

Classroom Interaction Affected by Power Distance

Michiko Kasuya

1. Introduction

1.1 Oral Communication course in Japan's high school

A Japanese teacher complains after Oral Communication class, "Students don't speak! They won't positively participate in activities!" Japan started to teach Oral Communication in high school English education several years ago. However, it cannot be said that this subject and other communicative activities have been learned by the students very well.

Why have communicative activities not worked sufficiently in Japanese high school? Perhaps the officially admitted textbooks are not satisfactory. Also, the untrained Japanese teachers of English who are reluctant to teach the subject may be another opposing factor. However, are these the only reasons? When people look at Japanese classrooms, especially in junior high schools and high schools, they notice that not only in English classrooms but also in the classrooms of other subjects students are passive and hesitate to speak in front of other students. There is very little free interaction between teachers and students or students and students during class. It can be assumed that there are some cultural elements which lie in the way of their voluntary interaction.

1.2 Japanese classroom interaction influenced by cultural factors

Hofstede (1986) proposes a cultural analysis in terms of the four dimensions of Individualism/Collectivism, Uncertainty Avoidance, Power Distance, and Masculinity/Femininity and relates the factors to classroom interaction. One of them, Power Distance, is considered to greatly influence Japanese classroom interaction, especially communicative activities. At school Japanese teachers are likely to control students and students are expected to obey teachers, and this is assumed to have prevented free interaction in class. These facts are reported in several articles by Japanese teachers and educational researchers, who present critical views on Japanese teaching (Sato, 1993; Ishii, 1993; Watanabe and Wada, 1991).

It is too simple-minded to say that the Japanese way of teaching is wrong and the Western way is good. There may be some advantages as well as disadvantages in the traditional Japanese method. Also, it is not easy to change the system because Japanese culture and society are in the background. Still, we may do far better in teaching if we learn from other countries' ways of teaching. Especially, in teaching English, Japanese teachers need to be conscious of the effects of the cultural differences between Japan and the countries where the target language is spoken, but such a consciousness regrettably seems not to be sufficient in Japan.

Classroom Interaction Affected By Power Distance

Rudolph J. Rummel



Classroom Interaction Affected By Power Distance:

Classroom Talk Debbie G. E. Ho, 2007 The author attempts to answer the question of why ESL classroom talk is the way it is Basing her answer on a case study of a school in an ESL community she argues that classroom talk may be linked in important ways to an operative sociocultural structure of ESL pedagogy over and above the classroom at the institutional level **International Journal of Language Studies (IJLS) - volume 7(1)** Mohammad Ali Salmani

Nodoushan, 2012-11-18 Papers in this issue by James Dean BROWN 1 32 Peter MASTER 33 58 Glenn S HADIKIN 59 78 Mohammad Ali SALMANI NODOUSHAN 79 102 Noparat TANANURAKSAKUL 103 116 Jonathan Rante CARREON Eliza C ANDERSON Aaron M VANDERHOFF Stephen Pax LEONARD 151 174 Azizeh CHALAK Hossein HEIDARI TABRIZI 175 184

Journal of Applied Linguistics: Selected Papers Hussain Al-Fattah Ahmad, 2015-12-10 Selected papers from the Journal of Applied Linguistics Dubai edited by Hussain Al Fattah Ahmad **Making Learning-Centred Teaching Work in Asia and Beyond** Lynette Tan, Daniel Jew, Phyllis Blumberg, 2025-11-28

This book guides readers to transition their teaching to learning centred practices Based on Weimer s 2002 2013 and Blumberg s 2009 2019 framework the authors describe their faculty learning community based journey through the adaptation implementation and assessment of a series of practical learning centred teaching strategies While furnishing a critical discussion of challenges directions and development of learning centred pedagogy as applied to an Asian context this book provides suggested pathways for educators around the world to embark on their own journey toward learning centred teaching These pathways cover a range of disciplines and teaching contexts from architecture and engineering to systems thinking and general education illustrating the robustness and flexibility of learning centred teaching The authors provide examples of good teaching practice to help instructors instructional designers faculty developers and university administrators see how principles of learning centred teaching and assessment can translate practically into quality classroom teaching and learning The rigorous assessment methodology is both highly reflective and readily applicable to teaching assessment and portfolio development It also shows how Blumberg s 2019 rubrics and Cole Stavros 2019 SOAR Strengths Opportunities Aspirations and Results framework can be used to evaluate the impact of interventions Contributing unique insights this is a valuable guide for anyone interested in implementing student learning centred pedagogical approaches and using rubrics for assessing teaching practice

