

一部分。3.鼓勵教師應利用學生社區文化經驗，與各族群之相關資料做為補充教材，以彌補教科書之不足。亦建議目前教科書的編輯預設對所有學生有相同的意義。我們的教科書應教印尼、越南的文化，也要有他們的英雄出現，那些東南亞籍配偶的子女才可能受到尊重。而在教學實施部分，建議針對不同「文化」背景學生的 learning style 的深入研究，並培養學生詮釋文本（課本內容）的主動性，而非傳統被動的接受主流媒體給予的訊息。

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