

CULTURAL CONTEXTING

If a picture is worth 1,000 words, a demonstration is worth 1 M words. All communication, to some extent, depends on contexts. Contexts multiply and coordinate the pathways over which information passes--like a dozen languages being used simultaneously.

Cultural Contexting is by:

- Subjects or activities: e.g. teaching, law, politics, art, theology, ministry, development, shopping, sports.
- Past experiences: the contexting of one's first culture
- Situations: paying your taxes, behavior which depends on the situation, direction giving, personal situational needs, hospital equipment proxemics, firestation proxemics, classroom proxemics
- Statuses: chiefs and commoners, clergy and laity
- All cultural systems: law, sex, politics, religion, military, family, marriage, transportation etc.
- Cultures themselves are predominantly HC or LC. Ghanaian cultures are all highly contextualized. European and American cultures because of ET and extreme LC suffer from information overload; everything is overly qualified and intensely screened. This leads to instability, obsolescence, and constant change.

HIGH CONTEXT

field education
 role play the interaction
 audio-viz aids
 art
 fine art
 English law
 Tamale law
 village law
 "lampo"
 IRS in Ghana
 litelalia
 African languages
 English
 action = good
 emotion = good
 Dyonesian
 Right brain
 Einsteinian
 integration
 needs little info

language learning
 communication fast
 communication imp.
 focus on
 particularity
 folk taxonomies

messy
 creativity
 high stability
 little change
 slow change

LOW CONTEXT

classroom education
 discussing it

lecture
 science
 poster
 French law
 Accra law
 city law
 N. American taxes
 IRS in N. America
 all other languages
 European languages
 German
 action = bad
 emotion = bad
 Apollonian
 Left brain
 Library science

needs much
 information
 language teaching
 communication slow
 facts are important
 focus on universality

scientific
 taxonomies
 orderly
 sameness
 low stability
 much change
 fast change