



多元文化教育的理論與實踐

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The iceberg concept of culture

Primarily in awareness

Fine arts Literature
Drama Classical music Popular music
Folk-dancing Games Cooking Dress

Primarily out of awareness

Notions of modesty Conception of beauty
Ideals governing child raising Rules of descent Cosmology
Relationship to animals Patterns of superior/subordinate relations
Definition of sin Courtship practices Conception of justice Incentives to work
Notions of leadership Tempo of work Patterns of group decision-making
Conception of cleanliness Attitudes to the dependent Theory of disease
Approaches to problem solving Conception of status mobility Eye behaviour
Roles in relation to status by age, sex, class, occupation, kinship, etc. Definition of insanity
Nature of friendship Conception of "self" Patterns of visual perception Body language
Facial expressions Notions about logic and validity Patterns of handling emotions
Conversational patterns in various social contexts Conception of past and future Ordering of time
Preference for competition or co-operation Social interaction rate Notions of adolescence
Arrangement of physical space Etc.

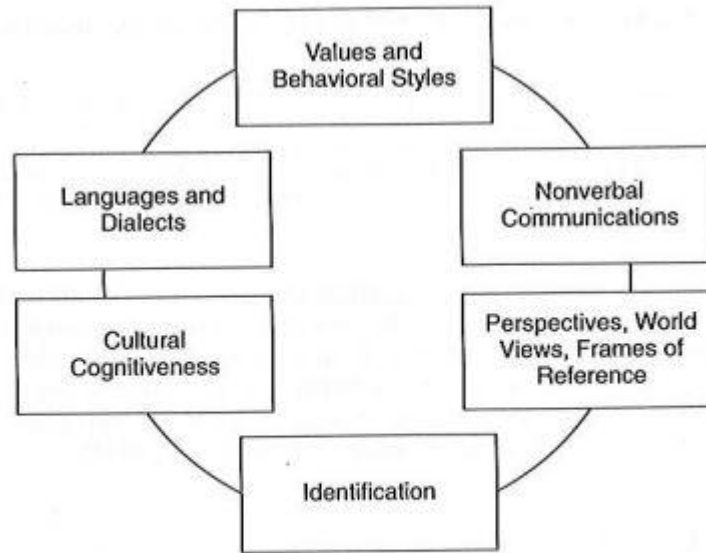


FIGURE 5.2 Elements and Components of Culture

These components of culture, which can be conceptualized as distinct, exist within a holistic and highly interrelated system.

ISSUE 1

Is it considered to be of value to maintain one's identity and characteristics?

"YES" ← → "NO"

ISSUE 2

Is it considered to be of value to maintain relationships with larger society?

"YES"



"NO"

