

# Enhancing Intercultural Communicative Competence:

A resource based on the **ATESL Adult ESL  
Curriculum Framework**



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Alberta Teachers of English  
as a Second Language

**Funded by the Government of Alberta, Ministry of Jobs, Skills, Training and Labour.**

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## ATESL Statement of Endorsement

Building on the Intercultural Communicative Competence section introduced in the ATESL Adult ESL Curriculum Framework (2011), the present book, *Enhancing Intercultural Communicative Competence: A resource based on the ATESL Adult ESL Curriculum Framework*, provides instructors with lessons and materials geared towards learners at Canadian Language Benchmarks five to eight. The instructional content addresses four ICC strands by focusing on opportunities to integrate and blend the linguistic and cultural knowledge, awareness, skills, and attitudes each learner brings to the English language classroom. This made-in-Alberta resource supports instructors to facilitate the development of intercultural communicative competence in the classroom.

ATESL greatly appreciates the opportunity to collaborate with the professional teams at both Bow Valley College and NorQuest College in the development of this ICC resource.

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# Chapter 1

## Introduction



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## Intercultural Competence and Intercultural Communicative Competence

Intercultural Competence (IC) is the general ability to relate effectively and appropriately in a variety of cultural contexts drawing on “culturally sensitive knowledge, a motivated mindset and a skillset” (Bennett, Bennett & Allen, 2003, p. 244). In contrast to culture-specific approaches to achieve competence in a target culture (C2), intercultural competence focuses on “internalizing a cognitive framework for cultural analysis”, overcoming a purely ethnocentric view, “developing appreciation and respect for one’s own culture and for cultural difference, understanding and acquiring skills in basic cultural adaptation processes and dealing with the identity issues that attend to intercultural contact and mobility” (Bennet, Bennet & Allen, 2003, p. 245). ESL instructors may find additional ways to support their culturally diverse learners by situating their instructional practice in an ethno-relative worldview.

ESL instructors may believe they are interculturally competent because they work with diverse learners. However, this may not be true. IC is a developmental process including knowledge, comprehension and skills (Deardorff, 2006). Chapter 6 of this e-book provides resources to help ESL instructors develop their IC. Furthermore, teaching English isn’t necessarily synonymous with developing learners’ IC in ESL classrooms (ATESL Adult ESL Curriculum Framework, 2010). Teaching IC is more than the transmission of information about other cultures (Council of Europe, 2002). Teaching IC is providing opportunities for English language learners to understand themselves and their world more deeply, and for many learners as they transition personally, socially, economically, politically, or geographically, to live in a new home.

Intercultural Communicative Competence (ICC) includes IC and focuses attention on communicative competencies, especially the sociocultural element. The idea of integrating ICC into curriculum is not to separate culture from language, but to recognize its inherent presence in language and to see language as culture. Intercultural communicative language teaching is more of a stance than a body of content or method (ATESL Adult ESL Curriculum Framework, 2010).

## Why Teach ICC? The Alberta Context

According to the Alberta Immigration Progress Report (2011), trends show annual immigration to Alberta is steadily increasing: Alberta's immigrants accounted for 19.9% of its working age population in 2010. The increased diversity of the population in Alberta calls for improved capacity and expertise in the area of ICC in order to prepare adult ESL learners to function in multicultural workplaces and communities.

## Research Findings and Recommendations

ATESL's research project, *Intercultural Communicative Competence for TESL Instructors Phase 1* (2014-2015) explored how ICC is integrated into ESL instruction and identified strengths and areas where support is needed (For full report, please visit <http://www.atesl.ca/node/844#.VykRPdlgtD8>). It was found that ICC was not fully integrated into ESL instruction for the following reasons:

- ESL instructors need materials that provide content linked to outcomes.
- ESL instructors are too busy to develop their own materials.
- Some learners or instructors do not value ICC.

Based on the findings, the following recommendations were made for this project (Intercultural Communicative Competence for TESL Instructors Phase 2, 2016-2017):

- Create activities to address ICC (content) because ESL instructors need content.
- Create lesson plans for the ICC (content) because ESL instructors do not have time to create their own.
- Create instructor self-assessment checklists to help instructors gauge their own IC.
- Design and deliver professional development workshops because ESL instructors want to increase their capacity (confidence, sensitivity, and knowledge) to teach ICC.

## Introduction to ATESL Adult ESL Curriculum Framework ICC Standards

The ATESL Adult ESL Curriculum Framework includes seven strands as standards for ICC. The Framework specifies that these seven strands are crucial, interconnected elements needed to develop learners' ICC (Figure 1). The strands can be applied at any ESL proficiency level.

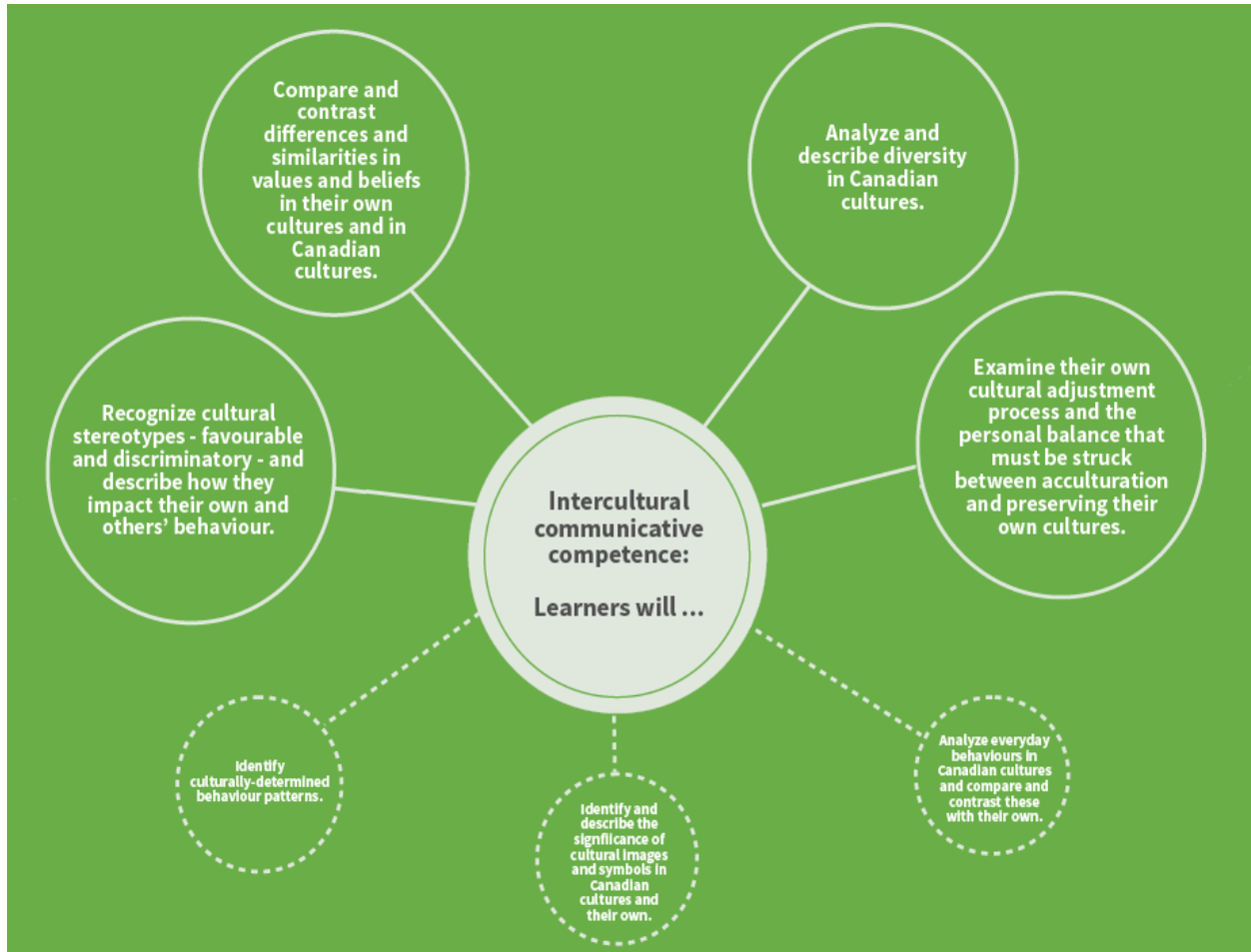


Figure 1. Adapted Intercultural Knowledge and Skills Strand of the Massachusetts Curriculum Framework (2005). Reprinted and adapted from <http://www.atesldocuments.com/cf/icc>. Copyright Alberta Teachers of English as a Second Language (n.d.)

To learn more about the ATESL Adult ESL Curriculum Framework ICC model, visit <http://www.atesldocuments.com/cf/icc>



## Objective and Layout of the E-book

The *Intercultural Communicative Competence for TESL Instructors Phase 1* research project has identified that four of the seven strands have limited teaching resources. This e-book provides instructors with lesson plan ideas on how to incorporate IC and ICC for only the following four strands:

- Recognize cultural stereotypes – favourable and discriminatory – and describe how they impact their own and others' behaviour
- Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures
- Analyze and describe diversity in Canadian cultures
- Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own cultures.

The e-book consists of six chapters, four of which focus on the above strands. Each of the chapters consists of three lesson plans based on the Instructional Skills Workshop BOPPPS model, which has the following lesson components: Bridge-in (B), Objective/outcome (O), Pre-assessment (P), Participatory learning (P), Post-assessment (P) and Summary (S). The lesson plans are for ninety-minute sessions and can be used at any Stage II level. They include all the materials that are required for the lesson.

Chapter 6 offers resources and tools that instructors can use to develop their own intercultural competencies. It also includes an important tool for assessing learners' intercultural competence needs.

## Using the E-book

Each chapter starts with an introduction, a slide cast, and a self-assessment checklist. These are followed by three lesson plans and the necessary material for each of the plans. The information on the first page of each lesson plan is useful for the selection and preparation of the lesson. The suggested readings in the “Level of Challenge and Instructor Preparation” section provide useful background information that facilitates the delivery of the lesson.

The lesson plans in the e-book serve as a starting point for instructors. The plans include the foundational elements for intercultural competence in the strand areas. This is because intercultural competence is a crucial and essential element of intercultural communicative competence. Whenever grammar and other specific language components are not overtly addressed in the lesson plans, it is because they are outside the scope and the time frame of the ninety-minute lessons.

The lessons provided here will need to be supplemented by follow-up lessons that address and reinforce the required language components, vocabulary, skills, and strategies that are necessary for the full development of intercultural communicative competence in the specific strand areas. Instructors are encouraged to develop their own lesson plans to teach the strands more fully, and to make intercultural communicative competence a regular and intentional part of their instruction.





# Chapter 2

## Cultural Stereotypes



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## Introduction

This chapter addresses the following strand: *Recognize cultural stereotypes – favourable and discriminatory – and describe how they impact their own and others’ behaviours*. The chapter consists of three lesson plans and accompanying handouts. Some materials, such as slides, may need to be prepared by the instructor. The suggested content is provided in the lesson plan. The lesson plans in this chapter address three areas: language of stereotypes and generalizations (2.1), impact of stereotypes (2.2), and identifying cultural stereotypes (2.3).

These lesson plans provide an introduction and a starting point to help increase the level of learners’ awareness and knowledge in the areas mentioned above. Grammar and other specific language components have not been overtly addressed in the lesson because they are outside the scope and the timeframe of the ninety-minute lessons. We strongly recommend that the lessons provided here be followed by supplementary lessons that address and reinforce the required language components, vocabulary, skills, and strategies that are necessary for the full development of intercultural communicative competence in the areas.

The lessons are targeted at Stage II learners, who range from CLB Levels 5 to 8. Some prior knowledge has been assumed for the lesson plans. The lesson plans may need to be carefully studied to see if any scaffolding is required for the specific needs of a particular cohort. Any further scaffolding or modifications to the lesson plans will impact the time that has been allotted to the tasks. Other factors that may impact the time are learners’ motivation and level of engagement.

## Self-Assessment Checklist

Check the statements that are true for you.

1.	I believe that helping my learners develop their intercultural competence will help them communicate more effectively.	
2.	I am comfortable discussing cultural stereotypes.	
3.	I can identify stereotypes that Canadians generally hold of other cultures.	
4.	I can identify my own cultural stereotypes (biases) toward other cultures.	
5.	I can identify positive stereotypes and their impact on us.	
6.	I can identify negative stereotypes and their impact on us.	
7.	I can distinguish between the language of stereotypes and generalizations.	
8.	I am confident in my ability to teach about cultural stereotypes and their impact.	

## LESSON PLAN 2.1: Language of Stereotypes and Generalizations

### PLAN

#### KEY INTERCULTURAL COMMUNICATIVE COMPETENCE FOCUS AND EXPECTED LEARNING

##### ICC Focus

Recognize cultural stereotypes

##### Expected Learning

Distinguish between cultural stereotypes and generalizations

#### LEVEL OF CHALLENGE AND INSTRUCTOR PREPARATION

Easy to moderate. The following resources may be helpful in preparing for the delivery of the lesson:

- Overcoming Cultural Stereotypes: <https://www.youtube.com/watch?v=MDw68BQxKEk> (0:00-1:48)

#### LESSON APPLICATION

- Stage II Learners CLB 5–8 (Note: Scaffold as per the needs of your cohort.)
- Development of language of cultural stereotypes and generalizations
- Development of speaking skills
- Theme: Canada

#### TIME

90 minutes

#### GROUP SIZE

2 +

#### LEARNING OUTCOMES

By the end of this lesson, learners will be able to:

- distinguish between cultural stereotypes and generalizations
- participate in basic social conversations
- check, clarify, and confirm information.



**MATERIALS**

- Handout 2.1.1 A and B
- Suggested Foci
- Black/white board or OHP or computer/projector
- Kitchen timer
- Sticky notes (2 colours)

Note: Instructors will need to prepare slides and/or clicker quizzes for the Bridge-in and Post-assessment tasks. The content is provided in the procedure section below.

