

After a Summer: Pedagogical Developments in Cross Cultural Settings

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Abstract—This paper presents approaches and evaluations based on a summer of volunteer work in faculty development in China that led to years of cross cultural shared study, mentoring, and faculty training. Successful teaching or learning in a foreign culture emerged through attitudes and actions based on welcoming, accommodating, invigorating, valuing, and evaluating (WAIVE). Cross cultural shared learning between presenter and local faculty, during summers working in five provinces of China, showed participants gained confidence and skill in pedagogy inclusive of observation, stories, flexibility, cultural appreciation, societal awareness, and mutually shared knowledge in adaptable presentations, actions, modeling, practice, projects, and assessment options. Effective faculty development experiences, just as classroom teaching, needed a foundation of relational communication, flexibility, and interactive learning.

Index Terms—faculty development, pedagogy, cross cultural, China, welcome, accommodations, invigorate, values, evaluation

I. INTRODUCTION

In 2004, on my first morning at the assigned teaching site, in Wuhai, Inner Mongolia, in the People's Republic of China, I awoke at 6:30 a.m. to an enthusiastic instrumental version of Jesu' Joy of Man's Desire. I looked out the window to make sure I still saw rugged mountains and vast stretches of sand, and that I was indeed in a remote western region of China, and not just dreaming about having traveled to China. Then I located the sound, students sitting outside the 4 story classroom building, in an area shaded from the sun, practicing under the supervision of their young music teacher. Since the academic classes started at 7:45, and it was so hot later in the day, early morning practices for band, choral work, and sports took place at the Number One school in the city. Wuhai was a small city in China, in 2004 less than 400,000 people. In 1975 there were only herders and empty stretches of grassland along the western curves of the Yellow River, sand dunes, empty stretches of pummeled raw earth, and rugged craggy mountains farther away from the Huang He River. China saw they needed to develop the west, particularly this region so rich in coal, and a city blossomed in the desert.

For one summer, I had decided to volunteer through the NGO, Amity Foundation of Nanjing, to teach pedagogical strategies to Chinese teachers of English in a western province and city that rarely saw foreigners. Why travel to the other side of the earth to spend a summer teaching teachers? A foundational belief for my philosophy of teaching stands on the idea that teachers who are learners, and who encounter experiences that stretch learning abilities, communicate more effectively with students of diverse backgrounds. This idea of embracing a personal challenge through cross-cultural teaching led me to try a volunteer assignment in a remote rural region of China. It also led to a doctoral dissertation and five more summers working with teachers from a variety of remote and rural locations along with faculty development in the cities of Shanghai and Beijing, with a combined total of almost 600 teacher participants.

Advancing in pedagogy through cross cultural experiences, particularly through living in a community where one has constant reminders of differences, enhances an understanding for students who enter the classroom from a totally different background. As Sanchez, Araujo, and O'Donnell (2008) described, pedagogy for multicultural education teaches everyone involved through attitudes, actions, assumptions, apprehensions, associations, analysis, approaches, and appreciation that emerge throughout the time of shared learning. Williams and Tanaka (2007) found that cross-cultural dialogues between educators strengthened schools and communities, and suggested cultures stand at a crossroads where they will do best by flowing together.

English language studies form an imperative area for development and advancement in China. English is one of 3 major subjects in which students must excel to enter college in China. Public and private endeavors in China have aligned with the required study of English in China, and all areas of the country have the same English language requirement even though cities of the east have wealth and international options for learning that small towns in the west can hardly imagine. Jianxiang (2010) suggested teachers become advisors more than instructors and that students take an active role in learning, like performers.

Mete (2010) reviewed the studies showing there are more non-native speakers of English than native speakers and advised those who teach English to also advocate for building intercultural competence in communication. Amity teaching materials prepare their volunteers to lead Chinese teachers of English through a refresher course that will

advance cross-cultural communication, lead to more active learning, and equip teachers and students with insights on the 21st century global interconnections. However, the teaching materials and training times cannot guarantee the competence for successful cross-cultural communication. To succeed as a teacher in a non-native environment, one needs social and pedagogical skills that welcome, accommodate, invigorate, value, and evaluate (WAIVE) while sharing in learning right along with the students.