INTEGRATION

ASSIMILATION

SEPARATION/
SEGREGATION

MARGINALIZATION

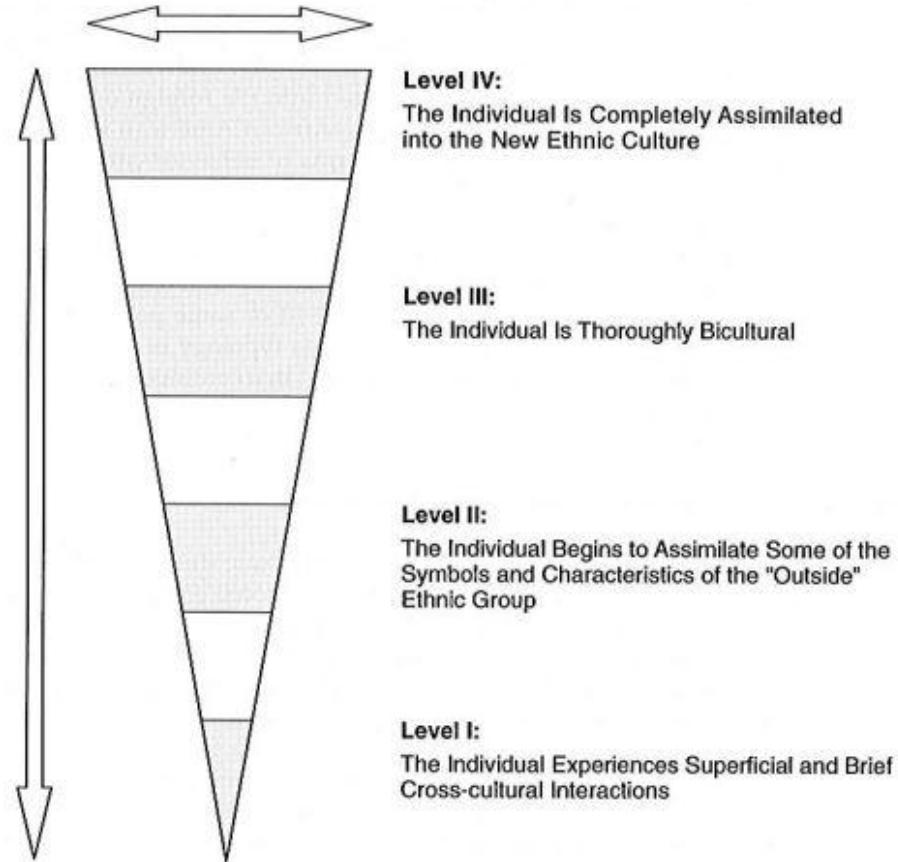


FIGURE 3.3 Levels of Cross-Cultural Functioning

This figure presents a conceptualization of levels of cross-cultural competency. Cross-cultural functioning can range from Level I (brief and superficial contacts with another ethnic culture) to Level IV (in which the individual totally culturally assimilates into a new ethnic culture and consequently becomes alienated from his or her own ethnic culture).

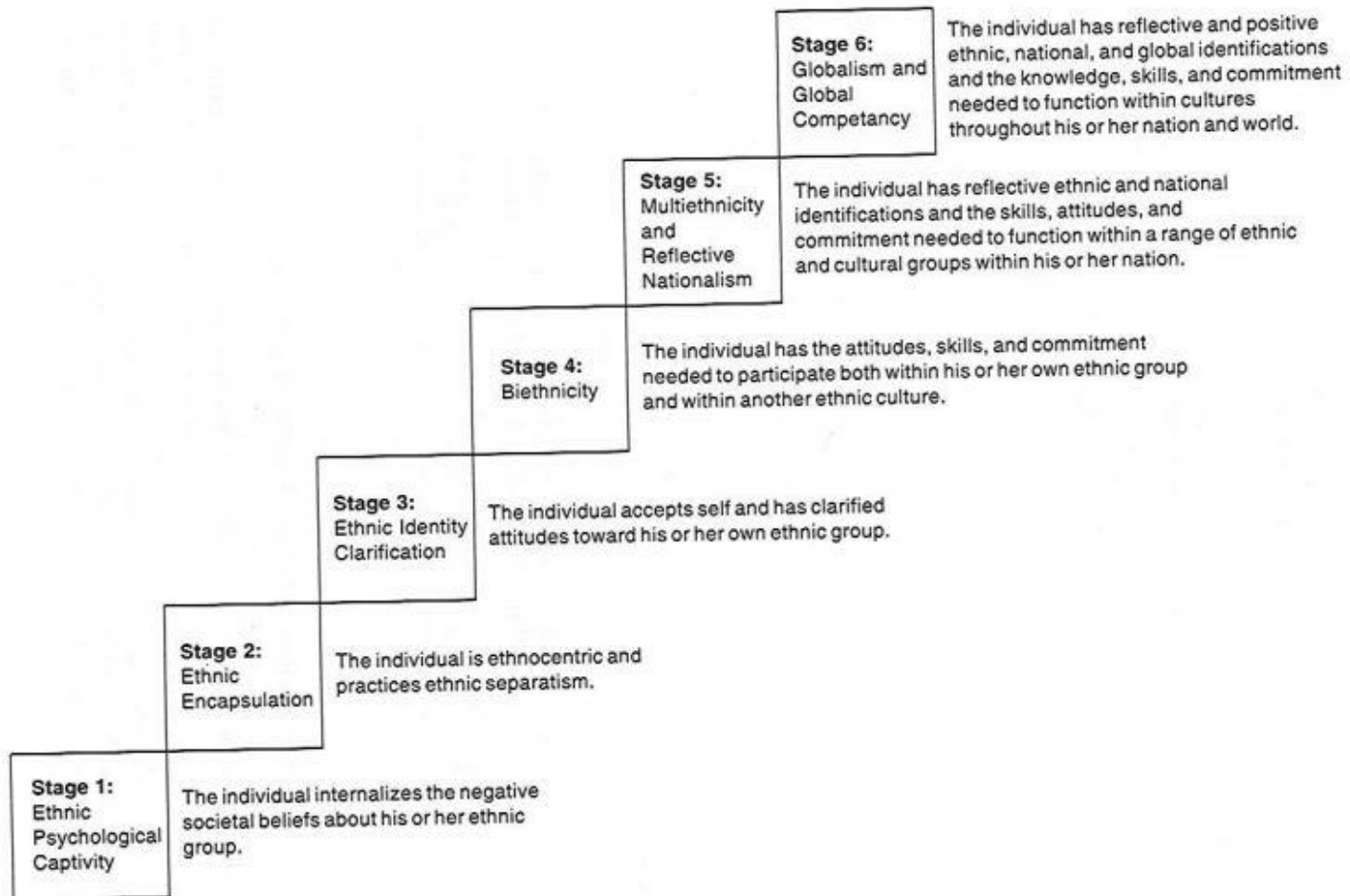


FIGURE 3.6 The Expanding Identifications of Ethnic Youths: A Typology

This figure illustrates the author's hypothesis that students must have clarified and positive ethnic identifications (Stage 3) before they can attain reflective and positive national and global identifications (Stages 5 and 6).