PROCEDURE		
ACTIVITY	PURPOSE & MATERIALS	TIMING
<p><b>BRIDGE-IN &amp; OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>Write the word <i>Canada</i> on the whiteboard. Assign small groups of 3-4 learners. Ask learners to line up in front of whiteboard. Set the timer for 2 minutes.</li> <li>Say, “This is a race. You have two minutes. When you think about Canada, what do you think about? Write that word. Then, give the marker to the next person in your group. Continue until the timer rings.”</li> <li>1 person from each group will write any word associated with <i>Canada</i>. Learners write relay race style, handing the marker off to the next learner in their group. Allow 2 minutes for activity.</li> <li>Provide some examples, such as hockey, Tim Horton’s, etc.</li> <li>Check and correct spelling on the board together. The team with the most/correct answers wins!</li> <li>Show the learning outcomes for the lesson.</li> </ul>	<p>To elicit learners’ knowledge of Canada.</p> <p>black/white board or OHP or computer/ projector</p>	5 minutes
<p><b>PRE-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Describe lesson goal (identifying stereotypes and generalizations).</li> <li>Elicit basic definition of stereotype and generalization from learners. Write learners’ definitions/ideas on board.</li> <li>Distribute handout to learners. Ask learners to complete Handout 2.1.1 A. Advise learners the handout will not be marked or handed in.</li> </ul>	<p>Elicit information. Check prior knowledge.</p> <p>Handout 2.1.1 A</p>	10 minutes

<p><b>PARTICIPATORY LEARNING</b></p> <p><b>Speaking Task</b></p> <ul style="list-style-type: none"> <li>■ Ask the following question and elicit some answers from learners: Do you know Wikipedia?</li> <li>■ Clarify or ask learners to clarify what Wikipedia is for any learners who are not familiar with Wikipedia.</li> <li>■ Explain that learners are writing an entry for Wikipedia. The topic of the Wikipedia entry is <i>Canadians</i>. Learners, in their groups, write a Wikipedia entry using the words on the board. Encourage learners to use verbs such as <i>like, want, don't, think, believe, hate</i>, etc. Groups must write at least 5 sentences (depending on level). Note: Do not give too much time for this written production.</li> <li>■ Request volunteers to read sentences aloud. If no volunteers, assign learners to read some sentences. Write sentences on the board as learners read them aloud.</li> <li>■ Ask learners to identify the statements that are stereotypes and generalizations using 2 colours of sticky notes, one for stereotypes and the other for generalizations.</li> <li>■ Ask learners to identify the language that makes the statement a stereotype or generalization.</li> <li>■ Provide explanations:</li> </ul> <p><b>Examples of Language of Stereotypes:</b></p> <ul style="list-style-type: none"> <li>□ <u>All</u> Canadians play hockey.</li> <li>□ Canadians <u>are</u> not hard working.</li> <li>□ <u>Every</u> Canadian is polite.</li> <li>□ Canadians <u>always</u> eat fast food and <u>are</u> fat.</li> <li>□ Canadians <u>never</u> discipline their children.</li> </ul>	<p>To identify stereotypes and generalizations.</p>	<p>60 minutes</p>
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**Examples of Language of Generalizations:**

- ❑ Many Canadians play hockey.
- ❑ Canadians seem to work shorter hours than Japanese.
- ❑ Canadians tend to be polite.
- ❑ I've noticed Canadians seem to eat a lot of fast food.
- ❑ I'm not sure how Canadian parents discipline children.
- Learners revisit their Wikipedia entry and make revisions to ensure the language is consistent with the language of generalizations rather than stereotypes.

**Speaking Task: Small Talk**

- Introduce perception questions for use in small talk conversations:

**Examples:**

- ❑ What do you think?
- ❑ Would you agree?
- ❑ What's your experience with that?
- ❑ What's your take?
- ❑ I hear many Vietnamese women don't drink cold water during pregnancy. What temperature water would you like?
- Elicit the importance of small talk in Canada. Facilitate a short discussion of common and culturally appropriate small talk topics in Canada and gambits for initiating or closing a small talk conversation.
- Assign pairs of learners for small talk role play.

<p><b>Role Play Task</b></p> <ul style="list-style-type: none"> <li>Learners initiate and participate in and close a small talk conversation with a 'new learner' in the Tim Horton's lineup and make generalizations or check their perceptions of the new learner's culture. The new learner responds by confirming or clarifying details.</li> </ul>		
<p><b>POST-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Learners go back to Handout 2.1.1.A. to review and revise their initial answers. Check the answers as a class.</li> </ul>	<p>Check if learners can distinguish between stereotypes and generalizations.</p>	<p>10 minutes</p>
<p><b>SUMMARY</b> (5 minutes)</p> <ul style="list-style-type: none"> <li>Elicit what was learned from the lesson and link language learning/tasks to ICC outcomes.</li> </ul> <p><b>Homework</b> (reading to identity stereotypes and generalizations)</p> <ul style="list-style-type: none"> <li>Learners complete Handout 2.1.1.B. Check the answers as a class in the next lesson.</li> </ul>		

## Suggested Foci

### Teach the following prior to delivering this lesson:

#### Suggested Grammar Foci:

- quantifiers: many, some, all, every, none, no, everyone, nobody, etc.
- subject/verb agreement (following quantifiers)
- stative verbs to describe stereotypes or for noticing behaviours and tendencies: love, like, hate, tend to, notice, seem, believe, suppose, observe, know, etc. .
- frequency adverbs: always, never, sometimes, frequently, etc.
- noun clauses: something/what I've noticed is..., one thing/what I've always wondered is..., something that/what bothers me is..., etc.

#### Suggested Pragmatics Foci:

- gambits for opening and closing small talk conversations
- fillers to indicate interlocutor is paying attention
- clarifying questions or statements

#### Suggested Vocabulary Foci:

- |                                 |                       |
|---------------------------------|-----------------------|
| ▪ positive/negative stereotype  | ▪ offensive           |
| ▪ stereotypical                 | ▪ offend              |
| ▪ generalize                    | ▪ cause offense       |
| ▪ generalization                | ▪ label               |
| ▪ tend to                       | ▪ expect              |
| ▪ tendency                      | ▪ expectation         |
| ▪ assume                        | ▪ impact              |
| ▪ assumption                    | ▪ perceive/perception |
| ▪ positive/negative connotation |                       |

## LESSON REFLECTION

**Reflect on the following points:**

- Your comfort level delivering the content of the lesson.
- Your knowledge of the content (pre- and post-preparation).
- Your attitude and knowledge about how your language stereotypes and generalizations may differ from those of your learners’.
- Points in the self-assessment (first page of this chapter) that you reconsidered after completing this lesson.

## LESSON 2.1: Language of Stereotypes and Generalizations

## Materials

## HANDOUT 2.1.1 A: Distinguish Between Stereotypes and Generalizations

Decide if the statement is a stereotype or a generalization. Write a checkmark in the appropriate box.

Statement	Stereotype	Generalization
Japanese people are hard working.		
A lot of Japanese people like rice.		
Scots are cheap.		
Black people are really good at sports.		
There seem to be a lot of Black athletes in professional sports.		
Africans are uneducated.		
Asians are good at math.		
I've observed that many homeless are also Aboriginal.		
Japanese people tend to work long hours.		
Americans are fat.		
The Irish are heavy drinkers.		
Newfoundlanders are never serious.		
Chinese are terrible drivers.		
Canadians are friendly.		
Many Newfoundlanders are light-hearted.		
Americans are lazy.		
Canadians only eat fast food.		
Quebecers are racists.		



Statement	Stereotype	Generalization
Latinos are great at salsa dancing.		
Many Latinos seem to be good at dancing.		
Black people are aggressive.		
Aboriginal people are homeless alcoholics.		
Latinos are passionate and hot-tempered.		

## HANDOUT 2.1.1 B: Distinguish Between Stereotypes and Generalizations

Read the following Wikipedia entry about Japanese people. Underline the language of stereotypes.



### Japanese People

Japanese people are definitely polite, or in Japanese *reigi tadashii*. Though handshakes are generally accepted in business, Japanese always bow.

Another word to describe the Japanese is kind, or in Japanese, *yasashii* or *omoiyari no aru*, meaning “thoughtful of others.” One example of this is the custom of bringing a gift (usually food) when you visit another person’s house in Japan.

You might describe the Japanese as hard-working, or *hataraki-mono*. In Japan, your job is sometimes supposed to be more important than even your family. There is even a word for “death by overwork” in Japanese, *karoshi*. All Japanese people work several more hours after their contractual end-time and, if you’re not a contract worker, you aren’t paid for that overtime. Even if you have a *haken* (contracted job), it’s still considered rude to leave right on schedule.

Japanese people believe it’s a failure to be disrespectful, or, *tanin ni taishite keii wo hyo suru*. Every Westerner finds the concept of being respectful to their elders a bit outside the norm and nobody in the West treats their elders as well as the Japanese do. In Japan, the older you get, the more respectfully everyone treats you. You might get in big trouble if you use informal language with a person older than you.

Unlike Canadian learners, who dislike group work because sharing the workload with other learners means that it gets divided unequally, Japanese learners love group work. They never want to voice their opinions alone, but instead they prefer to make group decisions. In a class of thirty Japanese kids, not many people want to stand up by themselves and read out of an English textbook.

Adapted from Japan Today: <http://www.japantoday.com/category/lifestyle/view/the-top-10-words-to-describe-japanese-people-according-to-foreigners>

## LESSON PLAN 2.2: Impact of Stereotypes

### PLAN

#### KEY INTERCULTURAL COMMUNICATIVE COMPETENCE FOCUS AND EXPECTED LEARNING

##### ICC Focus

Recognize cultural stereotypes — favourable and discriminatory — and describe how they impact their own and others' behaviours

##### Expected Learning

Identify impact of cultural stereotypes

#### LEVEL OF CHALLENGE AND INSTRUCTOR PREPARATION

Moderate. The following resources may be helpful in preparing for the delivery of the lesson:

- Overcoming Cultural Stereotypes: <https://www.youtube.com/watch?v=MDw68BQxKEk> (0:00-1:48)
- Jane Elliott's Blue Eyes Brown Eyes: <https://vimeo.com/153858146>
- Diversity Dynamics in the Workplace (Thomas, 2005)
- Recognizing Racial Stereotypes in the Workplace: <https://www.youtube.com/watch?v=BqpM0CNHqVs>

#### LESSON APPLICATION

- Stage II Learners CLB 5–8 (Note: Scaffold as per the needs of your cohort.)
- Development of reading and listening skills
- Theme: Workplace

#### TIME

60 minutes

#### GROUP SIZE

2 +

#### LEARNING OUTCOMES

By the end of this lesson, learners will be able to:

- identify impact of stereotypes
- reproduce information by illustrating cause/effect relationships in a graphic organizer.

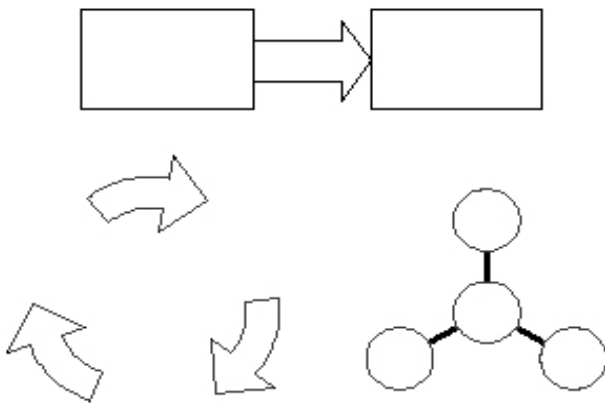
**MATERIALS**

- Handout 2.2.1 A, B and C
- Handout 2.2.2
- Suggested Foci
- Graphic Organizers 2.2.3
- Black/white board or OHP or computer/projector

Note: Instructors will need to prepare slides and/or clicker quizzes for the Bridge-in and Post-assessment tasks. The content is provided in the procedure section below.

PROCEDURE		
ACTIVITY	PURPOSE & MATERIALS	TIMING
<p><b>BRIDGE-IN &amp; OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>■ Ask the following question and elicit some answers from learners: Why is it important to recognize racial stereotypes and impact?</li> <li>■ Show the following video (5:45-): <a href="https://www.youtube.com/watch?v=BqpM0CNHqVs">https://www.youtube.com/watch?v=BqpM0CNHqVs</a></li> <li>■ Highlight the following: It's important to recognize racial stereotypes and their impact to understand how people may be perceiving you. It also helps you examine some of the beliefs you may hold about people of other ethnicities consciously or on an unconscious level.</li> <li>■ Show the learning outcomes for the lesson.</li> </ul>	<p>Bridge into the lesson and show relevance and importance of the lesson.</p> <p>computer/projector</p>	10 minutes
<p><b>PRE-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Ask the following question: How do stereotypes impact us?</li> </ul>	Elicit information. Check prior knowledge.	5 minutes
<p><b>PARTICIPATORY LEARNING</b></p> <ul style="list-style-type: none"> <li>■ Review language of cause/effect relationships: <ul style="list-style-type: none"> <li>□ consequence/consequently</li> <li>□ result in</li> <li>□ affect/effect</li> <li>□ because</li> <li>□ if /when</li> <li>□ because</li> <li>□ so</li> <li>□ since</li> <li>□ cause</li> <li>□ create</li> <li>□ change</li> <li>□ increase/decrease</li> <li>□ etc.</li> </ul> </li> </ul>	To identify stereotypes and generalizations.	65 minutes

- Review which happens first chronologically (cause) and second (effect).
- Review simple cause/effect graphic organizers and how to show a cause/effect relationship.



### Reading Task

- Divide the class into groups of 3 and assign learners in each group as Learner A, Learner B, and Learner C.
- Distribute Handout 2.2.1.A to learner A, Handout 2.2.1.B to learner B, and Handout 2.2.1C to learner C.
- Give learners 10 minutes to read and 5 minutes to answer questions 2 and 3.
- Learners A, B, and C share information in order to answer their groupmates' questions (4 and 5).
- Distribute Handout 2.2.3.
- Learners A, B, and C work together to illustrate three cause/effect relationships in the texts using graphic organizers.

<p><b>POST-ASSESSMENT</b></p> <ul style="list-style-type: none"><li>Ask the same question as the pre-assessment:  How do stereotypes impact us?</li></ul>	Check learners' understanding.	5 minutes
<p><b>SUMMARY</b> (5 minutes)</p> <ul style="list-style-type: none"><li>Elicit what was learned from the lesson and link language learning/tasks to ICC outcomes.</li></ul> <p><b>Homework</b> (writing)</p> <ul style="list-style-type: none"><li>Give learners Handout 2.2.2.</li></ul>		

## Suggested Foci

**Teach the following prior to delivering this lesson:**

### Suggested Grammar Foci:

Cause/effect sentences and clauses

- so
- thus
- as a result
- consequently
- that's why
- effect/affect
- create
- trigger
- increase/decrease
- make
- because
- result in

Conditionals (for cause/effect)

- if X happens, then Y happens...

### Suggested Vocabulary Foci:

- |               |                |              |
|---------------|----------------|--------------|
| ▪ stereotypes | ▪ identify     | ▪ token      |
| ▪ consequence | ▪ motivated    | ▪ feedback   |
| ▪ behaviour   | ▪ qualified    | ▪ discount   |
| ▪ threat      | ▪ redirected   | ▪ perceive   |
| ▪ conform     | ▪ implications | ▪ basis      |
| ▪ occur       | ▪ underperform | ▪ perception |
| ▪ inferiority | ▪ achievement  | ▪ buy into   |



## LESSON REFLECTION

**Reflect on the following points:**

- Your comfort level delivering the content of the lesson.
- Your knowledge of the content (pre- and post-preparation).
- Your attitude and knowledge to identify impact of stereotypes.
- Points in the self-assessment (first page of this chapter) that you reconsidered after completing this lesson.