II. WELCOMING

Classrooms of public schools in the United States share an inclusive consideration not found in many other countries. If one has not demonstrated academic ability and promise, whether in Europe, the Mideast, Africa, or Asia, one is steered to leave school early and to work on vocational endeavors. In the United States (US) accommodations that may begin in elementary school can continue right through the college years. Acceptance and welcome for diverse abilities, learning styles, and people exists as a basic component to training people to work within education systems in the US. Moore et al (2010) emphasized teachers must practice what they preach to students about accepting and embracing diversity. Safety, respect, encouragement, sharing, and collaboration promote the use of life experiences for all the members of a classroom.

Mikami et al. (2011) studied how the behavior and interactions of teachers who attend to professional development for creating positive learning environments affect students' relationships. For traditional students, with no high disruptive patterns in their classroom experiences, the positive attitude of a teacher created improvement in peer interactions. The data from the Mikami et al.(2011) research showed that even in secondary school, students who had positive environments and interactions with teachers in the classroom will also have improved communication with peers. Unfortunately, students who have negative patterns in school and a history of disruption appeared to decline even more in peer relationships when classmates had more positive interactions with the teacher and peers.

Moore et al. (2010) found inclusive environments promoted more equitable learning and strengthened competencies with diversity in a culture. Small group dialogues, exploring others perspectives, learning new knowledge, varied educational strategies, and respect for learning experiences out of the classroom also fostered a welcoming collaborative environment. Scantlebury, (2008) based on years of teaching in four countries, emphasized the factors for establishing a welcoming classroom should include: respect for individual opinions, opportunities to share opinions, the importance of sharing, recognizing students can learn with and from one another, and establishing an environment where expectations are clear.

Clinton and Higbee (2011) examined the role of language in fostering a welcoming and positive environment. Words have power. Words can inspire, stimulate, and encourage, or not. Clinton and Higbee reinforced the need to consider people when creating a socially safe and empowering learning situation. Many other articles provide insight into creating environments that are welcoming, and Bang and Montgomery (2010) showed that even an appreciative attitude, compassion, and care demonstrated by a teacher can vary in interpretation and effect as that teacher is observed in foreign cultures.

Teachers who expect to work in a foreign culture would do well to consider the priorities and values in a study such as Bang and Montgomery, (2010) and to know as much as possible about the culture they will enter. According to cultural mores, the actual physical proximity in welcoming people into a classroom may vary, but learning names, discovering interests that can blend into classroom content and activities. An energetic presentation, enthusiasm for the subject, varied approaches for differing learning styles, and obvious desire to help class members succeed will establish a welcoming environment.

III. ACCOMMODATING

Min (2010) examined teachers who engaged in faculty development and what teaching staff needed when working with a unique focus group. Min found highly educated faculty members could have a disconnect with those they wanted to help because of a lack of understanding of theoretical and practical aspects of the life of the focus group members. Hillard (2009) explained that as faculty gather for development, the importance of knowing one's students stands as a foundation to finding success in accommodating student needs. Faculty can work together and form effective plans with the support of a school leadership team and identified needs. Hillard's (2009) research, writing, and teaching rests on cross cultural experiences, and the strategies work well in accommodating groups from major cities to remote rural regions.

Working with faculty on professional development in a non-native environment requires one to go beyond the hospitality and polite care of the hosts to do research on the culture, the school systems, the identified needs, and peripheral needs of teachers that affect performance in the classroom. Lee, Hong-biao, Zhong-hua, and Yu, (2011) confirmed that teacher participants in six provinces of China feel positive and open to curriculum reform. With teacher receptivity apparently open to revisions in the national curriculum, there comes a concern to not just make teachers more busy and overloaded in responsibilities. Faculty development facilitators need to know what classrooms, school buildings, books, supplies, school goals, curriculum, and class sizes are like for the participants who want to advance their skills as teachers. Powerful pedagogy does not exist in theories and facts memorized. Data, feedback, goals,

common practices, best practices, collaboration, open discussion, incorporating images participants know, metaphors that reveal teaching strategies, assessment options, and step by step practice of new methods will empower the teachers seeking to review and reform curriculum and their own teaching practices.

Kun-huei's (2010) discussion of learner-centered instruction showed teachers need strategies to help them overcome anxiety, resentment, and resignation in working with students in foreign language classes. Teachers of English also feel greater stress in countries where all students feel pressured to master English, at least well enough to score high on tests that will allow one to continue to have educational and career options. Usually, success for the learner depends on memorization. Kun-huei (2010) accentuated the desire teachers have to create a more well rounded lively environment for learning that meets different learning style needs, but teachers often lack the time and opportunity to experience language immersion, master methods for active learning, and to practice strategies for decreasing student anxiety in learning a foreign language.

