

On Accepting Differences

談接納差異

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In a diverse classroom full of individuals, it is indispensable to take account of different perceptions and experiences. I do not force my students to speak from one perspective. I just earnestly hope that they speak one language. “Perspective” here means a point of view, while “language” means acceptance. Students give a genuine consent when they accept different ideas and, at the same time, all speak in harmony.

In class, I trust my students as I always do. It is crucial that students possess a strong sense of security before they have the grit to speak and share. Undoubtedly, teachers play a pivotal role in creating a fearless and pressure-free atmosphere for them to convey their messages.

Talking about accepting differences, we should all realize that in society there are different voices. A society of peaceful variation benefits the whole mankind. We teachers are shaping the lives of our

在坐滿學生的多元化課堂上，考慮每個學生不同的認知觀念和經歷是不可少的。我不會強迫學生從單一的角度討論問題，只希望他們能有“共同語言”。“認知觀念”在這裡是指觀點，而“共同語言”是指接納。當學生接納不同的觀點，而大家融洽交流時，便會產生真誠的認同。

在課堂上，我一直信賴學生。對於學生來說，擁有充分的安全感是至關重要的。有了這個前提，他們才有勇氣和信心作交流、分享。毋庸置疑，要營造可以大膽發言、毫無壓力的課堂環境，讓學生進行思維碰撞，教師要扮演關鍵的角色。

談起接納差異這一點，我們要知道，社會有不同的聲音。一個和諧變化的社會，對於全人類都是有益的。身為教師，在塑造學生的人生時，我們要引導他們尊重這種變異。然而，“認同”與“容忍”之間是明顯不同的。我們引導學生學會認同和尊重的同時，絕非要他們對反對觀點放棄立場。相反地，學生須要學會認識多元和包容，而非只是“容忍”。

students, guiding them to be respectful to such variation. There is, however, an appreciable difference between the words “agree” and “tolerate”. Guiding our students to agree and to respect, we are not telling them to give in to opposite ideas. Rather, they should learn to recognize diversities and to permit them. This is more than “tolerance”.

When students answer a question, we tend to say, “You’ve got the correct answer”, or “Oh, sorry, you’ve got the wrong answer”. Interestingly, answers can change according to different scenarios, different people and different eras. When we are too concerned about the “right” and the “wrong”, students are deprived of their interest in learning.

In this 21st century, it is advisable to allow our students to listen to different opinions while still holding on to their own. When 35 students respond to a question, each speaking from his own perspective, they benefit from 35 different points of view. What one needs to do next is to analyze all the different opinions and then explain his own choice. In school, therefore, we should encourage students to share, rather than training them to give us the “correct” answers.

In a Literature lesson, for example, after reading a short story related to youth and aging, the students are invited to give their opinion about it.

Student A: We human beings are approaching death day by day.

Student B: Should we not be thankful,

當學生回答問題時，我們傾向於說“你答得對”，或“抱歉，你答錯了”。有趣的是，答案本身會因情景、對象和年代的不同而改變。當我們太過於關注“對”與“錯”時，學生學習探求的樂趣會被剝奪。

在 21 世紀，讓我們的學生聆聽不同意見，同時秉持自己的觀點，這樣做是明智的。當 35 名學生回答同一問題，而每人亦為自己觀點發言，大家會獲得 35 種不同的觀點。接下來，每人要分析所有不同的意見，然後闡述自己所選的觀點。因此，在學校，我們應該鼓勵學生勇於分享，而不是訓練他們給出“正確”的答案。

舉個例子，在一堂文學課上，一篇關於年輕和衰老的短文閱讀結束後，學生要對文章內容提出見解。

學生 A：人是日漸接近死亡的。

學生 B：正因如此，難道我們不應為仍活著並多享一日的生活而感恩嗎？

教師：同一個故事，我們得到了兩種不同的看法，那麼，請大家投票支持你贊成的觀點，並給予清晰的說明。

大多數學生投票贊成學生 A 的發言，學生 B 看起來有點不快。在這個例子中，教師應該表示對學生 B 的講法感興趣。其實，教師的態度很重要，因為這有助於培養學生的信心和動力。我們知道，自由討論時，正負之間並不是“一刀切”的。我們要做的是給予學生鼓勵和信心。在上述例子中，老師可以按兩種不同的觀點得出結論：我們不知道日後如何，不清楚哪一次是人生最後的道別，不明白生活會如何，故我們應享受充實的生活，將每天都視為生命的最後一天。

instead, that we're still alive and can live one more day?

Teacher: We've got two different perspectives on the same story. Now, I'd like you to vote for your choice and give a precise explanation of it.

Most of the students vote for Student A's statement. Student B thus looks quite moody. In this case, the teacher is expected to show interest in Student B's statement. In fact, his attitude matters a lot as it can help give the students confidence and motivation. We all know that in a free discussion, there is not a clear-cut distinction between the positive and negative comments. What we need to do is to give students encouragement and assurance. In the case above, the teacher can draw a conclusion based on the two different perspectives: we don't know what comes next, when the last goodbye is, how life goes on. So, we should live our lives to the fullest and live every day as if it were going to be our last.

In brief, the teacher should act as an organizer, observer and participant in a free discussion, allowing the students the opportunity to voice their perspectives. This way, the students will be more willing to share their comments and will appreciate the teacher's generosity and openness to diversity.

By way of conclusion, acceptance of diversity is to be promoted in the classroom and this depends on the teachers' positive and open attitude, an inclusive atmosphere, and a sense of security in the learning environment.

簡言之，在自由討論中，教師應該扮演組織者、觀察者和參與者的角色，允許學生有機會表達自己的觀點。這樣，學生將會更樂於分享自己的論點，並會感謝老師的慷慨與包容。

總之，課堂上接納多元討論是值得提倡的，但這取決於教師的正面和開明態度，包容的氛圍，以及學習環境的安全感。

