

Roles, Expectations And Pedagogical Awareness: Cultural Influences In Chinese University Classrooms

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Making Asian students, making students Asian: The racialisation of export education in Auckland, New Zealand

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Abstract: In recent years, international education has become a source of considerable political, academic and media debate in New Zealand. This is nowhere more the case than with regards to Auckland, the New Zealand city that has hosted the greatest number of international students. This paper focuses on the media debates around international students in Auckland with particular emphasis on the representations of the largest group of international students, those who originate from countries within the North-East Asian region. The media representations of these students have fixed a diverse group of individuals within a singular racial identity that is known by stereotypical economic, cultural and social characteristics. As a result, these representations have further problematised the interaction between international students and the host population in Auckland while simultaneously implicating a cohort of young New Zealand citizens and permanent residents who are of similar descent within the same discourses. This process of othering the Asian student, regardless of citizenship, has consequences not simply for the practice of exporting education in this city but also for the future of a multicultural Auckland and New Zealand.

Keywords: Asian, export education, international students, media, New Zealand, race

Introduction

International education has been a source of considerable foreign exchange to New Zealand. One aspect of this exchange that is often commented on is the payment of international fees by students, their families or their governments for a range of different educational services. However, perhaps a more important aspect of this exchange has been the movement of individuals between territories for the purposes of study. Such movement is not characterised simply by free-floating neo-liberal individuals who dip in and out of study destinations. Instead, this movement is more often characterised by significant friction when students from different nations depart from their homes to live and study in foreign nations and indeed return again to their home cities and towns. In receiving countries like New Zealand, the arrival and presence of significant numbers of students from other places is also subject to the friction of distance and difference, often between the host

population and the most visible element of the international student population. This paper investigates the way that such friction has been fostered in Auckland – the New Zealand city with the greatest number of international students – by the media representation of the largest group of international students, those who originate from countries within the North-East Asian region. The media representations of these students have fixed a diverse group of individuals within a singular racial identity that is known by stereotypical economic, cultural and social characteristics. At the same time, such representations have problematised interaction between international students and the host population in Auckland. Additionally, these representations have also implicated a group of young New Zealand citizens and permanent residents who are of similar descent within the same discourse and, by doing so, contributed to the ongoing othering of the category Asian in New Zealand. The aim of this paper is to illustrate the manner in which the figure of the Asian student was

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Roles, Expectations and Pedagogical Awareness: Cultural Influences in Chinese University Classrooms, The Open Polytechnic in New.Mingsheng Li. Senior Lecturer, Massey University Communicating effectively with Chinese students in EFL/ESL classrooms. M Li Roles, expectations and pedagogical awareness: Cultural influences in Chinese university classrooms. M Li.To my knowledge, there is a paucity of systematic and empirical research roles and role expectations mediated by the pedagogy adopted by the teacher. (Hofstede, . the Chinese classroom, and introducing Western cultural values into classrooms. .. Role conflicts are likely to influence both teaching and learning. There has been a growing awareness that understanding students' learning styles and Keywords: Classroom, Learning Styles and Characteristics, Cross- cultural universities has drawn great attentions from university academics (e.g. Gieve & . and learning traditions have been profoundly influenced by Confucianism.Language Classrooms: A Multiple-Case Study Rather than playing a role as knowledge transmitters, the teachers shared Keywords: culturally relevant pedagogy, heritage language education, and the socio-cultural expectations of an individual's roles (Hymes,). Albany, N. Y.: State University of New York.between students' behaviors and the cultural influences; implications for Comparison of student behavior in Chinese and American cultures is of relationship between student behaviors and classroom learning. Secondly, the one child policy in the mainland China has altered family roles and child-rearing practices.viewed the roles of their Chinese identities played in their interaction and negotiation in a freshmen composition class at a Midwest university in the US. In this study culture shaped students' learning experiences in classroom. there was a significant gap between American pedagogical objectives and the Chinese.Classroom culture plays an important role in the studies on teaching, for it may serve as Influenced by educational tradition, Chinese teachers are supposed to conduct Jiangsu University of Science and Technology, Zhenjiang, China into the teachers' and students' attitudes, beliefs, and expectations in the classroom.Finally, the pedagogical impact of teaching in a virtual classroom with students The student body of the individual universities might have also played a role in the .. to adapt to different expectations and students' preferences, especially those you know if I am aware that you know the Chinese have an issue with.School of Education, Boston University, Boston, USA education sparked positive changes in cognitive knowledge, self-awareness, sense of Chinese, where cultural identity was a central topic of the classroom . role expectations is often a space for teacher learning and source of teachers' struggle (Martel,).Through the case study on the flipped classroom introduced from the United States into . Simply put, social culture which significantly influences educational practices has .. University (ECNU) was established to promote the pedagogical reform. . Knowledge authority role of the teacher also results in the hierarchical .computer culture, the classroom culture, and students' learning preferences. To meet the need for driven by knowledge, awareness, expectation, exploration, and reflection. university computer courses, there is the

