

probably wanna go home, uh, but if, if they can't do that, they spend a lot of time with other people from their own country, in order to get back a sense of safety.

The final stage is one of resignation. Even if visitors aren't completely comfortable, they do, they do become adjusted to the new environment. Or at least, they stop feeling that they need to defend their own culture, uh, every time they encounter a habit uh or value they don't easily recognize. They might never recapture the honeymoon period, uhhh, but they're not as depressed as they were during stage two.

To conclude, let's look at some practical applications of the research. Well, remember I mentioned, um, that it doesn't just apply to tourists on vacation, or even international students. In our world of rapid transportation and—and population mobility, many societies have, have recent uh, immigrants, sometimes in large numbers.

This becomes a general social challenge, because immigrants are going through even, even more cultural shock than tourists.

Furthermore, older residents of a country with large numbers of new immigrants can experience their own form of "internal culture shock" when they see neighborhoods or even, uh, large regions where people speak a foreign language or eat unfamiliar food or behave according to—to cultural patterns brought from their own countries. Now, because cultural differences can sometimes lead to tense relationships, um, between different ethnic groups, it is vital that people try to learn as much as possible – get some cross-cultural training if they can – about the different cultures in their own societies. Because the more we learn about our differences, the easier it is to live in a world where different cultures have to live in close contact with each other.

Unit 2: Gender in Society

Chapter 3: Gender Roles

Lecture:

"The Benefits of Single-Gender Education for Girls"

Before the Lecture

Using symbols and abbreviations, page 57

I've been asked to speak to you today about the benefits of single-sex education. Many of the arguments that I'll make apply to both boys and girls, but I'm a teacher and adviser in an all-girls' school, so I'm particularly aware of the benefits of single-sex schooling for girls. Of course, I understand that choosing the right kind of education for a child is a personal choice, and I certainly respect that choice. I also recognize that there are some strong arguments against single-sex schooling, and in favor of coeducation. So in the first part of my lecture, I'd like to discuss three drawbacks of all-girls' schools.

Lecture Part 1:

"Pros and Cons of Single-Gender Education for Girls"

Using symbols and abbreviations, page 60

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First of all, critics of all-girls' schools argue that the separation of the sexes seems old-fashioned. They point out in the United States, single-sex education was much more popular at the beginning of the

twentieth century, before the feminist movement that began in the early 1960s. These critics say that having separate schools for boys and girls goes against the aims and the goal of feminists and liberal educators, which is to provide fairness: to make sure boys and girls have the same educational opportunities and are treated in the same way.

Secondly, the critics say that single-sex schools are artificial. In single-sex schools, boys and girls are separated and can't develop the ability to interact with one another or feel comfortable in each other's company. These critics say that in single-sex schools, children never get to learn about gender differences. In coeducational settings, of course, they get to interact on a daily basis, but in single-sex schools, they not only miss out on the chance to sit in class together, but neither do they have lunch together, play sports together, or join clubs together.

In other words – and this is the third drawback – single-sex schools don't offer children a smooth transition into the real world after school, the adult world, where men and women live together. In single-sex schools, boys and girls cannot become prepared for a world in which they will compete, work, play, and live together as adults.

Now definitely, these are serious arguments against separating girls from boys in school. But there are pros and cons to any situation, and in this case, I believe that the advantages of single-sex education outweigh the disadvantages, and that's why I'm in favor of all-girls' and all-boys' schools. In the second part of the lecture, I'd like to focus on the two main reasons why I support single-sex education for girls in particular: it values girls' unique qualities and it helps girls develop self-confidence.

Lecture Part 2:

"Two Main Benefits of All-Girls' Schools"

Using your notes to make an outline, page 62

The first real benefit of all-girls' education is that it recognizes girls' unique qualities – the qualities that make them different from boys. What are

these unique qualities? Well, I'm going to list a few. First of all, research has shown that the brain develops differently in boys and girls. Girls can often concentrate on higher level, abstract thinking about four years earlier than boys can, and they tend to use the areas of the brain devoted to language and emotional functioning. Furthermore, they can often work for longer periods of time. Girls enjoy collaborative learning activities, and so they work well in groups; boys tend to be more attracted to visual, hands-on learning activities. Finally, as girls mature, they're often kind and cooperative. These qualities are valued in all-girls' schools.

The second benefit of single-sex education is that girls become more self-confident without the distraction of boys. In a single-sex environment, girls enjoy being leaders. They offer help to others, and they also ask for help when they need it; for example, if they don't understand a math or science concept, they'll ask for clarification. But when girls are in the same classroom as boys, they often lose their self-esteem because they have very different learning styles than boys. Boys tend to be louder; they may jump up out of their seats and wave their arms in people's faces if they know the answer to a teacher's question. If this happens, girls typically sink back in their chairs and wait for the boys to quiet down. But if there are no boys around, girls can feel free to be themselves.

Now, it's true that recently, girls have been doing very well in school – better than boys, in many cases. Second, we have to realize that there are valid reasons for supporting coeducation, and in many cases, it comes down to personal preference. And it's also true that all-girls' schools do separate girls from the real world while they're growing up. But, in the "real," adult world, boys are the ones who set the rules of the game, and these rules don't necessarily reflect the needs or talents of girls, no matter how well they do in school. In an all-girls' school, girls can become confident enough to challenge the rules. And then, perhaps, they can change the "real" world into a place designed to help both women and men.