples and the cheeks) with both hands and slightly shake the head side to side. Smacking the forehead with the palm of one hand

**South America:**
Smacking the forehead with the palm of one or covering the cheeks with the hands palms

**North America:**
Covering the mouth with one hand or biting the index with front teeth
Almost

Western Europe:
Hold out the hand, palm down and fingers spread, and wobble it back and forth.

Middle East:
Same as pictures

South Asia:
Make a small space between the thumb and the index finger

North Africa:
Same as pictures

North Asia:
Same as picture with a lower level for the hand

South America:
Same as pictures

North America:
Hold out hand, palm down and fingers spread, and wobble it back and forth.
To Drink

**Western Europe:**
Arm held out, a fist with the thumb extended, and then hand moves closer to the mouth so the thumb looks like a pitcher's spout pouring the drink into the mouth.

**Middle East:**
Same as picture

**South Asia:**
Half circle with fingers like holding a glass and pouring in one's mouth. The gesture in picture = drinking alcohol

**North Africa:**
Hold out arm, make a fist with the thumb extended, and move the hand back and forth closer to the mouth.

**North Asia:**
Make a fist and take a pinkie and a thumb out and hold the hand up to the cheek level and keep it moving up and down.

**South America:**
Make a fist with or without a thumb up, turn the whole body at an angle and pretend you're drinking from a cup.

**North America:**
Arm out, a fist with the thumb and pinky extended, and then hand moves closer to the mouth so the thumb looks like a pitcher’s spout pouring the drink into the mouth; or, half circle with fingers like holding a glass and pouring in one’s mouth.
Victory/Success

**Western Europe:**
Holding up the first two fingers making a V for victory.

**Middle East:**
Does not apply

**South Asia:**
No special gesture although younger people do he V

**North Africa:**
Make a fist and raise the hand very high

**North Asia:**
Same as picture
Raising both hands with fists up in the air and shaking them back and forth.

**South America:**
Hold both arms up and move both fists slightly back and forth

**North America:**
Palm facing out with the index and middle fingers displayed in the shape of a V.
It’s Over

**Western Europe:** Cross your arms in front of your chest, hands up and palms out, then swing them down and out

**Middle East:**
Raise both hands palm out at the face level

**South Asia:**
Move the hand up with palm facing down and making a straight line

**North Africa:**
Raise either one or both hands palm out at the face level with a slight move from in to out

**North Asia:**
Dusting the hands several times

**South America:**
One hand flat over the other producing a sound from the sliding of each other apart

**North America:**
Cross your arms in front of your chest, hands up and palms out, then swing them down and out
I Swear

Western Europe:
Place your hand on top of your head

Middle East:
Shake the hand index up; this gesture refers to the expression *with big pleasure*

South Asia:
In the center of the neck make a small punch and hold it (at the voice box)

North Africa:
Shake the hand index up or pull the chin using the thumb and index

North Asia:
Put hands, one on top of the other, over heart.

South America:
Put both hands together as in Christian prayer

North America:
Hold hand at shoulder level with palm facing forward
Nothing

North America:
Make a circle with your index finger and thumb.

Middle East:
Dust both hands.

South Asia:
The picture at the left means very good.

North Africa:
Dust both hands many times then raise them at the chest level.

North Asia:
Make a movement with a hand as if pushing out air from the waist level to the back.

South America:
Index to index and thumb to thumb to form a big circle and the rest of fingers in a curled position
Enough!

Western Europe:
Move hand over the head, front to back.

Middle East:
Same as picture except the hand’s level is lower.

South Asia:
Elevate one hand at face level palm in front and move it back and the forth.

North Africa:
Same as picture with the hand up to the neck or the nose

North Asia:
Shake one hand at neck level from side to side horizontally.

South America:
Shake one hand at the neck level from side to side horizontally

North America:
Roll your eyes; or move hand across neck; or shake head (all different but separate ways of expressing annoyance)
Delicious or Magnificent

Western Europe:
Stretch out fingers and thumb, touch them all together, noisily kiss the fingertips, and immediately extend the fingers

Middle East:
Same as above

South Asia:
Make a circle index and thumb and spread the rest of the fingers while chewing

North Africa:
Same as the picture

North Asia:
Put middle and index fingers and a thumb together, noisily kiss the fingertips and immediately extend the fingers.