## LESSON 2.2: Impact of Stereotypes

## Materials

## HANDOUT 2.2.1.A: Stereotype Threat

A  
READING

**1. Read the following paragraph adapted from Diversity Dynamics in the Workplace (Thomas, 2005).**

Stereotypes affect how individuals relate to one another within groups and also can have consequences for the behaviour of the person being stereotyped. According to Steele, **stereotype threat** is defined as the threat that is created when a negative stereotype about a group is used to understand why someone is behaving a certain way. If someone notices that people are stereotyping them, that person may conform to the stereotype. In other words, they may start behaving in the way that others expect them to, even if the expectation is a negative stereotype. Stereotype threat can result in people believing negative things about themselves, which at work, may result in lowered motivation, lowered self esteem, and lowered work performance. If people feel they are less qualified or if they believe they are inferior, consequently, their work will suffer and they may not be considered for promotion, or worse, they may lose their jobs and professional connections.

**2. Underline all the words that show a cause/effect relationship.**

**3. Write C above the words that are the causal factor(s) and write E above the words that are the effect factor(s).**

**4. Ask a member of Group B the following question and write down his/her answer.**

What is one result of dis-identifying with a stereotype?

**5. Ask a member of Group C the following question and write down his/her answer.**

What is one effect of a positive stereotype?

**6. Work with your group. Illustrate 3 different cause/effect relationships from your texts about stereotype threat. Use graphic organizers to show the relationships.**

## HANDOUT 2.2.1 B: Stereotype Threat

B

READING

**1. Read the following paragraph adapted from Diversity Dynamics in the Workplace (Thomas, 2005).**

When it happens, stereotype threat interferes with job performance and intellectual functioning, that is, how well you do at work and how well your mind works. Interference happens because your attention is redirected from the job you are doing to your worry about how your stereotype will affect the job. In short, you don't do the job well because you buy into the stereotype that you can't do the job as well as others. In some cases, when people realise that they are being stereotyped or there is a stereotype for their group, they try to dis-identify with that group. The person might say, "I'm not like those other Asians/Hispanics/African Canadians/Males/Females, etc. I'm not like them. I'm not like that stereotype." This helps to protect the person from stereotype threat. However, there is increased pressure for the person to fit in with the majority and try to minimize any differences between himself/herself and the majority. The person wants to act opposite to the stereotype and the same as the majority group. This often results in anxiety and confusion, as well as reduced interest, motivation, and achievement at work.

**2. Underline all the words that show a cause/effect relationship.****3. Write C above the words that are the causal factor(s) and write E above the words that are the effect factor(s).****4. Ask a member of Group A the following question and write down his/her answer.**

What happens if someone conforms to a negative stereotype?

**5. Ask a member of Group C the following question and write down his/her answer.**

What is one effect of promoting someone on the basis of a positive stereotype?

**6. Work with your group. Illustrate 3 different cause/effect relationships from your texts about stereotype threat. Use graphic organizers to show the relationships.**

## HANDOUT 2.2.1 C: Stereotype Threat



**1. Read the following paragraph adapted from Diversity Dynamics in the Workplace (Thomas, 2005).**

Sometimes, if a stereotype is positive, being stereotyped can *appear* to be a benefit. Even if you are underperforming, if the stereotype is positive, it can result in the false perception that your work is excellent. Consequently, you may not receive as much feedback or guidance from supervisors as you might need. Or, you might be promoted without actually having demonstrated the necessary skills. Neither of these things is actually a benefit though, and can threaten organizations. If employees do not get appropriate feedback, supervision, or mentoring, their performance and motivation can suffer, as can their relationships with peers, who may resent the difference in management and supervision. If qualified employees are passed over for projects in favour of a stereotyped minority, the quality of the work might suffer, relationships with clients might suffer, and team cohesion might suffer. This is especially true if minorities are promoted to leadership or management positions on the basis of a positive stereotype. In addition, if an individual is aware of the stereotype and does *not* fit this expectation, he or she may feel anxiety about meeting that false expectation. As a result, his or her motivation, work performance, and achievement may continue to suffer.

**2. Underline all the words that show a cause/effect relationship.**

**3. Write C above the words that are the causal factor(s) and write E above the words that are the effect factor(s).**

**4. Ask a member of Group A the following question and write down his/her answer.**

What is the result of people using stereotypes to understand other people's behaviours?

**5. Ask a member of Group B the following question and write down his/her answer.**

How can dis-identifying with a stereotype cause problems for employees?

**6. Work with your group. Illustrate 3 different cause/effect relationships from your texts about stereotype threat. Use graphic organizers to show the relationships.**

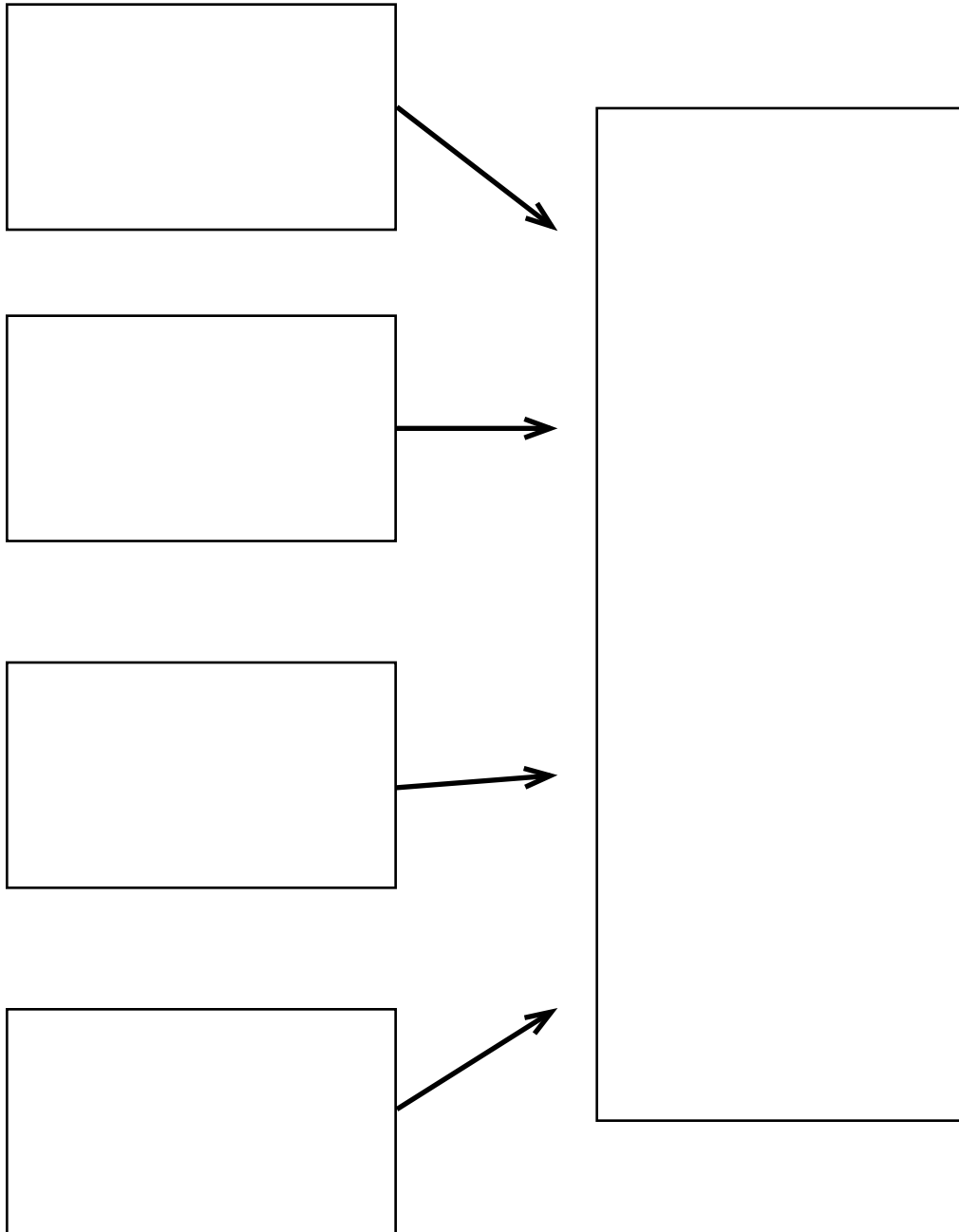
## 2.2.2: Reproducing Information

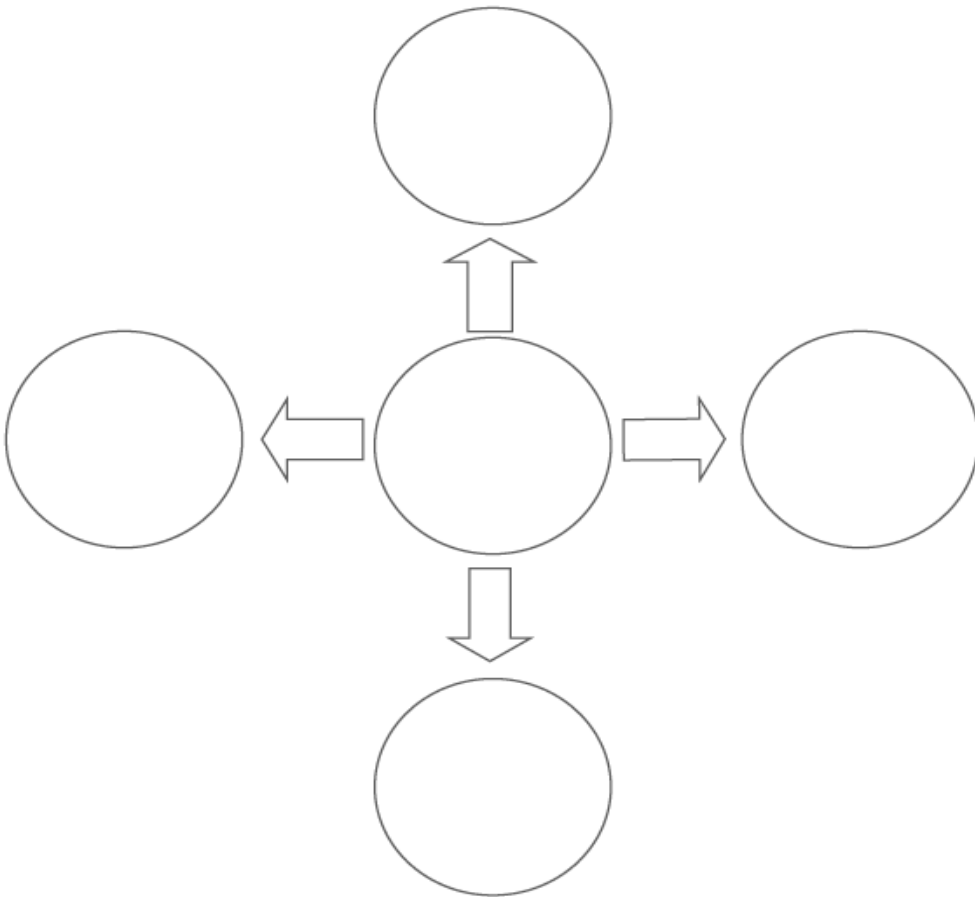
1. Watch a video about recognizing racial stereotypes in the workplace. Watch as many times as you need. The video is available here: <https://www.youtube.com/watch?v=BqpM0CNHqVs>
2. Write down any words you hear the speaker use to describe cause/effect relationships.
3. How did you feel when you watched the video? Why?
4. The speaker talks about two types of race and gives examples of both negative stereotypes and positive stereotypes. Complete the following chart with the information from the video and any inferences you make.

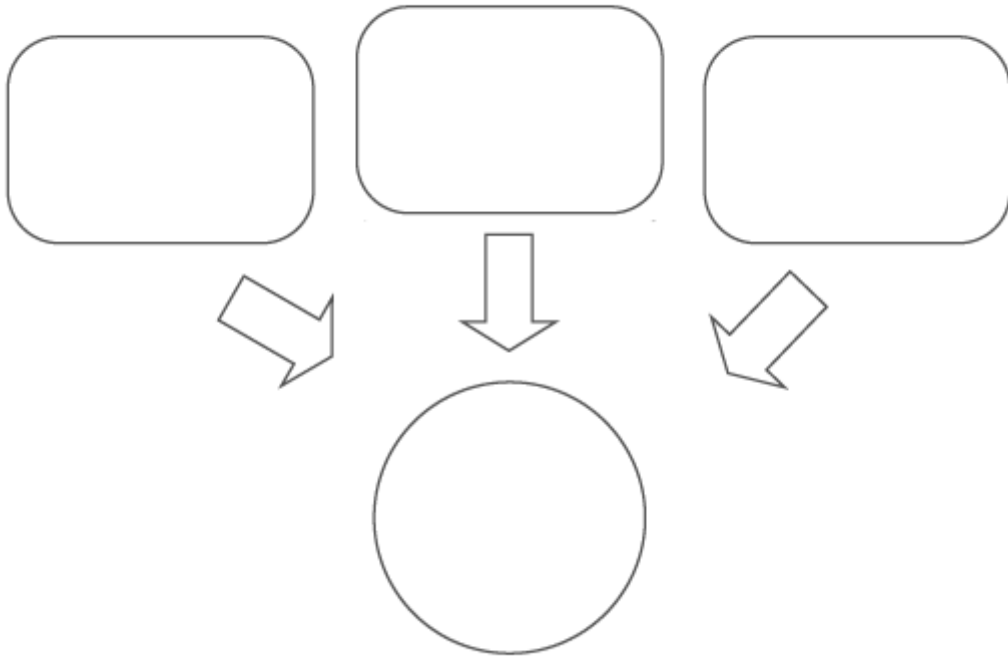
Race	Examples of Stereotype	Positive or Negative?	Possible Effect(s) of Stereotype

5. Choose a graphic organizer or organizers (Handout 2.2.3) and illustrate three possible cause/effect relationships of stereotyping. You can illustrate relationships that are mentioned in the video or can infer cause/effect relationships.

### 2.2.3: Graphic Organizers









## LESSON PLAN 2.3: Identifying Cultural Stereotypes

### PLAN

#### KEY INTERCULTURAL COMMUNICATIVE COMPETENCE FOCUS AND EXPECTED LEARNING

##### ICC Focus

Recognize cultural stereotypes — favourable and discriminatory

##### Expected Learning

Identify cultural stereotypes

#### LEVEL OF CHALLENGE AND INSTRUCTOR PREPARATION

Moderate to Advanced. The following resources may be helpful in preparing for the delivery of the lesson:

- Recognizing Racial Stereotypes in the Workplace: <https://www.youtube.com/watch?v=BqpM0CNHqVs>
- Evaluations of Talent: <https://youtu.be/2n0UnsaQ1jY>

#### LESSON APPLICATION

- Stage II Learners CLB 5–8 (Note: Scaffold as per the needs of your cohort.)
- Development of writing skills
- Themes: Cultural stereotypes, evaluation

##### TIME

90 minutes

##### GROUP SIZE

2 +

#### LEARNING OUTCOMES

By the end of this lesson, learners will be able to:

- identify cultural stereotypes
- access, locate, and compare information from online reference sources
- reproduce information.