If one travels to a foreign culture to engage in faculty development or work with students, one needs to have comprehension of the many tasks confronting the learners, methods to model for varying learning approaches, and ideas for simulating language immersion with active fun learning that decreases anxiety. Wu (2011) provided practical options increasing interest and decreasing anxiety for students who have access to technology. Wu's suggestions also allow for collaboration, and around the world one finds students enjoy working with peers. Frequently they will listen more attentively to peers and learn from them. Some strategies, like incorporating modern technology used by young people can enrich learning. However, teachers from developed English speaking countries need to waive their cultures' constant access to technology and deemphasizing of grammar to understand grammar exists as an essential major emphasis in foreign language learning. Grammar translation studies can engage students in revising topics, communication practice, role play, and creative writing that can alleviate learner anxiety.

Falicov (2009) described cultural attunement that foreign teachers can develop through the study of adaptations, perspectives, values, stressors, and awareness of ethnic minorities within a culture. Landing in a foreign culture as a teacher challenges one to decide between sticking with a universal and general approach, a blend of the universal with country or locale specific needs, and presentations that show one has a grasp on the needs, demands, and goals of a specific area and system. Ku and Shen (2009) highlighted the need to recognize gender differences in students' efforts that depend on intuition, sequencing, and choices of actions. Ku and Shen also emphasized the need to use clarity in word choices in a cultural context for and comprehension of terms. Working with a cultural guide in a host teacher or group of teachers will aid one in planning and presenting in a new cross-cultural setting and making necessary accommodations.

IV. INVIGORATING

Teaching is not business as usual. Teaching varies every day in every class because people change constantly even if not obviously. Van Bockern (2011) provided an explanation of intentionality that can pervade any classroom adding harmony, organization, skills, goals, participation, and vision. Teaching rests on relationships whether face to face or through online communication. Enthusiasm of the presenter adds to participant engagement.

Can's (2010) study in Turkey, with more teacher participants from urban than rural areas, found that adding technological tools to presentations caused teachers to see students give more complete attention to the lessons. With more attentive students teachers showed more enthusiasm for integrating variety in lessons. Banister, (2010) in a US investigation of technology in the classroom, found personal computers, mobile devices, media, and iPod Touch applications, when used well, increased student interest in subjects, exploration, skills, and self-efficacy. According to Banister, (2010) enriched technological options known, used, taught, and evaluated by the teacher, help students to see learning can be constant, mobile, innovative, and customized. What teachers need to guard against in attempting to invigorate the classroom with technology includes lack of planning, tracking, supervising, and managing student work on the web. Using new technology intrigues students, but can become a distraction rather than a tool for learning unless one waives assumptions of student's competence with and access to technology.

In many remote rural locations teachers and students have little access to technological options. Energizing the classroom clings then to a people oriented pedagogy that reaches students through the well managed, guided, varied, interactive, relational, rigorous transformative leadership of the teacher. Jaime Escalante, described by Shouse (2009) modeled a foundation of determination, perseverance, energy, creativity, and leadership for students and faculty in a system and school culture that lacks many extras a wealthy system can provide. Escalante struggled to reach disaffected, discouraged, and disruptive students. He succeeded, just as he taught his students anyone could with strong desire and hard work. Invigorating teachers connect with students in mind and spirit, modeling what they expect from the students, considering student comfort, local challenges, and constructing lessons that give hope and life direction as well as practical skills.

V. VALUING

Tooth and Renshaw (2009) echoed what Coles (2010) has advocated for years, that narrative stories increase the power of learning fundamental to human capacities, commitments, communication, and cultural histories. Narrative in

pedagogy elicits attention, responses, and reflection. Wright, (2011) in a call for meaning-making with minorities, reminds schools and teachers to examine community practices of meaning-making and to know the stories of the communities sending students to the schools. Rather than by focusing on deficits in a community, the school system and teachers who show appreciative knowledge of the local culture will find community practices and stories that can engage students, affirm the community, and build a framework for more learning.