South America:
Put all fingers together, make a kiss, open the fingers; can be done with both hands. Kiss or suck each individual finger.

North America:
Primarily a vocal communication (gestures vary)
<table>
<thead>
<tr>
<th>Perfect</th>
<th>Thumbs up</th>
<th>Stop</th>
<th>The ‘fig’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonly – everything’s all right perfect</td>
<td>Commonly – all OK</td>
<td>Commonly – stop, enough (person, car, action)</td>
<td>Turkey, Greece, Tunisia, Holland – obscene</td>
</tr>
<tr>
<td>France – worthless</td>
<td>Australia, Iran – rude</td>
<td>Turkey – You get nothing from me</td>
<td>Russia – you get nothing from me</td>
</tr>
<tr>
<td>Japan – money</td>
<td>Nigeria – very offensive</td>
<td>W Africa – You have 5 fathers!</td>
<td>Yugoslavia – you can’t have it</td>
</tr>
<tr>
<td>Germany – rude</td>
<td>Japan – five</td>
<td></td>
<td>Brazil – good luck</td>
</tr>
<tr>
<td>Malta, Greece, Brazil</td>
<td>Turkey – political rightist party</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pointing

- US: index finger
- Germany: little finger
- England: tilt head or chin toward something
- Japanese: with entire hand; most Asians consider pointing with index finger to be rude!
- Indonesia: middle finger

http://www.andrews.edu/~tidwell/bsad560/NonVerbal.html
Posture

- Bowing: shows rank, social status in Japan and Korea
- Slouching: rude in most N. European countries
- Hands in pocket: disrespectful in Turkey
- Sitting with legs crossed: offensive in Ghana, Turkey
- Showing soles of feet: offensive in Thailand, Saudi Arabia

http://www.andrews.edu/~tidwell/bsad560/NonVerbal.html
Eye Contact and Gaze

- Western cultures: prefer direct eye contact
- Arabic cultures make prolonged eye contact; this shows interest and helps one understand truthfulness; A person who does not reciprocate is therefore not trustworthy
- Asian, Africans, Hispanic/Latino, Caribbean cultures: don’t make straight eye contact; it may be considered disrespectful or an insult

http://www.andrews.edu/~tidwell/bsad560/NonVerbal.html
Touching

• USA: handshaking to greet; hugs, kisses for opposite genders or amongst family all right
• Islamic and Hindu: don’t touch with left hand; this is a social insult since the left hand is used for toilet functions
• Islamic cultures: touching between genders is not appropriate (even handshakes); touching hand-holding between same-sexes is appropriate
• Basic patterns: conservative cultures (i.e., English, German, Chinese, Japanese) show little public touching; others who encourage outward expressions of emotion accept frequent touches

http://www.andrews.edu/~tidwell/bsad560/NonVerbal.html
Comprehensive Resource URL for Facts, Stats and Maps on U.S. and Global Immigration:

http://www.migrationinformation.org/index.cfm

Gestures:


Culture, Customs and Etiquette:

http://www.kwintessential.co.uk/resources/country-profiles.html

http://www.coe.ohio-state.edu/globaled/home.cfm

http://www.csupomona.edu/~tassi/gestures.htm
TeachGlobalEd.net is the product of ongoing collaboration of Ohio State University’s Social Studies and Global Education program with ODU’s African Studies Center, East Asian Studies Center, the Center for Latin American Studies, the Middle East Studies Center, the Slavic and Eastern European Studies Center and Indiana University’s Center for the Study of Global Change. The Centers have approved all resources offered here for K-12 teachers.

**News:**

published on 2005-05-12 09:00:00-04:00


http://www.coe.ohio-state.edu/globaled/display.cfm?parent=17
Introducing the Region

Web Resources • Print Resources • Media Resources

Favorite! Frontline -- Terror and Tehran
http://www.pbs.org/wgbh/pages/frontline/shows/tehran/

Recommended because of its information on new U.S. policy towards Iran and its status as being part of the Axis of Evil. Strengths of this site -- timeline of U.S./Iran relations, recommended for use in the High School classroom. Strongly recommended for all course participants to examine this site at some point during the course. Start by reading the excellent interview with Massouneh Eftekar, Iranian woman and Iranian Vice President for the Environment. Be aware of a limited background and historical information.