Understanding Interaction in the Second Language Classroom Context Noriko Iwashita, Phung Dao, Mai Xuan Nhat Chi Nguyen, 2025-03-07 This book provides an overview and analysis of the role that classroom interaction plays in instructed second language acquisition The authors synthesise current state of the art research on how classroom interaction benefits L2 learning through the lens of three theoretical perspectives cognitive interactionist with a focus on how conversational interaction may promote L2 processing and learning sociocultural which assumes that cognitive advances are located within social interaction and language socialisation which examines how learners position themselves and are positioned in social

interaction and how they establish their membership in the target language community They go on to critically examine how findings from this research can be applied to classroom practice in diverse L2 settings they then provide pedagogical implications and suggested teaching activities to support L2 teachers and teacher educators in harnessing the benefits of classroom interaction for L2 learning

Cultural Interactions of English-Medium Instruction at Vietnamese Universities Thi Quynh Huong Luu, Helena Hing Wa Sit, Shen Chen, 2022-12-16 This book presents a case study of English Medium Instruction EMI implemented by universities in Vietnam making valuable theoretical empirical and methodological contributions to the research in EMI which is currently a popular theme in the field of Higher Education The importance of internationalization of higher education has been widely recognized by many countries all over the world The spread of English as an international language has resulted in its crucial role in teaching and learning any disciplines Globally higher education in many non English speaking countries has witnessed rapid expansion of EMI which was initiated in Europe then to Asia and other continents which are featured with Cultural Circles spread in the world Although there are many publications with the same theme available today this monograph is unique because it is the first time to examine EMI classroom interaction from the cultural perspective specifically rather than from linguistic or pedagogical perspectives It is a pioneering attempt to discuss in depth about cultural issues relating to EMI namely 1 the social cultural context of EMI classes in higher education 2 the cultural backgrounds of EMI teachers and learners and 3 culture interactions between teachers and learners in EMI classrooms In addition both quantitative and qualitative methods are employed to collect data from teachers and learners Finally a context based model of EMI is proposed based on findings of this research As a country within the Confucius Heritage Cultural Circle Vietnam has been selected for this study because few studies to date are carried out in how EMI is culturally integrated to teaching and learning in the Vietnamese universities This book is a joint effort by international academics prepared for established scholars researchers educators and research higher degree students who are interested in higher education second and foreign language education and EMI teacher training

Transforming Communication Dr. Vee J. D-Davidson, 2022-07-19 Effectively communicate Christ across Cultures The gospel message transcends cultures but human communication does not In *Transforming Communication* missionary and professor Vee J D Davidson provides principles for the intercultural communication of Christ Using her twenty five plus years of experience teaching as a Westerner in Asia as a starting point Davidson provides transferable principles that encourage awareness of context specific issues and that see opportunities for intercultural communication as wholly unique opportunities regardless of any perceived communication barriers Readers from multiple different cultures will be able to apply the principles presented by use of relevant examples illustrations and enlightening insights provided from a wide range of Global South and Global North multicultural and intercultural perspectives *Transforming Communication* offers practical principles to encourage and challenge Christian readers to build relationships that might well require engaging with issues that bring them out of their

comfort zone but the book also offers insights and encouraging devotional nuggets that feed into a triad of knowledge impartation self examination and challenge along with spiritual enrichment for the task

Culture and Foreign Language Education Wai Meng Chan, Sunil Kumar Bhatt, Masanori Nagami, Izumi Walker, 2015-07-31 The teaching of culture and interculturality is today viewed as an integral part of foreign language education This book presents insights from recent research on the role of culture in second foreign and heritage language education It contains 14 chapters including an introductory chapter that discusses diachronically the evolving notion of culture and how the sociocultural view of culture as a complex and dynamic concept informs language teaching and language learning research The chapters following the introduction are organised in four parts focusing on 1 the teacher's role in integrated language and culture learning 2 the interrelationship between culture identity and language learning and use 3 the effect of culture on learner characteristics which impact language learning processes and outcomes and 4 curriculum development aimed at fostering language and culture learning The chapters in Parts 1 to 3 present contributions from current research either in the form of the authors original studies or comprehensive reviews of relevant essential research which bears important implications for curricular practice in foreign language and language teacher education This close link between research theory and practice is also maintained in the two chapters in Part 4 which present developmental projects based on well grounded theoretical frameworks

Discourse in Content and Language Integrated Learning (CLIL) Classrooms Christiane Dalton-Puffer, 2007 The label CLIL stands for classrooms where a foreign language English is used as a medium of instruction in content subjects This book provides a first in depth analysis of the kind of communicative abilities which are embodied in such CLIL classrooms It examines teacher and student talk at secondary school level from different discourse analytic angles taking into account the interpersonal pragmatics of classroom discourse and how school subjects are talked into being during lessons The analysis shows how CLIL classroom interaction is strongly shaped by its institutional context which in turn conditions the ways in which students experience use and learn the target language The research presented here suggests that CLIL programmes require more explicit language learning goals in order to fully exploit their potential for furthering the learners appropriation of a foreign language as a medium of learning

The CATESOL Journal, 1999

Intercultural Communication for Business Elizabeth A. Tuleja, 2005 This text examines the basis for culture reviewing the work of social scientists cultural anthropologists and global managers on this emerging topic Definitions of culture issues of cultural change and how cultures adapt are included along with practical examples case studies and illustrations of how cultural issues are managed both domestically and internationally P xi

Authenticity and Linguistic Heritage in the Age of Globalization Florian Coulmas, 2008

Improving Intercultural Interactions Richard W. Brislin, Tomoko Yoshida, Kenneth Cushner, 1994 Inhalt The World of Business Education Social and Health Services Communication across cultural boundaries Author Index Subject Index About the Contributors

Understanding Conflict and War Rudolph J.