Dervin (2009) explored stories that inhibit cross cultural learning, myths from study abroad programs. When people make claims and tell stories, they provide their interpretation of experiences and events. Reading Dervin's account of perceptions and experiences of study abroad students generates questions that could fit into a variety of classroom studies.

What is a stereotype? What is diversity? What is foreign? How does one perceive attitudes? How openly can emotions be expressed in a culture? How do people form friendships, collaborations, teams, goals? How does one learn to look at self or to fairly judge others? Where does one encounter important symbols, lessons, music, and values of a culture? Why can something be both an advantage and a disadvantage? How do identities form? What are moods and how much control do people have over moods? When do communication problems affect a person's future, a group's future? What forms the unique approaches to grammar in a culture? What exists as foundational to acceptance in a culture? Where does one see a contradiction between what is said and what is usually done in a culture? How does one build a positive reputation in the culture? What causes one to lose respect in a community? What stories form the cultural myths? How can one learn the amount of eye contact, touch, or proximity acceptable in a foreign culture? Does the community value diversity? What are common human competencies?

Teachers need to waive long held ideas and assumptions in entering a community as a foreign guest. Jund's (2010) explanation of talk within a foreign culture shows an advance past comparing and contrasting to discursive practices that can shift with topics and take the conversation to a level that expands knowledge, increases mutual respect, and expand learning opportunities. Rashidi and Safari (2011) take a political glance at inter-cultural communication and language study, and they examine purposes, processes, oppressors, and the oppressed, problem-posing, and critical pedagogy. They remind teachers to take the learners into account in knowing their intellectual level, struggles, and options. Critical language pedagogy exists best with flexibility in the teacher's plan for themes, subject matter, and design of curriculum activities related to learners' realities. Among Rashidi and Safari's 9 principles, the concept of a cross-cultural teacher understanding the varied implications for the internationalization of English will lead individuals engaged in cross-cultural teaching to value each situation uniquely.

VI. EVALUATING

Teja (2010) reviews understanding of cultures with a look at norms, rules, mores, consequences, classifications, values, systems, traditions, and trends. Teja summarized world forces seeking measures of education that have changed the educational environment because of values, expressed subtly and overtly. Individuals involved in cross-cultural faculty development need to understand the values of the culture they visit and what that country uses as a mode of assessment measures. Many cultures choose to assess student learning through rote skills. Language learning, as described by Yuanfang and Bing, (2009) does not develop communicative practices and lifelong learning skills by heightening intrinsic motivation. Even in countries that have acknowledged a need for reform in curriculum and pedagogy, guiding administrators, teachers, and students to seek and use new methods of assessment based on affective and social strategies.

Communication oriented teaching and assessment needs modeling, practice, and buy-in from participants. Teaching approaches will remain tied to the rote skills and memory work without a clear change the value of assessment methods. Few teachers want to try new methods if the result will decrease the test scores that have stood as the foundational gateway to commendations, success, and greater educational options. It is the change globally in access to information that has decreased the value of simply learning as a human repository for knowledge. Even with revised curriculums, new textbooks, and faculty development led by foreign experts, classroom practices will remain aligned with traditional assessments if a society's emphasis and assessments do not stress flexibility, creativity, collaboration, and communication.

At the end of faculty development weeks, participants complete evaluations. Five tables with samples of participant comments follow. Table 1 shows a selection of comments from Chinese teachers of English about a welcoming environment and teacher. Table 2 shows comments about accommodating students' needs. Table 3 reveals reactions to adding invigorating elements to presentations and lessons. Table 4 comments describe ideas on valuing students, strategies, and teaching situations, and Table 5 includes some comments about trying different methods of evaluating student abilities, lesson presentations, and interactive learning.