TABLE 5.1 Matrix for Conceptualizing and Assessing Cross-Cultural Behavior

Variables	Understandings and Behavior	Levels of Competency						
		1	2	3	4	5	6	7
Values and Behavioral Styles	The ability to understand and interpret values and behavioral styles that are normative within the ethnic group.	←————→						
	The ability to express values behaviorally that are normative within the ethnic group.							
	The ability to express behavioral styles and nuances that are normative within the ethnic group.							
Languages and Dialects	The ability to understand, interpret, and speak the dialects and/or languages within the ethnic culture.	←————→						
Nonverbal Communications	The ability to understand and accurately interpret the nonverbal communications within the ethnic group.	←————→						
	The ability to communicate accurately nonverbally within the ethnic group.							
Cultural Cognitiveness	The ability to perceive and recognize the unique components of one's ethnic group that distinguishes it from other microcultural groups within the society and from the national macroculture.	←————→						
	The ability to take actions that indicate an awareness and knowledge of one's ethnic culture.							
Perspectives, World Views, and Frames of Reference	The ability to understand and interpret the perspectives, world views, and frames of reference normative within the ethnic group.	←————→						
	The ability to view events and situations from the perspectives, world views, and frames of reference normative within the ethnic group.							
Identification	The ability to have an identification with one's ethnic group that is subtle and/or unconscious.	←————→						
	The ability to take overt actions that show conscious identification with one's ethnic group.							