#### MATERIALS

- Candidate photos 2.3.1
- Handout 2.3.2
- Handout 2.3.3
- Homework 2.3.4
- Black/white board or OHP or computer/projector

Note: Instructors will need to prepare slides and/or clicker quizzes for the Bridge-in and Post-assessment tasks. The content is provided in the procedure section below.

PROCEDURE		
ACTIVITY	PURPOSE & MATERIALS	TIMING
<p><b>BRIDGE-IN &amp; OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>■ Distribute Handout 2.3.1.</li> <li>■ Ask learners to write their ideas of qualities of the people from China, Lebanon, UK (England), and their country of origin.</li> <li>■ Learners discuss in small groups and share their answers as a class.</li> <li>■ Ask the following question: What information/evidence do you have to arrive at your conclusions?</li> <li>■ Explain it is important to recognize your own biases and some biases Canadians might have of you and others.</li> <li>■ Show the learning outcomes for the lesson.</li> </ul>	<p>Bridge into the lesson and elicit learners' knowledge.</p> <p>Handout 2.3.1 computer/projector/ whiteboard</p>	10 minutes
<p><b>PRE-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Ask the following questions:             <ul style="list-style-type: none"> <li>□ Can you identify stereotypes you have of other cultures?</li> <li>□ Can you identify stereotypes Canadians might have of other cultures?</li> </ul> </li> <li>■ Review skimming and scanning techniques for locating important headings, such as looking for lists, bolded words, capital letters in titles, alphabetical organization, bullets, numbering, etc.</li> <li>■ Review note-taking technique of copying key words, such as nouns, adjectives, verbs, rather than whole sentences.</li> <li>■ Review bulleting or numbering strategy for organizing readable notes.</li> </ul>	Elicit information. Check prior knowledge.	5 minutes

<p><b>PARTICIPATORY LEARNING</b></p> <ul style="list-style-type: none"> <li>■ Distribute Handout 2.3.2.</li> <li>■ Learners go to the Centre for Intercultural Learning’s website to complete the handout.</li> <li>■ Learners share their answers with their peers.</li> <li>■ Check answers as a class.</li> <li>■ Learners compare their answers in 2.3.1 and 2.3.2 and see if there are any similarities or differences between their own biases and Canadians’ biases.</li> <li>■ Where technology allows, invite 2-3 learners to the computer to show the class how they navigated the page to find the stereotypes, how they decided which word(s) to record, how they recorded it, and how they identified favourable and unfavourable stereotypes.</li> <li>■ Invite learners to share perceptions that surprised them. Invite learners to share their reactions, thoughts, and ideas.</li> </ul>	<p>To identify stereotypes and generalizations.</p>	<p>65 minutes</p>
<p><b>POST-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Ask the following questions: <ul style="list-style-type: none"> <li>□ Can you identify stereotypes Canadians might have of other cultures?</li> <li>□ How can stereotypes, both favourable and un-favourable, be harmful to our relationships with people from other cultural groups?</li> </ul> </li> </ul>	<p>Check learners’ understanding.</p>	<p>5 minutes</p>
<p><b>SUMMARY</b> (5 minutes)</p> <ul style="list-style-type: none"> <li>■ Elicit what was learned from the lesson and link language learning/tasks to ICC outcomes.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>■ How can stereotypes, both favourable and unfavourable, be harmful to our relationships with people from other cultural groups? Complete Handout 2.3.4</li> </ul>		

## LESSON REFLECTION

**Reflect on the following points:**

- Your comfort level delivering the content of the lesson.
- Your knowledge of the content (pre- and post-preparation).
- Your attitude and knowledge to identify cultural stereotypes.
- Points in the self-assessment (first page of this chapter) that you reconsidered after completing this lesson.

## LESSON 2.3: Identifying Cultural Stereotypes

### Materials

#### HANDOUT 2.3.1: Your Ideas

1. When you think of qualities of the people from China, Lebanon, UK (England), and your country of origin, what words come to your mind? Complete the following chart.

Nationality	Qualities
Chinese	
Lebanese	
British	
Your country of origin	

## HANDOUT 2.3.2: Stereotypes Research

1. Go to the Centre for Intercultural Learning's website: <http://www.international.gc.ca/cil-cai/index.aspx?lang=eng>
2. Scan the page to find the Country Insights heading. Click it.
3. Scan the list of countries to find the region the country you are looking for belongs to. For example, United States of America belongs to North America. Click the name of the region you want.
4. Scan (alphabetically) to find China, Lebanon, UK, and your country of origin. Click the country name.
5. Scan the headings to find Stereotypes. It is under the major heading Cultural Information. Click Stereotypes.
6. Look for stereotypes that Canadians have about that country's people. Copy key ideas from under the Canadian Perspective heading in the following chart. United States of America is done for you as an example.

Country	Canadian Perspective
USA	<ul style="list-style-type: none"> <li>• <i>obsessed with guns</i></li> <li>• <i>obsessed with work</i></li> <li>• <i>violent</i></li> <li>• <i>aggressive</i></li> <li>• <i>litigious/lawyers</i></li> </ul>
China	
Lebanon	
UK (England)	
Your country of origin	

**7. Which perspectives/stereotypes are favourable and which are unfavourable? Look at your answers in 3 and reduce and re-organize the information by favourable and unfavourable. Complete the following chart. United States of America is done for you as an example.**

Favourable	<p>USA: <i>none</i></p> <p>China:</p> <p>Lebanon:</p> <p>UK (England):</p> <p>Your country of origin:</p>
Unfavourable	<p>USA: <i>violent, aggressive, obsessed with guns and work, litigious</i></p> <p>China:</p> <p>Lebanon:</p> <p>UK (England):</p> <p>Your country of origin:</p>

**Homework 2.3.4: Identifying Stereotypes**

- 1. Visit the Centre for Intercultural Learning’s website: <http://www.international.gc.ca/cil-cai/index.aspx?lang=eng> and go to the Country Insights section. Find the Stereotypes section for your country of origin and read the Local Perspectives. Take note of how people from your country of origin think about Canadians. Are these stereotypes favourable or unfavourable? Compare the Local Perspective to your perspective.**
- 2. Record the details in bulleted point form below.**
- 3. Write a short paragraph using the information to compare how the Local Perspective is similar or different from how you perceive Canadians. How do you think these different stereotypes and perspectives affect your relationships with Canadians?**

Local Perspective of Canadians	My Perspective of Canadians







# Chapter 3

## Differences and Similarities in Values and Beliefs



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Alberta Teachers of English  
as a Second Language

## Introduction

This chapter addresses the following strand: *Compare and contrast differences and similarities in values and beliefs in their own culture and in Canadian culture*. The chapter consists of three lesson plans and accompanying handouts. Some materials, such as slides, may need to be prepared by the instructor. The suggested content is provided in the lesson plans. The lesson plans in this chapter address three areas: classroom interactions (3.1), feedback (3.2), and writing conventions (3.3).

These lesson plans provide an introduction and a starting point to help increase the level of learners' awareness and knowledge in the areas mentioned above. Whenever grammar and other specific language components have not been overtly addressed in a lesson, it is because they are outside the scope and the timeframe of the lesson. We strongly recommend that the lessons provided here be followed by supplementary lessons that address and reinforce the required language components, vocabulary, skills, and strategies that are necessary for the full development of intercultural communicative competence in the areas.

The lessons are targeted at Stage II learners, who range from CLB Levels 5 to 8. Some prior knowledge has been assumed for the lesson plans. The lesson plans may need to be carefully studied to see if any scaffolding is required for the specific needs of a particular cohort. Any further scaffolding or modifications to the lesson plans will impact the time that has been allotted to the tasks. An increase in the number of learners in a group may also have a significant impact on the time. Other factors that may impact the time may be motivation and level of engagement.

## Self-Assessment Checklist

Check the statements that you are true for you.

1.	I am comfortable discussing culture.	
2.	I recognize that my own culture has shaped my attitudes, behaviour, values and beliefs.	
3.	I can easily articulate my own cultural conditioning and how it impacts my worldview.	
4.	I think it is more important to focus on the similarities between two cultures rather than the differences.	
5.	I think recognizing and respecting the differences of another culture is just as important as seeing the similarities.	
6.	I make an effort to learn about the “big C” Culture (the visible forms like food and holidays) of all the cultures represented in my classroom.	
7.	I make an effort to also learn about the values and beliefs that shape the worldview of the cultures represented in my classroom.	
8.	I engage in active observation in my classroom and pay attention to differences in behaviour and reactions of the learners in my classroom.	
9.	I suspend judgement and seek another perspective when I evaluate interactions and situations in the classroom.	
10.	I believe that helping my learners develop their intercultural competence will help them communicate more effectively.	

## LESSON PLAN 3.1: Culture and Classroom Interactions

### PLAN

#### KEY INTERCULTURAL COMMUNICATIVE COMPETENCE FOCUS AND EXPECTED LEARNING

##### ICC Focus

Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures

##### Expected Learning

Recognize and articulate similarities and differences in classroom interactions between their own cultures and in other cultures

#### LEVEL OF CHALLENGE AND INSTRUCTOR PREPARATION

Moderate. The following resources may be helpful in preparing for the delivery of the lesson:

- National Culture: <https://geert-hofstede.com/national-culture.html>
- Power Distance Index: <http://www.clearlycultural.com/geert-hofstede-cultural-dimensions/power-distance-index/>
- Power Distance – Implications for English Language Teaching: <http://www.nuis.ac.jp/~hadley/publication/powerdistance/hadpower.htm>
- Hofstede, G. (1986). Cultural differences in teaching and learning. *International Journal of Intercultural Relations*, 10(3), 301-320.

#### LESSON APPLICATION

- Stage II Learners CLB 5–8 (Note: Scaffold as per the needs of your cohort.)
- Development of both awareness and knowledge of similarities and differences among cultures
- Development of reading skills
- Theme: Education

#### TIME

90 minutes

#### GROUP SIZE

2 to 26

#### LEARNING OUTCOMES

By the end of this lesson, learners will be able to:

- identify main idea and key details in a reading
- describe differences in values that underlie classroom interactions in cultures
- retell information from a text
- reduce written information to important points.

**MATERIALS**

- Handout 3.1.1 A and B
- Handout 3.1.2

PowerPoint slides have been suggested but have not been included for the following sections:

- Bridge-in & Objectives
- Post-assessment

<b>PROCEDURE</b>		
<b>ACTIVITY</b>	<b>PURPOSE &amp; MATERIALS</b>	<b>TIMING</b>
<p><b>BRIDGE-IN &amp; OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>■ Present the following to the learners on the whiteboard/screen:</li> </ul> <p>What's going on here?            Maria recently arrived in Canada and is learning English. She is finding that there are many things she needs to get used to. One of things that she is uncomfortable with is that the class seems very informal.            Can you understand why Maria is feeling this way? Do/did you feel this way?</p> <ul style="list-style-type: none"> <li>■ Elicit answers to the above from a few volunteers.</li> <li>■ Give learners the learning outcomes for the lesson. (Refer to the previous page.)</li> </ul>	<p>To raise awareness of culture's impact on attitudes and behavior related to the classroom.</p> <p>If using PowerPoint or similar software, prepare two slides with the information in the previous column and the learning outcomes.</p>	8 minutes
<p><b>PRE-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Ask learners do the following:</li> </ul> <p>Write down one area of classroom behaviour that may be influenced by your culture.</p> <ul style="list-style-type: none"> <li>■ Elicit some responses. Some examples of acceptable responses include: the way we interact in the classroom, roles of instructor and learner, and valuing other learners' contributions to the class.</li> </ul>	<p>To assess what the learners know about the subject.</p> <p>If using PowerPoint or similar software, prepare a slide with the information in the previous column.</p>	7 minutes
<p><b>PARTICIPATORY LEARNING</b></p> <p><b>Task</b></p> <ul style="list-style-type: none"> <li>■ Individual work on Handouts 3.1.1A and 3.1.1B</li> <li>□ Divide learners into two groups. Depending on the class size, the two groups can be further divided into more groups, but have them identify themselves as 1A, 2A ... or 1B, 2B... for the purposes of the jigsaw reading activity.</li> <li>□ Distribute Handout 3.1.1 A to the members of Group A.</li> </ul>	<p>To provide learners with knowledge on how cultures differ in classroom interactions.</p> <p>To provide practice in:</p> <ul style="list-style-type: none"> <li>■ Identifying main ideas and key details in a reading</li> <li>■ Describing differences in values that underlie classroom interactions</li> </ul>	35 minutes



<ul style="list-style-type: none"> <li>❑ Distribute Handout 3.1.1 B to the members of Group B.</li> <li>❑ When the learners have settled into groups, have them read the title and the introduction. Ask questions to elicit their understanding of the title and the introduction.</li> <li>❑ Explain that they can look up the meanings of words in bold in the glossary. The words are numbered for easy reference.</li> <li>❑ Have the learners read the instructions for the three sections of the handout and ask questions to check if they have understood what they need to do.</li> <li>❑ Have learners read the information in the handout and answer the questions. Give learners 15 minutes to read and answer the questions to Sections A and B. Remind them that they will be sharing this information with a member of the other group.</li> <li>❑ Spend some time with each group while they are reading the information and clarify any questions they may have.</li> </ul>	<ul style="list-style-type: none"> <li>■ Retelling information from a text</li> <li>■ Reducing written information to important points.</li> </ul>	
<p>Note: The vocabulary list that has been provided is only a glossary. Vocabulary will need to be reinforced with supplementary exercises.</p>	<p>Handout 3.1.1 A and B</p>	
<ul style="list-style-type: none"> <li>■ Home group information share           <ul style="list-style-type: none"> <li>❑ Have learners share their answers within their home groups.</li> </ul> </li> </ul>		<p>7 minutes</p>
<ul style="list-style-type: none"> <li>■ Other group information share           <ul style="list-style-type: none"> <li>❑ Pair up learners from Groups A and B and have them share their information and complete Section C of their handout. If there is an odd number of learners, there will be a group of three with two of the learners sharing the same information.</li> </ul> </li> </ul>		<p>18 minutes</p>

<p><b>POST-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Ask the questions below orally or project them on the screen. Have a couple of volunteers respond to each of the questions. You could also use a clicker quiz and show the correct answers at the end.</li> </ul> <p><b>True or False?</b></p> <ol style="list-style-type: none"> <li>Culture influences how we think.</li> <li>We are always aware of how our culture influences us.</li> <li>Culture can influence how we interact in the classroom.</li> <li>It is not important to understand differences in cultures.</li> <li>Maria might be from a culture that values collectivism.</li> </ol>	<p>To check learners' understanding.</p> <p>If using PowerPoint or similar software, prepare a slide with the post-assessment questions in the previous column. A clicker quiz would also work well for this purpose.</p>	<p>8 minutes</p>
<p><b>SUMMARY</b> (7 minutes)</p> <ul style="list-style-type: none"> <li>Elicit what was learned/gained by this lesson and link to the ICC focus of the lesson.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Give learners Handout 3.1.2 to complete. Check that they have understood the instructions on the handout. Give them a due date for the submission of the task and follow up with a class discussion when you hand their assignments back to them.</li> <li>Have learners write sentences using the words in the glossary. For higher levels, assign a cohesive paragraph using at least 6 of the words.</li> </ul>		
<p><b>Suggestions for follow-up:</b></p> <ul style="list-style-type: none"> <li>Reinforce the new vocabulary in the lesson with supplementary exercises.</li> <li>Teach skills and strategies for active classroom participation and interaction. Include gambits and speech acts that facilitate participation and interaction. In order to encourage effective use of the gambits and speech acts, include instruction on appropriate tone, intonation, and points of insertion (along with cues to listen for).</li> <li>When learners have had sufficient practice, give them a formative assessment on the points taught.</li> </ul>		

## LESSON REFLECTION

**Reflect on the following points:**

- Your comfort level delivering the content of the lesson.
- Your knowledge of the content (pre- and post-preparation).
- Amount of time for preparation.
- Your own intercultural competence.
- Points in the self-assessment that you reconsidered after preparing for and completing the lesson.