TABLE 1.
SUMMARY OF PARTICIPANT RESPONSES IN WAIVE FACULTY DEVELOPMENT EXPERIENCES

Category: Welcoming	Example Comments
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Welcoming	<p>I know a little more about the children than before. It seems that the activities and encouragement is so important for children.</p> <p>I want to be more welcoming but there are so many students in one classroom in China, and we cannot control it.</p> <p>You have great impact on us and showed the magic to make lessons so unforgettable! I thank you so much for affording time to help me in time. It really helps to clear my doubts and leads me to think I can break the ice.</p> <p>"To be a Lifelong Learner." You taught me and you really do that with many important ideas about teaching, and I also appreciate your smile for us and patience...</p> <p>I found that the foreign teacher always had effective ways to get us involved in thinking, communicating, reflecting, sharing, applying, and expressing.</p> <p>Professor thought out so many questions to motivate us to think about our teaching such as "what can you control in your classroom? What's salt in education? How is a teacher like a bottle of water? How can students master vocabulary with enjoyment?</p> <p>I like the images you use to help us think about teaching. You can lead a horse to water, but you can't make it drink unless you give it salt! Teachers need to be SALT which makes students are eager for knowledge. SALT includes, flavor, health, safety, preservation, passion, and persistence.</p> <p>Teachers need to wake up students' left and right sides of the brain often and practice with planned variety as much as possible.</p> <p>In this training I felt excited, pleasant, appreciated, and confident so at that time I wanted to communicate eagerly</p>
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TABLE 2.
SUMMARY OF PARTICIPANT RESPONSES IN WAIVE FACULTY DEVELOPMENT EXPERIENCES
Category: Accommodating Example Comments

Accommodating	<p>Thank you again for what you taught me in the summer vacation. I have tried to use some of the teaching methods to teach my students. In the past, I asked them to recite 15 words each day, then the next day I just tested them orally or got them to write their answers on paper, but now I will do some small games of words with them and I think it's interesting and my students are interested in the games. Every day when they see me, they will ask me, "what will we do today?" I'm really very happy about this. Thank you!</p> <p>Today I played the recording of your teaching to my students. They were excited to listen to a foreign teacher working with the Chinese teachers.</p> <p>The kids in China are under pressure now. With too many people, fewer decent jobs, and fierce competition going on, they have no choice but to learn the knowledge that doesn't really work in modern society. I actually know now reading books really counts, but there is no time to be fully absorbed in a book. We are like machines and always feel empty.</p> <p>A small prize also makes them excited and proud. Thanks a lot for having brought me so much happiness and having given me great encouragement to try to add some fun to learning.</p> <p>Thank you for giving me so many good suggestions. I will choose some to have a try. I think different strategies will be effective for some naughty boys, and I am also trying to think about some good ways to help them. Especially, some are the left-behind children, stay with their grandparents. None can help more about their study even many important habits. Many of problem children's parents are farmers or migrant workers.</p> <p>On the one hand, I need to choose some more effective teaching ways, even, sometimes I must forget the test. On the other hand, I need pay more attention on these children who lack the self-confidence and care, and try to design activities to make them feel better about study and relationships.</p> <p>It is so considerate of you to rearrange your schedule according to community needs.</p>
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TABLE 3.
SUMMARY OF PARTICIPANT RESPONSES IN WAIVE FACULTY DEVELOPMENT EXPERIENCES
Category: Invigorating Example Comments

Invigorating	<p>Thanks for your lessons! These days I was attracted by your teaching style and deeply moved your positive attitude toward education. After listening to your lessons, I became more and more confident in expressing myself!</p> <p>I want to say I like you , because you are so energetic and ambitious. In a certain degree , you set an example for me ,</p> <p>I' m really glad to have this summer training in Shanghai. We have gotten wonderful lectures. All of us felt that we got strength indeed.</p> <p>In China ,people think that the teachers just like the candles, Burning out themselves to give light to others. I think you really do a wonderful job as a teacher.</p> <p>I really enjoy your teaching style. I want to say that your vigor and enthusiasm impressed me deeply. In my opinion, a teacher should be a healthy and optimistic person first. Then, he/she can influence their students' feelings, and bring hope and sunshine to the students' hearts. Teaching is a job, full of enjoyment, challenge and room to improve.</p> <p>Your enthusiasm and dedication to education, and your ideas about teaching and learning impressed all the teachers from my school. Actually, we are applying your ideas to our classes. As for me, I will always remember and make sure I have something new for my students every day, and that I should have something for the head, the heart and the hand in my class.</p> <p>My Monday also went well. I asked my students to describe some of the pictures we took during SEP today. Each group got two pictures and they described them with at least two sentences. They're really excited to see pictures and they did a good job. I learned to add a visual teaching method from you.</p> <p>Different kinds of students need different kinds of activities in learning, because every student is unique.</p> <p>We try our best to make our own chants, songs and even poems. I am eager to try them out in my teaching. We should improve our ability of creation. If the teachers don't have the spirit of creation, how can the students have them?</p>
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TABLE 4.
SUMMARY OF PARTICIPANT RESPONSES IN WAIVE FACULTY DEVELOPMENT EXPERIENCES
Category: Valuing Example Comments