Rummel,1976 **Intercultural Competence** Myron W. Lustig,Jolene Koester,2006 Striking a unique balance between skills and theory Intercultural Competence provides readers with the background and confidence to succeed in today s multicultural environment Blending both the practical and theoretical the concrete and abstract this book is both enjoyable to read and thoroughly researched By clearly explaining different theories and the significance of cultural patterns and having readers practice what they learn via examples in the book Intercultural Competence better prepares readers to interact in intercultural relationships The book also provides a discussion of important ethical and social issues relating to intercultural communication The authors cover U S cultures as well as global cultural issues **Culture's Consequences**

Geert Hofstede,1980-11 This important book is based on a monumental study of the sales subsidiaries of a major multinational corporation which operates in 39 countries in the world Since in all countries the respondents do the same work and since the formal organization structure is the same everywhere the important differences found in work attitudes and values can be ascribed to cultural differences among the countries The author found four major dimensions for classifying cultures across the world i power distance ii uncertainty avoidance iii individualism iv masculinity The author also proposes some interesting theories to explain how cultures come to be as they are which combine climate economic development and historical process The Good Book Guide for Business One of the most significant comparative organizational studies to date Industrial and Labor Relations Review Important scientific books may be classified according to two types The second type includes those books which people like to have close at hand and consult for reference There is little doubt that this book belongs to the second category Journal of Management Studies What the author has done has been to analyze questionnaire results obtained in some 40 different countries applied to employees of a large multinational American company and to use the results for extracting dimensions along which to compare these different cultures and then to evaluate and discuss the resulting groupings The book is full of interesting and important findings It should certainly be studied by anyone in the field New Society Hofstede has produced an ingenious careful and richly stimulating book that will certainly be useful to all those concerned with managing multinational and multicultural organizations The book offers educators a new conceptual framework and a bank of data that will be highly useful in teaching Academy of Management Review An important sophisticated and complex monograph Both the theoretical analysis and the empirical findings constitute major contributions to cross cultural value analysis and the cross cultural study of work motivations and organizational dynamics This book is also a valuable resource for anyone interested in a historical or anthropological approach to cross cultural comparisons Personnel Psychology One cannot help admiring the effort that went into this book and ending up more knowledgeable and wiser for having read it Contemporary Sociology Should be read by every manager about to embark on an international or intercultural work assignment To benefit most from his ideas requires great concentration on the part of the reader but it is worth the effort The manager should be able to substantially improve his

most international managers are men effectiveness by applying his understanding of the culturally based differences in values among the firm s employees In a classroom situation this book would be appropriate for graduate students Reviews in Anthropology Handbook of Intercultural Training Dan Landis,Rabi S. Bhagat,1996 Handbook of intercultural training analyzes with depth and clarity regions of the world where intercultural issues of the 20th century have heightened including Central and South America Europe China Eastern Europe Russia and Israel Sexuality is also explored as a type of culture forging a broader contemporary definition of culture Other sections of the book examine theoretical and methodological issues inherent in understanding intercultural interactions and training and the contexts in which training takes place

Intercultural Teaching and Learning Mikel Del Garant,1997 *Environment of International Business* Endel-Jakob Kolde,1985 **Intercultural Communication** James W. Neuliep,2006 This introduction to intercultural communication provides students with a clear model for examining communication within cultural micro cultural environmental socio relational and perceptual contexts The author depicts his theory as a series of circles representing the idea that communication is defined by the interdependence of cultural contexts His presentation of contexts begins with the outermost cultural circle of the model and moves inward toward the most specific traits of communication verbal and non verbal messages Each chapter focuses on one context and the combination of factors included within that context setting situation and circumstances The text also highlights influences such as values ethnicity physical geography and attitudes and then examines certain means of interaction including body language eye contact and the exchange of words Additional topics covered include the stages of relationships cross cultural management intercultural conflict and culture shock Features Self report instruments help students understand themselves and assess their performance and skill development as they learn the important concepts of intercultural communication Every chapter contains a summary glossary of terms and an extensive reference list Photos charts and graphs help make the material more accessible and realistic to students A content rich Website offers resources for instructors and students including PowerPoint slides to enhance class presentations

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