**LESSON 3.1: Culture and Classroom Interactions****Materials****HANDOUT 3.1.1 A: Culture and Classroom Interactions****A**

READING

**Culture and Classroom Interactions**

Culture provides us with a set of **values**<sup>1</sup> and a **framework**<sup>2</sup> for how to think, how to feel and how to interact with others. We are not usually aware of the influences of our culture on us because we learn our culture at a very young age. This is why we may not realize the **impact**<sup>3</sup> culture has on what we prefer and expect in a classroom. Our culture can **influence**<sup>4</sup> what we value in education, how we **interact**<sup>5</sup> in a classroom and how we feel about the roles of the instructor and the learner. Geert Hofstede, a social psychologist, has done a lot of **research**<sup>6</sup> on the values of different countries. He has identified six areas in cultural differences in the values among the countries. Here we will consider how two of these six areas — power distance and individualism vs collectivism — impact our interactions in a classroom.

**Power Distance**

All cultures have some degree of inequality. When the degree of inequality is large in a culture, it means that the culture values **status**<sup>7</sup> and power. In such cultures, the distribution of power is not equal and the people accept this. These cultures have a large power distance. Some countries with a large power distance are China, Iraq, Iran, Brazil, Colombia, Mexico, and Russia. When the degree of inequality is small in a culture, it means that the culture values a more equal distribution of power. These cultures have a small power distance. Some countries with a small power distance are Canada, the United Kingdom, and the United States. It is important to understand that not all cultures fall neatly into these two categories. Many cultures are somewhere between the two.

Power distance can influence classroom interactions. In a small power distance culture, instructors generally prefer a more relaxed and informal classroom environment. They expect participation and eye contact from the learners. They expect the learners to be **independent**<sup>8</sup>, so the classroom activities are generally more student-centred. The instructor expects the learners to communicate openly and **express**<sup>9</sup> their opinions freely. The instructor also expects the learner to ask questions and clarify what they have not understood. When

learners are from high power distance cultures, they may be more used to a formal classroom environment where the instructor is the **authority**<sup>10</sup> and the main source of knowledge. Learners from high power distance cultures usually wait to be called on before they answer. Learners from high power distance cultures may also not readily make eye contact with their instructors for fear of seeming rude and challenging. They also have a lot of expectations of the instructors. They expect their instructors to know everything and are generally of the opinion that effective learning is connected to the performance of the instructor.

### Glossary:

	<b>Word/phrase</b>	<b>Form</b>	<b>Definition</b>
1.	values	noun	principles or moral standards of a society
2.	framework	noun	a basic system
3.	impact	noun	effect or influence
4.	influence	verb	affect
5.	interact	verb	working or communicating with each other (of people)
6.	research	noun	a detailed and organized study to establish facts and reach new conclusions
7.	status	noun	the social or professional position of a person
8.	independent	adjective	not subject to control by others
9.	express	verb	say what one thinks or means
10.	authority	noun	an expert in a particular subject

Read the text and complete the following. Be prepared to share your answers.

**A. Answer the following questions.**

1. What does it mean when a culture values a small power distance?

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2. What does it mean when a culture values a large power distance?

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**B. Complete the table with appropriate information from the text.**

	Small power distance	Large power distance
<b>Characteristics of classroom interactions</b>		
<b>Example countries</b>		

**C. Ask a member of Group B questions to complete the following.**

1. Individualism

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2. Collectivism

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3.

	Individualism	Collectivism
<b>Characteristics of classroom interactions</b>		
<b>Example countries</b>		

## HANDOUT 3.1.1 B: Culture and Classroom Interactions

B  
READING**Culture and Classroom Interactions**

Culture provides us with a set of **values**<sup>1</sup> and a **framework**<sup>2</sup> for how to think, how to feel and how to interact with others. We are not usually aware of the influences of our culture on us because we learn our culture at a very young age. This is why we may not realize the **impact**<sup>3</sup> culture has on what we prefer and expect in a classroom. Our culture can **influence**<sup>4</sup> what we value in education, how we **interact**<sup>5</sup> in a classroom and how we feel about the roles of the instructor and the learner. Geert Hofstede, a social psychologist, has done a lot of **research**<sup>6</sup> on the values of different countries. He has identified six areas in cultural differences in the values among the countries. Here we will consider how two of these six areas - individualism vs collectivism and power distance - impact our interactions in a classroom.

**Individualism vs Collectivism**

According to Hofstede, collectivist cultures value the importance of the **rights**<sup>7</sup> of the group over the rights of individuals. Such cultures value the connections and relations between individuals in the society. The **harmony**<sup>8</sup> of the group is very important in collectivist cultures. Some countries that value collectivism are China, Iraq, Iran, Brazil, Colombia, Mexico, and Russia. On the other hand, individualist cultures value the importance of the rights of the individual over the rights of the group. Some countries that value individualism are Canada, the UK, and the USA. Personal goals are given a lot of importance in individualist cultures. Whereas, in collectivist cultures, people consider the other group members when they make goals for themselves. This **tendency**<sup>9</sup> towards individualism or collectivism can influence classroom interactions. Instructors from individualistic cultures expect learners to be independent and take responsibility for their learning. They also expect the learners to express their opinions freely and **contradict**<sup>10</sup> the instructor when necessary. The instructors may ask a general question to the class and expect that the students will volunteer an answer.

Learners from collectivist cultures like to maintain harmony in the classroom and prefer to participate only when they are called on to participate. Learners from collectivist cultures may think that they are actively participating by listening carefully and doing all the



homework. The learners generally prefer to work in smaller groups. They also may prefer to ask questions and clarify information after class. This is because they give a lot of importance to the group and prefer not to waste the time of the class. They also do not want to feel embarrassed in front of their classmates and do not want to embarrass the instructor.

### Glossary:

	<b>Word/phrase</b>	<b>Form</b>	<b>Definition</b>
1.	values	noun	principles or moral standards of a society
2.	framework	noun	a basic system
3.	impact	noun	effect or influence
4.	influence	verb	affect
5.	interact	verb	working or communicating with each other (of people)
6.	research	noun	a detailed and organized study to establish facts and reach new conclusions
7.	rights	noun	things that a person should be morally or legally allowed to have
8.	harmony	noun	a state in which people agree with each other and live together peacefully
9.	tendency	noun	a leaning towards a particular thought or action
10.	contradict	verb	to say the opposite of something that someone has said

Read the text and complete the following. Be prepared to share your answers.

**A. Answer the following questions.**

1. What does it mean when a culture values individualism?

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2. What does it mean when a culture values collectivism?

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**B. Complete the table with appropriate information from the text.**

	Individualism	Collectivism
Characteristics of classroom interactions		
Example countries		

**C. Ask a member of Group A questions to complete the following.**

1. Large power distance

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2. Small power distance

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3.

	Small power distance	Large power distance
<b>Characteristics of classroom interactions</b>		
<b>Example countries</b>		

## HANDOUT 3.1.2: Culture and Classroom Interactions – Homework Task

**A. Read the sentences carefully and then check only the boxes that are true for you.**

1.	I prefer to stay silent until the teacher asks me a question directly.	
2.	I am completely comfortable answering a question when the teacher asks a question to the whole class.	
3.	I think it is appropriate to disagree with my teacher.	
4.	I give my opinions freely in class.	
5.	I am not very embarrassed if I get an answer wrong in front of the whole class.	
6.	I don't like making mistakes in front of people.	
7.	I tend to ask my teacher questions.	
8.	I have always been comfortable calling my teacher by his/her first name.	
9.	I prefer to work in small groups.	
10.	I think playing games and having a lot of discussion in class is a waste of time.	

**B. Write a short paragraph to reflect on your answers to the above. Include information on the possible influences of your culture.**


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## LESSON PLAN 3.2: Feedback

### PLAN

#### KEY INTERCULTURAL COMMUNICATIVE COMPETENCE FOCUS AND EXPECTED LEARNING

##### ICC Focus

Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures

##### Expected Learning

Recognize that there are similarities and differences in the way feedback is given in different cultures

#### LEVEL OF CHALLENGE AND INSTRUCTOR PREPARATION

Moderate. The following resources might be helpful in preparing for the delivery of the lesson:

- National Culture: <https://geert-hofstede.com/national-culture.html>
- Penelope Brown and Stephen Levinson's Politeness Theory: <http://www.ello.uos.de/field.php/Pragmatics/PragmaticsPolitenessTheory>
- Read the lecture script to learn more about the feedback sandwich.

#### LESSON APPLICATION

- Stage II Learners CLB 5–8 (Note: Scaffold as per the needs of your cohort.)
- Development of both awareness and knowledge of similarities and differences among cultures
- Development of listening skills
- Theme: Employment

#### TIME

90 minutes

#### GROUP SIZE

3 to 25

#### LEARNING OUTCOMES

By the end of this lesson, learners will be able to:

- identify main idea and supporting details in a mini lecture
- interpret factual information
- recognize social conventions and norms of politeness in feedback
- identify values that underlie preferences for indirect language in feedback.

**MATERIALS**

- Lecture script
- Handout 3.2.1
- Handout 3.2.2

PowerPoint slides have been suggested but have not been included for the following:

- Bridge-in
- One of the Participatory Learning activities

## PROCEDURE

ACTIVITY	PURPOSE & MATERIALS	TIMING
<p><b>BRIDGE-IN &amp; OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>■ Present the following to the learners on the whiteboard/screen:               <ul style="list-style-type: none"> <li>□ Watch this video. What is the misunderstanding? Has Matt understood his boss correctly?</li> </ul> </li> </ul> <p><a href="https://www.youtube.com/watch?v=gdp4sPviV74">https://www.youtube.com/watch?v=gdp4sPviV74</a> (until 1:38)</p> <ul style="list-style-type: none"> <li>■ After the learners have watched the video from the beginning to 1:38, elicit answers to the questions from a few volunteers. Do not introduce or explain any vocabulary at this stage. Ask the learners to think of a situation when they did not understand the message of the feedback or were upset by the feedback they received. They will be sharing this later in the lesson.</li> <li>■ Give learners the learning outcomes of the lesson. (Refer to the previous page.)</li> </ul>	<p>To bridge into the lesson and raise awareness that feedback can be misunderstood.</p> <p>If using PowerPoint or similar software, prepare two slides:</p> <ol style="list-style-type: none"> <li>1. the questions and link</li> <li>2. the learning outcomes for this lesson</li> </ol>	8 minutes
<p><b>PRE-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Write the words “feedback sandwich” on the board. Ask learners if they have heard of the feedback sandwich and elicit what it is from those learners who are familiar with the term.</li> <li>■ If none of the learners are familiar with the term, elicit the meaning of feedback and the meaning of a sandwich. Then let them know that a feedback sandwich is a common method, but not the only method, of giving feedback in Canada and that they will be learning more about it in this lesson.</li> </ul>	To assess what the learners know about the subject.	4 minutes



<p><b>PARTICIPATORY LEARNING</b></p> <p><b>Task</b></p> <p><b>Introduction to active listening</b></p> <ul style="list-style-type: none"> <li>■ Inform learners that you will first review some active listening skills: <ul style="list-style-type: none"> <li>□ What do you understand by listening actively?</li> <li>□ What do you need to do to listen effectively?</li> <li>□ What does it mean to listen with: <ul style="list-style-type: none"> <li>□ Your ears</li> <li>□ Your mind</li> <li>□ Your eyes</li> <li>□ Your heart</li> </ul> </li> </ul> </li> <li>■ Have learners sit in small groups of 3 to 4 and give them about 2 to 3 minutes to discuss.</li> <li>■ Elicit answers from volunteers, or call on learners if necessary.</li> <li>■ Give learners the following information: <ul style="list-style-type: none"> <li>□ You use your ears to hear the words and tone.</li> <li>□ You use your mind to understand the words, the tone, the organization of information, and to make connections to what you already know about the topic and the context.</li> <li>□ You use your eyes to observe non-verbal messages such as body language and facial expressions.</li> <li>□ You use your heart to understand the feelings of the speaker.</li> </ul> </li> <li>■ Elicit examples (interactive lectures, discussions, one-on-one conversations, etc.) of when active listening is important.</li> </ul>	<p>To review the first steps in active listening skills.</p> <p>If using PowerPoint or similar software, prepare the necessary slides to present the questions and the answers. The content is provided in the previous column.</p>	<p>15 minutes</p>
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<ul style="list-style-type: none"> <li>Inform learners that listening actively is also very important when receiving feedback. Elicit the reasons for this.</li> <li>Let learners know that you would like them to practise the listening skills they just learned during the lesson. They will have opportunities to do this while they listen to a short lecture and take part in discussions.</li> </ul>		
<p><b>Pre-listening Task</b></p> <ul style="list-style-type: none"> <li>Distribute Handout 3.2.1.</li> <li>Confirm that learners understand the instructions. Have learners complete the handout in small groups and check the answers as a class.</li> </ul>	<p>To prepare learners for the listening Handout 3.2.1</p>	<p>10 minutes</p>
<p>Note: The vocabulary provided is only to facilitate lecture comprehension. Include supplementary vocabulary exercises to reinforce vocabulary.</p>		
<p><b>Listening Task</b></p> <ul style="list-style-type: none"> <li>Distribute Handout 3.2.2</li> <li>Give learners a couple of minutes to read the questions in Section A. Let them know that they can answer the questions to Section A while listening, but encourage them to use the active listening strategy that they just learned.</li> <li>Give a mini-lecture on the feedback sandwich (Lecture Script). Make the lecture as interactive and natural as possible. If your cohort requires the lecture to be read more than once, allot more time to the task.</li> <li>Have learners complete Section A in pairs. Check the answers in class, elaborating on the content as necessary.</li> <li>Have the learners complete Sections B and C in small groups. Check the answers as a class.</li> </ul>	<p>To provide practice in:</p> <ul style="list-style-type: none"> <li>Identifying main idea and supporting details in a mini-lecture</li> <li>Interpreting factual information</li> <li>Recognizing social conventions and norms of politeness in feedback</li> <li>Identifying values that underlie preferences for indirect language in feedback</li> </ul> <p>Lecture Script and Handout 3.2.2</p>	<p>38 minutes</p>