Reviewed by: Jennifer Nichols Last Modified: 16/02/2005

Al - Islam
http://www.al-islam.org

Recommended because provides information about Shi'a Islam from the perspective of the Shi'a community. Start by reading about "Shi'i beliefs as explained by the Shi'i" in the first chapter of the book they have published on line, "Inquiries about Shi'a Islam."

Be aware of the proselytizing aspects of this site and some information may be culturally biased.

Reviewed by: Jennifer Nichols Last Modified: 16/02/2005

American Arab Anti-Discrimination Committee (Texas)
### Facts and Statistics

**Location:** Eastern Asia bordering Afghanistan 76 km, Bhutan 470 km, Burma 2,185 km, India 3,160 km, Kazakhstan 1,533 km, North Korea 1,416 km, Kyrgyzstan 858 km, Laos 423 km, Mongolia 4,577 km, Nepal 1,236 km, Pakistan 523 km, Russia (northwest) 40 km, Tajikistan 414 km, Vietnam 1,261 km

**Capital:** Beijing

**Climate:** extremely diverse; tropical in south to subarctic in north

**Population:** 1,298,647,626 (July 2004 est.)

**Ethnic Makeup:** Han Chinese 91.9%, Zhuang, Uyghur, Hui, Yi, Tibetan, Miao, Monchu, Mongol, Buyi, Korean, and other nationalities 8.1%

**Religion:** Daoist (Taoist), Buddhist, Muslim 1%-2%, Christian 3%-4%

**Government:** Communist state

### The Chinese Language

Chinese is a family of closely-related but mutually unintelligible languages. These languages are known variously as 'Mandarin' (a national standard, used in most areas) or 'Cantonese' (a mainly southern Chinese dialect). All varieties of Chinese belong to the Sino-Tibetan family of languages and each one has its own dialects and sub-dialects, which are more or less mutually intelligible.

**Why not learn some useful Mandarin or Cantonese phrases before your visit?**

### Chinese Society & Culture

#### The Importance of "Face"

- The concept of "face" roughly translates as 'honour', 'good reputation' or 'respect'.
- There are four types of "face":
  1. Wei-mian-zhi: this is when one's actions or deeds have been exposed to people.
  2. Ge-mian-zhi: involves the giving of face to others through showing respect.
  3. Liu-mian-zhi: this is developed by avoiding mistakes and showing wisdom in action.
  4. Jie-mian-zhi: this is when face is increased through others, i.e. someone complementing you to an associate.
In general, gifts are given at Chinese New Year, weddings, births and more recently (because of marketing), birthdays.

The Chinese like food and a nice food basket will make a great gift.

Do not give scissors, knives or other cutting utensils as they indicate the severing of the relationship.

Do not give clocks, handkerchiefs or straw sandals as they are associated with funerals and death.

Do not give flowers, as many Chinese associate these with funerals.

Do not wrap gifts in white, blue or black paper.

Four is an unlucky number so do not give four of anything. Eight is the luckiest number, so giving eight of something brings luck to the recipient.

Always present gifts with two hands.

Gifts are not opened when received.

Gifts may be refused three times before they are accepted.

**Eating Etiquette**

The Chinese prefer to entertain in public places rather than in their homes, especially when entertaining foreigners.

If you are invited to their house, consider it a great honour. If you must turn down such an honour, it is considered polite to explain the conflict in your schedule so that your actions are not taken as a slight.

**Arrive on time.**

**Remove your shoes before entering the house.**

**Bring a small gift to the hostess.**

**Eat well to demonstrate that you are enjoying the food!**

**Table manners:**

Learn to use chopsticks.

Wait to be told where to sit. The guest of honour will be given a seat facing the door.

The host begins eating first.

You should try everything that is offered to you.

Never eat the last piece from the serving tray.

Be observant to other people’s needs.

Chopsticks should be returned to the chopstick rest after every few bites and when you drink or stop to speak.

The host offers the first toast.

Do not put bones in your bowl. Place them on the table or in a special bowl for that purpose.

Hold the rice bowl close to your mouth while eating.

Do not be offended if a Chinese person makes slurping or belching sounds; it merely indicates that they are enjoying their food.

There are no strict rules about finishing all the food in your bowl.

**Tipping Etiquette:** Tipping is becoming more commonplace, especially with younger workers although older workers still consider it an insult. Leaving a few coins is usually sufficient.

**Business Etiquette**

**Relationships & Communication**