Valuing	<p>To create the new world in the future, the students not only need Knowledge, but also need passion, confidence, persistence and so on.</p> <p>Could we each week choose several models to put their photos and the assessment which written by teachers and classmates on the wall of classroom? Also schools should set bulletin boards for children, each week each class choose one or two pupils who have great behave or progress, it's best to make an opportunity for weak children in study. They may do well in other aspects. I am not sure if it will be effective, I am thinking about it and try to make it more specifically.</p> <p>I want to provide reasons for my students to learn English. Since China has entered the WTO and hosts many international events, if one learns English, one can help the motherland to become more effective, richer, and stronger.</p> <p>We've learned so many great educators: Mary Bethune, Albert Bandura, John Dewey, Maria Montessori, Jean Piaget, Lev Vygotsky and so on that we can think about their ideas and see how people from different countries can contribute to global education methods.</p> <p>We teachers of English know we need to communicate with really English native speakers. I forgot many words that I learned when I was at college and talking to native speakers wakes up them. Thank you for planning time to talk with us outside of classes and presentations.</p> <p>Scaffolding was an important concept. I learned scaffolding includes: I do, you watch. I do, you follow, assist, and help. You do, I help. You do, I watch and check. We also know how to make the scaffolding gradually :whole group, small group, partners, individual.</p> <p>Teachers should use all the discipline of responsibility, the joy of surprises, treasuring each moment and expecting miracles as much as possible. As teachers, we need to influence our students with these concepts too, not only for them but also for us.</p>
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TABLE 5.
SUMMARY OF PARTICIPANT RESPONSES IN WAIVE FACULTY DEVELOPMENT EXPERIENCES
Category: Evaluating Example Comments

Evaluating	<p>As a teacher, we not only need educational techniques but also we need passion, encouragement, persistence, sacrifices, devotions, responsibility- we are the ones who we work with are the brightest future of our world.</p> <p>Sometimes I would think of the days I studied you often gave us some prize as an encouragement and it is also like a present, every time, surprised us, even we are adults we still feel so cheerful. So I think it is also suited to treat the young students. The most important is that you have never been angry with us or blamed us, I have never seen angry look from you.</p> <p>I think I must think about a long-lasting, more helpful to bring them into full play, a comprehensive appraisal system. This system should touch on not only their score but more round about their changes and progress in behave in schools and home.</p> <p>Although that should be the business of head teacher or school, there is not a very good appraisal system in most of schools, but only the rules and the Mid-term and final test are valued and only a score directive.</p> <p>There should be a assessment which could urge the students to read more, be polite more help each other more and so on.</p> <p>The assessments in many schools of our area are too segmented. So many children even leave the school without finishing middle school these years. It seems that the score is everything in school.</p> <p>I have too much work to do. Because my students will be in senior school this Autumn, they are working hard for the coming exams in June. The scores of the exams will determine their choices for life.</p> <p>So, many of the students have to hurry to leave their homes to find new opportunity to find themselves or projects to help themselves. Some may achieve their goals for the tests, some others because of the lack of knowledge or the skills, they will suffer another great blow.</p>
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VII. CONCLUSION

When one waives some personal right, one voluntarily relinquishes something that was held. Teachers who step into cross cultural situations with a desire to make the most of the time, to positively equip as many other teachers as possible, and to learn more about the culture need to waive rights and expectations based on their own cultures. The imperative of relinquishing ideas of one model and one culture's practices for education will expand possibilities for learning. An open examination of a locale's customs helps one present a welcoming attitude, sincere and spontaneous. Accommodating faculty engaged in professional development requires less pressured presentations, lots of practice, varied pacing, diverse activities, and planning for flexibility in components of the training. Invigorating classroom strategies depends on connections, primarily human, with concern for student comfort, stress levels, comprehension, and communication skills. Teachers and students build lifelong and widely applicable language skills through conversations and stories increasing their appreciation for learning. Evaluation of teacher training, new methods in the classroom, and student progress, should connect to as many life skills as possible. The attitude of openness to shared learning, mutual appreciation for ideas, traditions, customs, and communication leads to a vibrant educational environment in cross cultural faculty development.

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