<p><b>POST-ASSESSMENT</b> Have a class discussion on the questions in Section D of Handout 3.2.2.</p>	<p>To check learners' understanding of the content of the lesson.</p>	<p>10 minutes</p>
<p><b>SUMMARY</b> (5 minutes)</p> <ul style="list-style-type: none"> <li>■ Elicit what was learned/gained by this lesson and link to the ICC focus of the lesson.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>■ Have learners write a short paragraph describing how feedback is generally given in their culture. For higher levels, have the learners compare and contrast how feedback is given in their culture and in Canadian culture. Have them share the information with the class in their next lesson.</li> </ul>		
<p><b>Suggestions for follow-up:</b></p> <ul style="list-style-type: none"> <li>■ Reinforce the new vocabulary with supplementary exercises.</li> <li>■ Have learners journal their experiences with getting feedback (in school, in the workplace, and from members of their own ethnic community).</li> <li>■ Do further work on the softening language that is often used in feedback. Develop both comprehension and the use of the softening language.</li> <li>■ Once learners have demonstrated that they can comprehend messages couched in language that is more indirect and softened, do the following: <ul style="list-style-type: none"> <li>□ Use the video clip in the Bridge-in to extend learners' active listening skills and introduce the need for strategies such as repeating, paraphrasing, and clarifying. Teach these strategies along with the required language. Include instruction on appropriate tone, intonation, and points of insertion.</li> <li>□ Give learners instruction and practice on becoming aware of their own body language, tone, and intonation, and strategies on how to avoid sounding defensive.</li> </ul> </li> <li>■ When learners have had sufficient practice, give them a formative assessment on the points taught.</li> </ul>		

## LESSON REFLECTION

**Reflect on the following points:**

- Your comfort level delivering the content of the lesson.
- Your knowledge of the content (pre- and post-preparation).
- Your own attitude and knowledge about how feedback may differ among cultures and the importance of being aware of these differences.
- Points in the self-assessment (first page of this chapter) that you reconsidered after completing this lesson.

**LESSON 3.2: Feedback****Materials****Lecture Script: Feedback**

[The following is the script for the mini-lecture. As you will be delivering it in a natural lecture style, you may modify the content to suit your idiolect and add appropriate interactive pieces. Depending on the level of your cohort, you may want to include paraphrases and repetitions, as necessary. If the learners are at a CLB 8, you may want to modify the script by including some digressions, and then prepare an exercise that has the learners identify phrases and sentences that mark topic introduction, topic development, topic shift and conclusion. If any of these changes are made to the script, extra time may need to be allotted to the delivery of the lecture. It is important to note that the accompanying worksheets have been prepared for the content in this script.]

**Mini-lecture Script:**

I am going to give you a short lecture on the way feedback is given in many Canadian workplaces. We will also look at what Canadian cultural values influence the preference for the way feedback is given.

First, I will go over what feedback is. I will also identify an important context for feedback in the workplace. As I am sure you will all agree, feedback is very important in the workplace. It helps employees identify their strengths. It also helps employees identify the areas that they need to improve. Feedback is more effective when it is a two-way communication between the person who gives the feedback (the giver) and the person who receives the feedback (the receiver). Feedback is more helpful to the receiver when it includes actions that need to be taken to improve job performance. In the workplace, feedback can be both informal and formal. One example of a formal feedback context in the workplace is the performance review. A performance review is a job performance review meeting between a supervisor and an employee. A performance review is generally done at the end of the probation period, and then once every year.

The next point I want to make is about how feedback is generally given here. In many Canadian workplaces, when supervisors give feedback, they generally start and end their feedback with positive remarks that focus on the strengths of the employee. The main part of the feedback is in the middle. It is in this part that the areas for development and the actions that have to be taken to make that development are discussed. This method of giving feedback is called a feedback sandwich because, just like a sandwich, it has a top layer and a bottom layer with the most important part in the middle. When people are not familiar with this method of giving feedback, they might pay attention to only the parts that focus on their

strengths and may not understand the areas that they need to work on, or what actions they need to take to improve their job performance.

In the middle part of the feedback, supervisors generally offer suggestions or requests for improving job performance. When doing this, supervisors generally use very careful and indirect language even though they would really like the employee to follow their suggestions or requests. Instead of saying, “You must come to work on time every day,” a supervisor might say, “We might want to be more punctual,” or “Could we make more of an effort to come on time?” This kind of careful and indirect language can cause misunderstandings when people are used to getting more direct instructions from their supervisors.

As a final point, I would like us to consider why feedback is given this way in many Canadian workplaces and why people, even supervisors, use careful and indirect language when making suggestions. The answer may lie in the values that are important in Canadian culture. Canadian culture values low power distance and individualism. Low power distance is a preference for a more equal distribution of power — a preference for equality. Canadian culture also values individualism or the personal freedom to make choices and decisions. This is why supervisors in most Canadian workplaces try to make their feedback and suggestions very polite by using indirect language. They do not want to sound like a boss giving orders. They also do not want to offend the person to whom they are giving feedback.

[End by making it clear to the learners that the lecture is now complete and that they will work on completing the exercises in their handout.]

### HANDOUT 3.2.1: Feedback (Pre-Listening Task)

**A. How can you use the following to listen actively? Write at least one example for each.**

Your ears: \_\_\_\_\_

Your eyes: \_\_\_\_\_

Your mind: \_\_\_\_\_

Your heart: \_\_\_\_\_

**B. Discuss the following in groups. Practise active listening during the discussion.**

1. When do you get feedback at school? How does your instructor give you feedback? Is it different from the way feedback is generally given in your culture? How is it different? How is it the same?
2. If you work, or have worked, in Canada, think about a time when you received feedback. Describe to your group how it was given. Was the feedback sandwich method used? How did you feel when you got the feedback? Why?
3. How can active listening help when receiving feedback?

**C. Your instructor will give you a short lecture. Here are some words and phrases that you will hear in the lecture. Match the word with its meaning.**

1.	performance review	—	a.	the principles that make people decide what is right or wrong
2.	distribution	—	b.	liking or wanting one thing more than another
3.	offend	—	c.	the influences or events related to a particular situation
4.	preference	—	d.	positive qualities that make one more effective
5.	context	—	e.	producing the results that are needed
6.	probation period	—	f.	a meeting between an employee and his/her supervisor to discuss progress, goals and needs
7.	values	—	g.	the period during which an employee's job performance is watched carefully to see if the employee is a good fit for the company

8.	punctual	—	h.	arriving at the correct or expected time
9.	strengths	—	i.	the way something is divided among people
10.	effective	—	j.	to make somebody feel hurt, angry or upset



## HANDOUT 3.2.2: Feedback (Listening Task)

**Listen to a short lecture and complete the following.**

**A. Answer the following.**

1. What is the main idea of the lecture?
  - a) Performance reviews and when they are given
  - b) The way feedback is given in Canada and the reasons for this
  - c) Canadian culture
  
2. How is the lecture organized? Number the points in the order the lecture is given.
  - \_\_\_\_\_ How feedback is given
  - \_\_\_\_\_ The cultural values that influence how feedback is given
  - \_\_\_\_\_ Introduction to the lecture
  - \_\_\_\_\_ What is feedback
  
3. According to the lecture, feedback is better when it: (Check all that apply.)
  - \_\_\_\_\_ is given every year.
  - \_\_\_\_\_ is a two-way process.
  - \_\_\_\_\_ includes actions that are needed to be taken to improve performance
  - \_\_\_\_\_ reviews how an employee is performing.
  
4. What can happen when an employee is not familiar with the following?
  - a) The feedback sandwich method
  - b) The preference for indirect language when making suggestions and requests

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5. Complete the following sentences with the words/phrases below. The information must be correct according to the lecture.

polite	low power distance	indirect language
individualism	suggestions	middle

- a) A culture with a \_\_\_\_\_ value has a preference for equality.
- b) People from a culture that values \_\_\_\_\_ generally value the right of a person to make his/her own choices and decisions.
- c) The part of the feedback that generally addresses areas and actions for better job performance is in the \_\_\_\_\_
- d) Supervisors in most Canadian workplaces generally make \_\_\_\_\_ by using \_\_\_\_\_ to sound \_\_\_\_\_.

**B. Here are some examples of very polite sentences that were made by a supervisor to an employee at work. What is the more direct message in each of the sentences? The first one has been done for you.**

1. We might want to be more punctual.

Come to work on time.

2. I am not sure we should submit this today.

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3. I was hoping you could switch your morning shift with Lisa's afternoon shift on Monday.

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4. We might need to go over the grammar and punctuation in this report.

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5. Would it be possible to stop by my office on your way out?

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6. I wonder if it might be better to move this section of the report to the end.

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7. How about we revise this proposal and then meet again tomorrow?

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- C. Here is a piece of informal feedback that the supervisor gave to an employee, Ali. **Underline the part that talks about the area(s) for performance development and the actions that need to be taken.**

I am very happy to note that you have adjusted very well to our work environment. We have got some excellent feedback about you from our customers. There is just one point that we might need to look at. The reports in the End-of-Shift Log may need to be clearer. Sometimes, important details are left out. Could we meet with Xu Li and go over the details that need to be included? But, as I have said before, we are really happy with your work. I appreciate your ability to deal effectively with our customers.

**What does the supervisor want Ali to do?**

1. \_\_\_\_\_
2. \_\_\_\_\_

- D. **Discuss the following. Practise active listening during the discussion.**

1. Which part of the feedback sandwich contains information on what and how you need to improve your job performance?
2. Why do many Canadians prefer to use indirect language when making suggestions and requests?
3. How is feedback generally given in your culture? Do you consider the feedback sandwich too direct or too indirect? Why?
4. How important is it to listen actively when you are receiving feedback? Explain.
5. In your culture, do supervisors and managers use indirect language to soften their requests and suggestions? Explain.

## LESSON PLAN 3.3: Organizing Ideas

### PLAN

#### KEY INTERCULTURAL COMMUNICATIVE COMPETENCE FOCUS AND EXPECTED LEARNING

##### ICC Focus

Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures

##### Expected Learning

Recognize and articulate similarities and differences in the writing conventions between own culture and Canadian culture

#### LEVEL OF CHALLENGE AND INSTRUCTOR PREPARATION

Moderate. The following resources may be helpful in preparing for the delivery of the lesson:

- The Impact of ESL Writers' Prior Writing Experience on Their Writing in College: [http://www.ncte.org/library/NCTEFiles/Resources/Books/CollegeLevel2/YufengZhang\\_final.pdf](http://www.ncte.org/library/NCTEFiles/Resources/Books/CollegeLevel2/YufengZhang_final.pdf)
- Zaharna, R.S. (1995). Understanding cultural preferences of Arab communication patterns. *Public Relations Review*, 21(3), 241-255.

#### LESSON APPLICATION

- Stage II Learners CLB 5–8 (Note: Scaffold as per the needs of your cohort.)
- Development of both awareness and knowledge of similarities and differences among cultures
- Development of writing skills (paragraph level with emphasis on coherence)
- Theme: General

##### TIME

90 minutes

##### GROUP SIZE

2 to 16

#### LEARNING OUTCOMES

By the end of this lesson, learners will be able to:

- interpret information contained in a formatted text
- express main idea and support in a well-structured paragraph
- Identify similarities and differences in the writing conventions between own culture and Canadian culture.

**MATERIALS**

- Handout 3.3.1
- Handout 3.3.2

The following materials have been suggested but have not been included:

- PowerPoint slides for the Bridge-in, Pre-assessment, and Post-assessment sections. The content is provided in the section on procedure.
- a level-specific rubric for the writing task
- a concept map for the writing task (if not using the one in Handout 3.3.2)
- a slide with a labelled concept map

<b>PROCEDURE</b>		
<b>ACTIVITY</b>	<b>PURPOSE &amp; MATERIALS</b>	<b>TIMING</b>
<p><b>BRIDGE-IN &amp; OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>Present the following to the learners on the whiteboard/screen:</li> </ul> <p>“When differences aren’t perceived as differences, they are perceived as right and wrong.” (Norman Daniels)</p> <ul style="list-style-type: none"> <li>Elicit reactions from learners. Explain, if necessary.</li> <li>Give learners the learning outcomes of the lesson. (Refer to the previous page.)</li> </ul>	<p>To bridge into the lesson and raise awareness that different cultures may have different approaches to writing, and that there isn’t a right way and a wrong way.</p> <p>If using PowerPoint or similar software, prepare two slides:</p> <ol style="list-style-type: none"> <li>the questions</li> <li>the learning outcomes for this lesson</li> </ol>	5 minutes
<p><b>PRE-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Present the following to the learners on the whiteboard/screen:</li> </ul> <p>What are the parts of a good paragraph? How is a paragraph structured?</p> <p>What is a topic sentence? What is its purpose? (If teaching at the essay level, also ask if the introduction and conclusion paragraphs have topic sentences. Discuss why not.)</p> <p>What are supporting sentences? Give two ways of organizing them.</p>	<p>To assess what the learners know about the elements that are going to be discussed in the lesson.</p> <p>If using PowerPoint or similar software, prepare the necessary slide(s) to present the questions that are given in the previous column.</p>	10 minutes
<p><b>PARTICIPATORY LEARNING</b></p> <p><b>Pre-writing Task 1</b></p> <ul style="list-style-type: none"> <li>Distribute Handout 3.3.1. Have learners read the title and the table headers. Elicit what the reading will be about.</li> </ul> <p>Note: The vocabulary list that has been provided is only a glossary. Vocabulary will need to be reinforced with supplementary exercises.</p> <ul style="list-style-type: none"> <li>Explain that they can look up the meanings of words in bold in the glossary. The words are numbered for easy reference.</li> </ul>	<p>To enhance learners’ knowledge of the differences in writing conventions</p> <p>To provide practice in interpreting information in a formatted text.</p> <p>Handout 3.3.1</p>	20 minutes

- Have the learners read and process the information in the text individually.
- Have them complete Sections A and B in small groups of 3 to 4.
- Elicit answers to the questions from some volunteers.

### Writing Task

- Distribute Handout 3.3.2. Confirm that learners have understood the instructions for Section A. At this stage, do not discuss any expectations for the task except that they should write the way they would naturally in their first language.
- Go over the instructions for Section B. Distribute and discuss the rubric you prepared for the task.
- If learners are not familiar with concept maps, provide an introduction and explain why they are an important tool for organizing information.