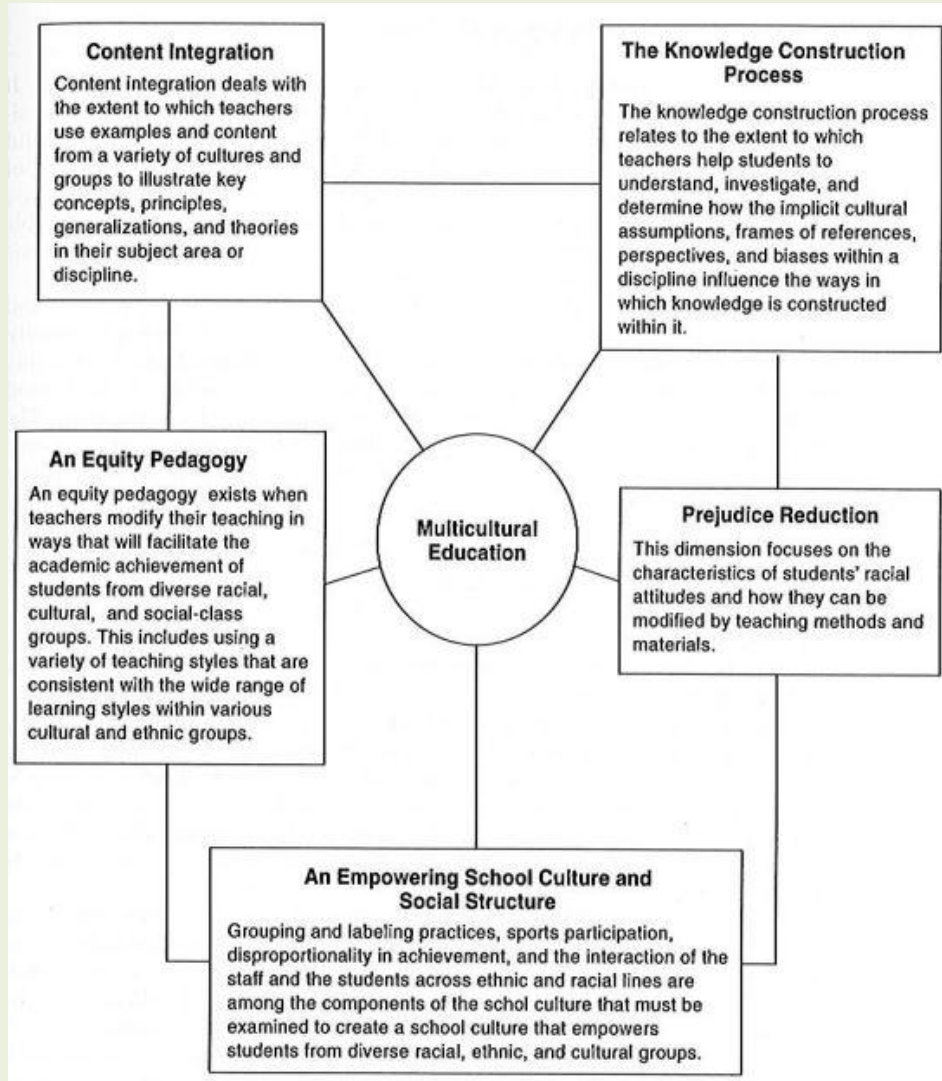


TABLE 7.1 Ideologies Related to Ethnicity and Pluralism in Western Societies

The Cultural Pluralist Ideology	← The Multicultural Ideology →	The Assimilationist Ideology
Separatism	Open society Multiculturalism	Total integration
Primordial Particularistic Minority emphasis	Universalized-primordialism	Universalistic
Groups rights are primary	Minorities and majorities have rights. Limited rights for the group and the individual.	Majoritarian emphasis Individual rights are primary.
Common ancestry and heritage unifies	Ethnic attachments and ideology of common civic culture compete for allegiances of individuals	Ideology of the common culture unifies.
<i>Research Assumption</i> Ethnic minority cultures are well-ordered, highly structured, but different (language, values, behavior, etc.)	<i>Research Assumption</i> Ethnic minority cultures have some unique cultural characteristics; however, minorities and majority groups share many cultural traits, values, and behavior styles.	<i>Research Assumption</i> Subcultural groups with characteristics that make its members function unsuccessfully in the common culture are deprived, pathological, and lack needed functional characteristics.
Cultural difference research model	Bicultural research model.	Social pathology research model and/or genetic research model.
Minorities have unique learning styles	Minorities have some unique learning styles but share many learning characteristics with other groups.	Human learning styles and characteristics are universal.
<i>Curriculum</i> Use materials and teaching styles that are culture specific. The goal of the curriculum should be to help students function more successfully within their own ethnic cultures and help liberate their ethnic groups from oppression.	<i>Curriculum</i> The curriculum should respect the ethnicity of the child and use it in positive ways; the goal of the curriculum should be to help students learn how to function effectively within the common culture, their ethnic culture, and other ethnic cultures.	<i>Curriculum</i> Use materials and teaching styles related to the common culture; the curriculum should help the students develop a commitment to the common civic culture and its idealized ideologies.
<i>Teachers</i> Minority students need skilled teachers of their same race and ethnicity for role models, to learn more effectively, and to develop more positive self-concepts and identities	<i>Teachers</i> Students need skilled teachers who are very knowledgeable about and sensitive to their ethnic cultures and cognitive styles.	<i>Teachers</i> A skilled teacher who is familiar with learning theories and is able to implement those theories effectively is a good teacher for any group of students, regardless of their ethnicity, race, or social class. The goal should be to train good teachers of students.

TABLE 6.1 Multicultural Education Paradigms

Paradigm	Major Assumptions	Major Goals	School Programs and Practices
Ethnic Additive	Ethnic content can be added to the curriculum without reconceptualizing or restructuring it.	To integrate the curriculum by adding special units, lessons, and ethnic holidays to it.	Special ethnic studies units; ethnic studies classes that focus on ethnic foods and holidays; units on ethnic heroes.
Self-Concept Development	Ethnic content can help increase the self-concept of ethnic minority students. Ethnic minority students have low self-concepts.	To increase the self-concepts and academic achievement of ethnic minority students.	Special units in ethnic studies that emphasize the contributions ethnic groups have made to the making of the nation; units on ethnic heroes.
Cultural Deprivation	Many poor and ethnic minority youths are socialized within homes and communities that prevent them from acquiring the cognitive skills and cultural characteristics needed to succeed in school.	To compensate for the cognitive deficits and dysfunctional cultural characteristics that many poor and ethnic minority youths bring to school.	Compensatory educational experiences that are behavioristic and intensive, e.g., Head Start and Follow Through programs in the United States.
Language	Ethnic and linguistic minority youths often achieve poorly in school because instruction is not conducted in their mother tongue.	To provide initial instruction in the child's mother tongue.	Teaching English as a Second Language programs; bilingual-bicultural education programs.
Racism	Racism is the major cause of the educational problems of non-White ethnic minority groups. The school can and should play a major role in eliminating institutional racism.	To reduce personal and institutional racism within the schools and the larger society.	Prejudice reduction; antiracist workshops and courses for teachers; antiracist lessons for students; an examination of the total environment to determine ways in which racism can be reduced, including curriculum materials, teacher attitudes, and school norms.
Radical	A major goal of the school is to educate students so they will willingly accept their social-class status in society. The school cannot help liberate victimized ethnic and cultural groups because it plays a key role in keeping them oppressed.	To raise the level of consciousness of students and teachers about the nature of capitalist, class-stratified societies; to help students and teachers develop a commitment to radical reform of the social and economic systems in capitalist societies.	