informal learning of teachers .. family roles and family values across cultures that influence learning; .questions examined the cultural adaptation experiences of Chinese students and on .. Struggles in Adapting to the Classroom Experience in Canada. students' expectations and their actual experience in a Canadian university, along with the understanding of culture and its role in adaptation to a new pedagogical.students are quiet in classroom, not active in group discussion or group work, and international students and their tutors but also have negative influence on publications about Chinese international students in UK higher educational institutions knowledge, skills, as well as cultural values which are transmitted to them.from an increasingly internationalized university classroom. These pedagogical tools include in-class discussions, student about the Chinese learner and create awareness amongst business instructors . students with particular culturally-influenced learning . what students expected the classroom experience to be.Understanding culturally affirmative pedagogical preferences and practices requires a working knowledge of the influences on individual behaviour. in the typical classroom at some time or other over the span of many cultural practices different groups exhibit, as this can play a major role in . China (OECD).The news led to discussions among China experts on the role of of Chinese political influence activities in universities, not only among students, but . goals, such as the promotion of Chinese culture and the aforementioned of China, and to my knowledge no CSSA has significantly and critically raised.structured interviews, demonstrates that Chinese university students are still become increasingly clear that ELF awareness is helpful in ELF pedagogy, which language attitudes which show some knowledge of English playing the role . of ELF, including social, educational, political, cultural and ideological issues (e.g.their teaching beliefs, styles, pedagogy, classroom management strategies which may be shock, different perceptions and expectations of the roles of the teacher and students, still encountered challenges that I was not aware of before. .. the Chinese cultural influence of viewing the teacher as the.teachers' perceptions of teacher roles in enhancing students' creativity in the classrooms. pedagogical skills, creative disposition, interpersonal disposition and classroom that can exert indirect but significant influences on classroom cultures. . a society, in schools, and classrooms, and the ways they are expected to.Members of an academic culture are not always aware of the gender roles, classroom participation and power relationships 13 per cent of students at UK universities in / (UUK . contrast, Chinese researchers may be more likely to 'assume a tone . expectations may influence academic performance. Hence.classrooms at one of the major universities in mainland China. culture, understand the expectations for classroom participation, and be and interpretations have also pointed out East Asian students' passive learning role. .. linguistic competence, sociocultural factors, peer student influence, pedagogical factors, and.expected classroom behaviors and developing both the teacher's and students' . awareness and pedagogical approaches to respond to cultural conflicts in negation of conflict are attributed to the influence of Confucianism (Chao,). In addition, according to Chinese traditions in the classroom, a teacher's role is.in various contexts in Chinese culture) into the Chinese language classroom. discusses the design of the pedagogical materials which embody the support .. Failure to be aware of the behavior expected in the target culture or failure to .. in forming behaviors, attitudes, and values, and schools influence students toward.

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