Note: You may want to adapt and label the concept map to make it more appropriate for the level of detail you require for the task.

- Have learners complete the concept map in class in groups of 3 or 4. If time allows, have each group post their concept maps on the wall. Learners can do a gallery walk to see what others have prepared.
- Assign the paragraph writing for homework.

Note: You may choose another topic for the writing task. However, you may want to consider one that is personally relevant, familiar and concrete.

To provide practice in:

- Expressing a main idea and detailed support in a well-structured paragraph
- Identifying similarities and differences in the writing conventions between own culture and Canadian culture.

10 minutes

30 minutes

Handout 3.3.2  
Rubric (prepared by instructor)  
Concept map (prepared by the instructor), if not using the one in Handout 3.3.2  
PPT slide with a labelled concept map



<p><b>POST-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Ask the learners: <ul style="list-style-type: none"> <li>□ What are the Canadian writing conventions for paragraph structure and organization?</li> <li>□ How can understanding the similarities and differences between the writing conventions followed in your culture and the writing conventions followed in Canada help you?</li> <li>□ Why is it important to follow the writing conventions of the language you are using to communicate?</li> </ul> </li> </ul>	<p>To check learners' understanding of the content of the lesson.</p> <p>If using PowerPoint or similar software, prepare a slide with the questions.</p>	<p>5 minutes</p>
<p><b>SUMMARY</b> (10 minutes)</p> <ul style="list-style-type: none"> <li>■ Elicit what was learned/gained by this lesson and link to the ICC focus of the lesson. You could use the last question in the Post-assessment Section for this.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>■ Have learners complete Handout 3.3.2 for homework (Sections B and C). Explain the instructions for Section C. Follow up with a discussion in the next class.-</li> </ul>		
<p><b>Suggestions for follow-up:</b></p> <ul style="list-style-type: none"> <li>■ Reinforce the new vocabulary in the lesson with supplementary exercises.</li> <li>■ Depending on the level of your cohort, teach/reinforce Canadian writing conventions such as unity, coherence, and adequate paragraph development at the appropriate paragraph or essay level. Also, teach academic honesty and citing sources. Include instruction on how to integrate sources appropriately within paragraphs. Encourage learners to note the similarities and differences between the writing conventions in their culture and in their new culture. Help them explore the underlying values for the preferences of each culture.</li> <li>■ The lesson can also be used as an introduction to writing emails, reports, and other genres representative of the workplace. Encourage learners to note the similarities and differences between the writing conventions in their culture and in their new culture. Help them explore the underlying values for the preferences of each culture.</li> <li>■ When learners have had sufficient practice, give them a formative assessment on the points taught.</li> </ul>		

## LESSON REFLECTION

**Reflect on the following points:**

- Your comfort level delivering the content of the lesson.
- Your knowledge of the differences in writing conventions (pre- and post-preparation).
- Impact of the above on your attitude towards teaching and assessing writing.
- Points in the self-assessment (first page of this chapter) that you reconsidered after completing this lesson.

## LESSON 3.3: Organizing Ideas

### Materials

#### Handout 3.3.1: Organizing Ideas (Reading Task)

Read the following text and complete the exercises that follow.

### Organizing Ideas

Organizing ideas well is a very important part of writing clearly and effectively. If the ideas are not arranged well, the writing may be incoherent to the reader. This means the writing may be confusing and unclear to the reader. But, what is a ‘good’ way to organize ideas? The answer to this depends on the writing **conventions**<sup>1</sup> used in the language of a specific culture.

The way people arrange ideas is not always the same in all cultures. Some cultures value simplicity, directness, and **objectivity**<sup>2</sup>. In such cultures, ideas may be presented in a **linear**<sup>3</sup>, direct, and carefully **structured**<sup>4</sup> way. Other cultures value descriptive, literary language and **subjectivity**<sup>5</sup>. In such cultures, organization of ideas may not be that important. There might be a bigger focus on the content, and on using words and sentences that sound good. There may not be much of a difference between **literary**<sup>6</sup> and non-literary writing. This does not mean that one culture’s way is better or worse than another culture’s way. It simply means that the conventions are different. By becoming aware of these differences, we can improve our ability to communicate more successfully in another language. We can also read more successfully in another language when we understand how the people of a particular culture tend to organize their ideas. The table below shows some ways in how the business and academic writing conventions in English-speaking Canada differ from those of some other cultures.

Writing conventions preferred in Canada	Writing conventions preferred in some other cultures
The writers are responsible for making ideas clear to the reader.	The reader is responsible for understanding the writing. Explaining the ideas clearly may be seen as being disrespectful to the reader.
Ideas are organized in a linear way, point by point.	Ideas are organized in a <b>circular</b> <sup>7</sup> way. They do not have to be presented point by point. The writing may have many repetitions.

Writing conventions preferred in Canada	Writing conventions preferred in some other cultures
The writing is focused and stays on point. It follows a clear plan.	<b>Digressions</b> <sup>8</sup> from the main point to introduce background information are allowed.
The structure of a paragraph or essay is very important.	Style and content are very important.
Paragraphs are more <b>balanced</b> <sup>9</sup> in essays and reports.	Some paragraphs may be a lot longer than others in essays and reports.
Topic sentences are important and control the paragraph.	Topic sentences are not important. There may only be <b>bridging sentences</b> <sup>10</sup> .
Paragraph structure is very important.	Paragraph structure is not important.
The main point is stated early. The explanation comes after the main idea.	The main point may be stated at the end. The explanation comes before the main idea.
The writing has clear transitions. The writer is expected to make the connections between points for the reader.	The writing may not have transitions. The reader is expected to make the connections.
The writing is objective and direct.	The writing is subjective and emotional. It can have a lot of metaphors. For example: The room was like a refrigerator.
Mostly facts and figures are used to illustrate a point, and these form the basis for comments.	Mostly examples are used to illustrate a point. There are lots of adjectives and adverbs.

## Glossary

	Word/phrase	Definition
1.	conventions	an usual or accepted way of doing something
2.	objectivity	the quality of not being influenced by personal beliefs or feelings
3.	linear	sequential; continuing from one part to the next, or one point to the next
4.	structured	having a clear organization; arranged according to a fixed order or pattern
5.	subjectivity	the quality of being influenced by personal beliefs or feelings

6.	literary	relating to the kind of words and sentences used in stories and poems
7.	circular	roundabout; explaining by returning to the same point again and again
8.	digression	a temporary departure from the main idea
9.	balanced	having equal or almost equal amounts
10.	bridging sentence	sentences that make a transition from one point to the next

**Complete the following from the reading.****A. Discuss the following in groups:**

- a) What is the reading about?
- b) What may help us to read and communicate better in another language?

**B. Read the following paragraph written by a learner. Use the information in the reading to answer the following:**

- a) Would the main point of the message be clear to a Canadian reader? Explain.
- b) Identify at least two possible influences from the learner's own culture on his/her writing.

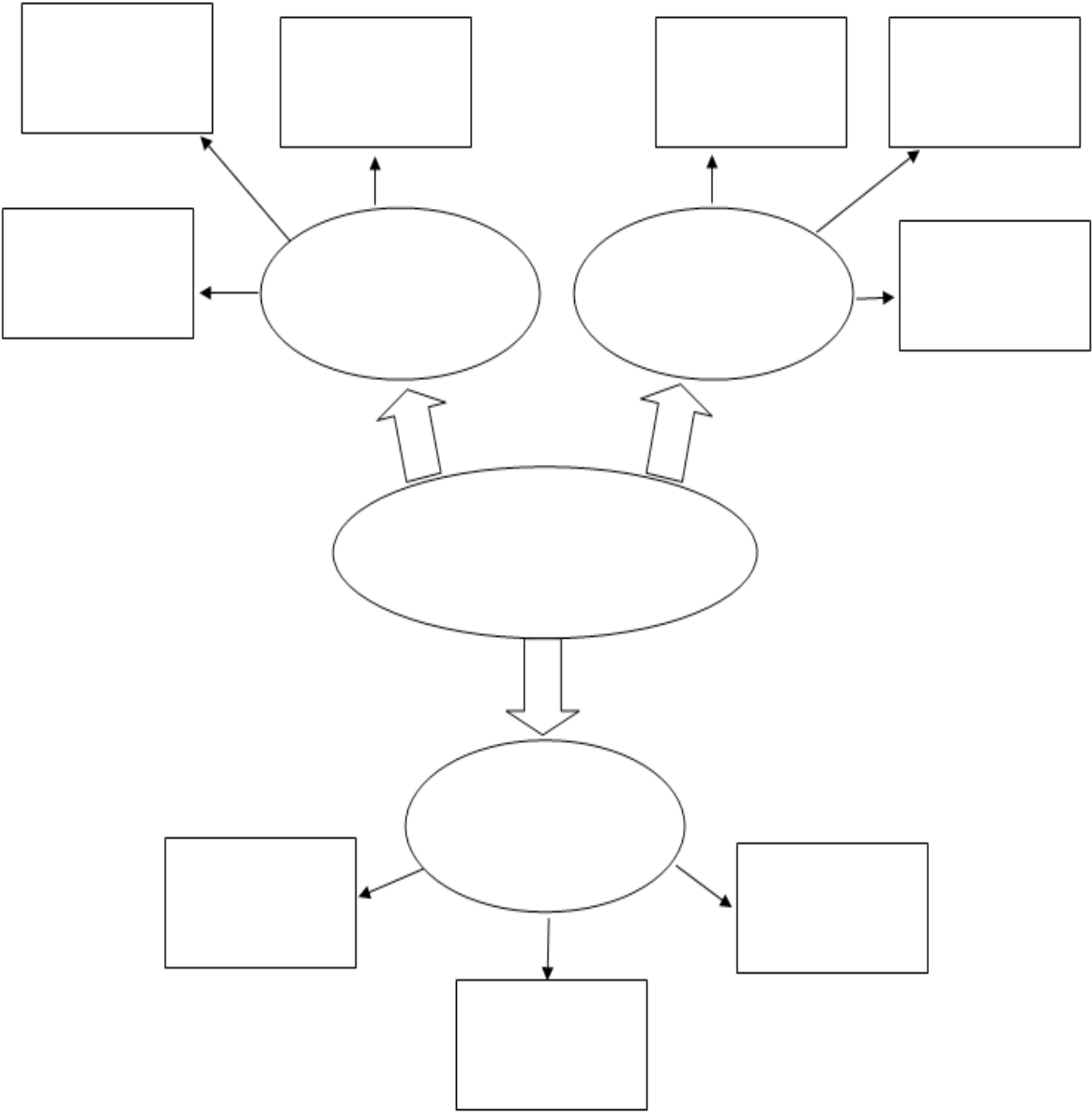
Most immigrants to Canada, especially those who are not well-educated, face the barrier of language. The lack of language does not affect their adaptation. They interact with people in their own community and speak the same language. They do not feel like fish out of water or like square pegs in a round hole. They do not need to learn a second language. They can get assistance from an interpreter, if they want. For example, they can ask someone who speaks their language to go with them to the doctor or to a government office. New Canadians can get jobs without being fluent in English. They can find a job with somebody who speaks their own language. Also, the duties of the job may not involve dealing with customers. Learning English is very important for their future because they can get better jobs and communicate better with people outside their own community.







B. In English, write about the city or town you are living in now. Read the rubric carefully so you are aware of the expectations of the task. Complete this concept map to help you organize your ideas.













# Chapter 4

## Diversity in Canadian Cultures



Alberta Teachers of English  
as a Second Language

## Introduction

This chapter addresses the following strand: *Analyse and describe diversity in Canadian cultures*. The chapter consists of three lesson plans and accompanying handouts. Some materials, such as slides, may need to be prepared by the instructor. The suggested content is provided in the lesson plan. The lesson plans in this chapter address three areas: gender (4.1), childhood (4.2), and education (4.3).

These lesson plans provide an introduction and a starting point to help increase the level of learners' awareness and knowledge in the areas mentioned above. Grammar and other specific language components have not been overtly addressed in the lesson because they are outside the scope and the time frame of the ninety-minute lessons. We strongly recommend that the lessons provided here be followed by supplementary lessons that address and reinforce the required language components, vocabulary, skills, and strategies that are necessary for the full development of intercultural communicative competence in the areas.

The lessons are targeted at Stage II learners, who range from CLB Levels 5 to 8. Some prior knowledge has been assumed for the lesson plans. The lesson plans may need to be carefully studied to see if any scaffolding is required for the specific needs of a particular cohort. Any further scaffolding or modifications to the lesson plans will impact the time that has been allotted to the tasks. Other factors that may impact the time are learners' motivation and level of engagement.



## Self-Assessment Checklist

Check the statements that are true for you.

1.	I believe that helping my learners develop their intercultural competence will help them communicate more effectively.	
2.	I am comfortable discussing diversity in Canada.	
3.	I can identify gender biases.	
4.	I can describe diversity in childhood.	
5.	I can describe diversity in education	
6.	I am confident in my ability to teach diversity in Canadian cultures.	

## Lesson Plan 4.1: Gender

### PLAN

#### KEY INTERCULTURAL COMMUNICATIVE COMPETENCE FOCUS AND EXPECTED LEARNING

##### ICC Focus

Diversity in Canadian Cultures

##### Expected Learning

Analyse and describe diversity in Canadian cultures (focus: gender)

#### LEVEL OF CHALLENGE AND INSTRUCTOR PREPARATION

Moderate. The following resources may be helpful in preparing for the delivery of the lesson:

- Project Implicit Gender-Science IAT and Gender- Career IAT: <https://implicit.harvard.edu/implicit/selectatest.html>
- Shake Up Your Story: <http://www.youtube.com/watch?v=64fDIZiV-SM>

#### LESSON APPLICATION

- Stage II Learners CLB 5-8 (Note: Scaffold as per the needs of your cohort.)
- Development of both awareness and knowledge of diversity in Canadian cultures (focus: gender)
- Development of speaking and listening skills
- Theme: Gender

#### TIME

90 minutes

#### GROUP SIZE

2 +

#### LEARNING OUTCOMES

By the end of this lesson, learners will be able to:

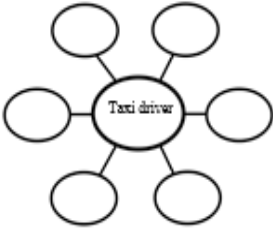
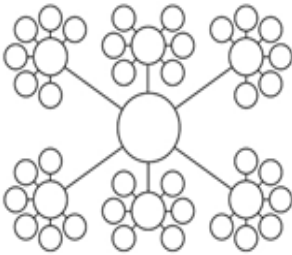
- analyse and describe aspects of diversity in Canadian cultures, with a focus on gender
- participate in basic conversations
- interview to understand another perspective related to gender norms
- listen for and identify different perspectives related to gender norms
- communicate personal and social perspectives on gender norms.

**MATERIALS**

- Handout 4.1.1 A, B and C
- Suggested Foci
- Hasbro's Rose Petal Cottage Commercial #1: <https://www.youtube.com/watch?v=qVgHrV9H-8k>
- Original Goldie Blox Commercial: <https://www.youtube.com/watch?v=M0NoOtaFrEs>
- Inspire Her Mind - Verizon Commercial: <https://www.youtube.com/watch?v=XP3cyRRAfX0>

Note: Instructors will need to prepare slides and/or clicker quizzes for the Bridge-in and Post-assessment tasks. The content is provided in the section on procedure.

## PROCEDURE

ACTIVITY	PURPOSE & MATERIALS	TIMING
<p><b>BRIDGE-IN &amp; OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>■ Project the following story on the board, or depending on resources, hand out the story to learners.</li> <li>■ Learners read the following:            “A taxi driver whistled at a nurse and was distracted, hitting another car. A father and son were involved in the accident and both were taken to hospital. The father died immediately on arrival, but the son survived, so he was taken for an emergency operation. The surgeon said, ‘I can’t operate on this boy because he’s my son.’”</li> <li>■ Ask the following questions:               <ol style="list-style-type: none"> <li>1) Tell me about the taxi driver.</li> <li>2) Tell me about the nurse.</li> <li>3) Tell me about the surgeon.</li> </ol> </li> <li>■ Draw a brainstorm chart as learners respond.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> <li>■ Ask: What do you notice about our assumptions? Why do you think that is?</li> <li>■ Inform class the goal of the lesson will be to explore different ideas about gender norms in different cultures and for different individuals.</li> <li>■ Show learners the learning outcomes of the lesson.</li> </ul>	<p>To bridge into the lesson and create interest in the topic.</p>	<p>10 minutes</p>

<p><b>PRE-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Distribute Handout 4.1.1.A.</li> <li>■ Learners complete Handout 4.1.1. A.</li> <li>■ Learners will revisit this as post-assessment.</li> </ul>	<p>Handout 4.1.1.A</p> <p>Elicit prior knowledge.</p>	<p>5 minutes</p>
<p><b>PARTICIPATORY LEARNING</b></p> <p><b>Speaking Task</b></p> <ul style="list-style-type: none"> <li>■ Review comparatives grammar.</li> <li>■ Assign partners for pair activity.</li> <li>■ Distribute Handout 4.1.1.B to learners. Learners interview each other and record each other's answers.</li> <li>■ Learners share their answers in small groups.</li> <li>■ Learners answer the following questions in their small groups: <ul style="list-style-type: none"> <li>□ Where do we often learn about how to be a man or a woman? Where do we learn our gender norms? Possible responses may include parents, culture, religion, entertainment, media</li> <li>□ In Canada, what do you notice is the normal here?</li> <li>□ What does mosaic mean in Canada?</li> <li>□ How does it make you feel when you see that not everyone has the same ideas about being a man or woman?</li> <li>□ What can happen if we don't fit someone else's expectation? Possible responses may include judgment/ othering/not fitting in/prejudice/discrimination.</li> <li>□ What might happen if we talk about people using words like "should" or "shouldn't"?</li> </ul> </li> </ul>	<p>Handout 4.1.1.B</p>	<p>65 minutes</p>

**Listening Task**

- Lead discussion to media representation of boys/girls, men/women.
- Explain that we can ‘read’ media the same way that we read a text. Media representation of men and women sells a product and a gender norm — reinforces or challenges the norm.
- Distribute Handout 4.1.1 C. and review the columns and headings.
- Show the following 3 videos:
  1. Hasbro’s Rose Petal Cottage Commercial #1: <https://www.youtube.com/watch?v=qVgHrV9H-8k>
  2. Original Goldie Blox Commercial: <https://www.youtube.com/watch?v=M0NoOtaFrEs>
  3. Inspire Her Mind - Verizon Commercial: <https://www.youtube.com/watch?v=XP3cyRRAfX0>
- Learners complete the handout.
- Learners compare and discuss answers with partner.
- Check answers as a class.
- Ask the following questions:
  1. What messages do advertisements send about how men and women or boys and girls should be?
  2. How might these messages impact boys and girls, and men and women?
  3. Why is be beneficial for Canadian advertisers to represent diverse images of men and women, boys and girls?
  4. What is true of the men and women, and boys and girls represented in these advertisements and in many of the advertisements you typically see?

**Handout 4.1.1.C**

<p>5. How are the men and women, and boys and girls in these advertisements similar to and different from the people you know in Canada or in your country of origin</p>		
<p><b>POST-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Learners will revisit Handout 4.1.1A</li> <li>■ Check to see if learners changed their answers.</li> </ul>	<p>Check if learners can identify gender norms.</p>	<p>8 minutes</p>
<p><b>SUMMARY</b> (2 minutes)</p> <ul style="list-style-type: none"> <li>■ Elicit what was learned from the lesson and link language learning/tasks to ICC outcomes.</li> </ul> <p><b>Homework</b> (reading)</p> <ul style="list-style-type: none"> <li>■ Learners will find an advertisement available online that reinforces or challenges cultural norms about boys/girls or men/women.</li> </ul>		

## Suggested Foci

**Teach the following prior to delivering this lesson:**

### Suggested Grammar Foci:

- modals and semi-modals of necessity: must, must not, should, shouldn't, ought to, ought not to, has got to, needs to, is required to, are supposed to, aren't supposed to
- comparatives: more, less, -er, better at, worse at, not as, just as, is equal to, equally, etc.
- ask questions to elicit opinions

### Suggested Vocabulary Foci:

- |                         |               |
|-------------------------|---------------|
| ▪ gender                | ▪ impose      |
| ▪ norms                 | ▪ judgment    |
| ▪ my normal/your normal | ▪ judge       |
| ▪ represent             | ▪ reinforce   |
| ▪ representation        | ▪ challenge   |
| ▪ stereotype            | ▪ impact      |
| ▪ stereotypical         | ▪ notice      |
| ▪ discriminate          | ▪ observe     |
| ▪ assumption            | ▪ mosaic      |
| ▪ assume                | ▪ homogeneous |



## LESSON REFLECTION

**Reflect on the following points:**

- Your comfort level delivering the content of the lesson.
- Your knowledge of the content (pre- and post-preparation).
- Your attitude and knowledge about how your language stereotypes and generalizations may differ from those of your learners'.
- Points in the self-assessment (first page of this chapter) that you reconsidered after completing this lesson.

**Lesson Plan 4.1: Gender****Materials****HANDOUT 4.1.1 A: Gender**

**Answer these questions or complete the sentences with your own ideas and information.**

1. What does it mean to “act like a man”?
2. What does it mean to “be ladylike”?
3. A “real” man doesn’t \_\_\_\_\_.
4. A “good” girl shouldn’t \_\_\_\_\_.
5. \_\_\_\_\_ is a man’s job.
6. \_\_\_\_\_ is a woman’s job.

## HANDOUT 4.1.1 B: Gender and Comparative Grammar - Speaking

Create a question using the word(s) below. Ask your partner the question, and then check their answer. The first is done for you as an example.	Men	Women
<b>EXAMPLE: caring --&gt; Who do you think are more caring, men or women?</b>		
brave		
compassionate		
empathetic		
patient		
persuasive		
good at technical jobs		
good at driving		
calm		
logical		
tough		
sentimental		
emotional		
rational		
ambitious		
independent		
assertive		
confident		
good at trades jobs		
good as a nurse		

	Men	Women
nurturing		
talkative		
athletic		
good at sciences and math		
decisive		
realistic		
interested in art and music		
hairy		
muscular		

## HANDOUT 4.1.1 C: Gender and Advertisement - Listening

### 1. Watch the following 3 videos:

1. Hasbro's Rose Petal Cottage Commercial #1: <https://www.youtube.com/watch?v=qVgHrV9H-8k>
2. Original Goldie Blox Commercial: <https://www.youtube.com/watch?v=M0NoOtaFrEs>
3. Inspire Her Mind - Verizon Commercial: <https://www.youtube.com/watch?v=XP3cyRRAfX0>

### 2. Complete the following chart:

#	Purpose of the Advertisement	How the Ad Represented Men or Women, Boys or Girls
1		
2		
3		

## LESSON PLAN 4.2: Childhood

### PLAN

#### KEY INTERCULTURAL COMMUNICATIVE COMPETENCE FOCUS AND EXPECTED LEARNING

##### ICC Focus

Diversity in Canadian Cultures

##### Expected Learning

Analyse and describe diversity in Canadian cultures

#### LEVEL OF CHALLENGE AND INSTRUCTOR PREPARATION

Moderate. The following resources might be helpful in preparing for the delivery of the lesson:

- Statistics Canada: [https://www.youtube.com/watch?v=jxd\\_6AfTxCA](https://www.youtube.com/watch?v=jxd_6AfTxCA)
- Justin Trudeau perfectly articulates the value of diversity in childhood, not just in the workforce:

<http://qz.com/602525/justin-trudeau-perfectly-articulates-the-value-of-diversity-in-childhood-not-just-in-the-workforce/>

Learners watch the two videos above and complete Handout 4.2.1 and Handout 4.2.2 and Handout 4.2.4 **prior to class as homework.**

#### LESSON APPLICATION

- Stage II Learners CLB 5–8 (Note: Scaffold as per the needs of your cohort.)
- Development of both awareness and knowledge of diversity in Canadian cultures
- Development of listening and speaking skills
- Theme: Childhood

#### TIME

90 minutes

#### GROUP SIZE

2+

#### LEARNING OUTCOMES

By the end of this lesson, learners will be able to:

- analyse and describe diversity in Canadian cultures
- give presentations about sequences of events in the future.

**MATERIALS**

- Handout 4.2.1
- Handout 4.2.2
- Handout 4.2.3
- Handout 4.2.4
- Handout 4.2.5
- Flipchart paper
- Markers

Note: Instructors will need to prepare slides and/or clicker quizzes for the Bridge-in and Post-assessment tasks. The content is provided in the procedure section below.

PROCEDURE		
ACTIVITY	PURPOSE & MATERIALS	TIMING
<p><b>BRIDGE IN &amp; OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>■ Ask learners to choose a partner. Partners share information from their Identity Quilt, Handout 4.2.2. Partners must identify similarities and differences between them. Ask, how important are the similarities and how important are the differences? Will any of the similarities or differences create cohesion or conflict?</li> <li>■ Present the learning outcomes for the lesson.</li> </ul>	<p>Warm up. Elicit learner's self-knowledge on identity working in pairs. Handout 4.2.2</p>	<p>10 minutes</p>
<p><b>PRE-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Ask the following question and elicit some responses from learners: What does diversity mean to Canada? What makes Canada diverse? <ul style="list-style-type: none"> <li>□ race and ethnicity</li> <li>□ cultural traditions</li> <li>□ religious values</li> <li>□ gender norms</li> <li>□ family norms</li> <li>□ intergenerational norms and expectations</li> <li>□ health and wellness</li> <li>□ cognitive diversity</li> <li>□ (dis) ability diversity</li> <li>□ socioeconomics</li> <li>□ political ideology</li> <li>□ education</li> </ul> </li> <li>■ Ask the learners: How important are these differences? Will some create more cohesion or conflict than others? How much should Canada accommodate newcomers?.</li> </ul>	<p>Handout 4.2.3</p>	<p>20 minutes</p>



<ul style="list-style-type: none"> <li>■ Ask learners to begin Handout 4.2.3</li> <li>■ Show the following video: Justin Trudeau perfectly articulates the value of diversity in childhood, not just in the workforce  <a href="http://qz.com/602525/justin-trudeau-perfectly-articulates-the-value-of-diversity-in-childhood-not-just-in-the-workforce/">http://qz.com/602525/justin-trudeau-perfectly-articulates-the-value-of-diversity-in-childhood-not-just-in-the-workforce/</a></li> <li>■ Ask learners to complete Handout 4.2.3.</li> <li>■ Invite learners to share perceptions of minimizing differences or engaging with differences, how their school approaches diversity (examples) and how Trudeau seems to approach diversity in Canada.</li> <li>■ Invite learners to share ideas on how talking about similarities can make newcomers feel included and welcome or can make newcomers feel alienated and isolated.</li> </ul>		
<p><b>PARTICIPATORY LEARNING</b></p> <ul style="list-style-type: none"> <li>■ Learners quickly check answers to homework Handouts 4.2.1 and 4.2.4.</li> <li>■ Facilitate and provide feedback.</li> <li>■ Briefly review conditional grammar if/when to describe possibilities, and cause/effect.</li> <li>■ Group learners in pairs or groups of 3. Hand out flipchart paper and markers. Ask learners to create a chart (models on board) with headings Similarities Benefits, Differences Benefits, and Conflicts.</li> <li>■ Ask the learners: What is inclusive about finding similarities between people from different cultures? What is inclusive about learning about our differences? What kind of conflicts can arise from ignoring our differences?</li> <li>■ Learners brainstorm benefits to focusing on similarities and noticing and learning about differences.</li> <li>■ Groups report ideas to whole group.</li> </ul>	<p>Handout 4.2.1, 4.2.4, 4.2.5 Flipchart paper and markers</p>	<p>40 minutes</p>

<p><b>Speaking Task</b></p> <ul style="list-style-type: none"> <li>■ Distribute Handout 4.2.5.</li> <li>■ Learners will plan an event for their school's imagined Multicultural Festival (or other related event in the school) that focuses on either a similarity between their home culture and Canada's culture or on a difference between their home culture and Canada's culture. Learners will present the details of their event: what will happen, what participants will do, and what similarities will be focused on to build an atmosphere of inclusion and cohesion in their school.</li> </ul>		
<p><b>POST-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Ask the question: what is the value of diversity in Canada? How can diversity create conflict? What can we do to manage conflict and create a cohesive, inclusive, diverse school environment?</li> </ul>		8 minutes
<p><b>SUMMARY</b> (2 minutes)</p> <ul style="list-style-type: none"> <li>■ Teacher elicits what was learned from the lesson and links language learning/tasks to ICC outcomes.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>■ Learners will likely not complete the speaking task within the timeframe, or they may require research; make it their homework.</li> </ul>		

## LESSON REFLECTION

**Reflect on the following points:**

- Your comfort level delivering the content of the lesson.
- Your knowledge of the content (pre- and post-preparation).
- Your attitude and knowledge about diversity in childhood.
- Points in the self-assessment (first page of this chapter) that you reconsidered after completing this lesson.

## LESSON 4.2: Childhood

## Materials

## HANDOUT 4.2.1: Analyse and Describe Diversity in Canadian Cultures (Pre-Listening Task)

**1. Understanding vocabulary. The following words are from an interview you will hear. Match the word to the best definition by writing the letter in the correct box.**

Vocabulary	Definition
1. background (noun)	a. Including a great deal, or encompassing everything concerned
2. multiculturalism (noun)	b. One's origin, education, experience, etc. in relation to one's present character, status, etc.
3. mainstream (adjective)	c. To unite or combine
4. integrate (verb)	d. The way someone acts
5. ensure (verb)	e. Condition or character as to who a person or what a thing is
6. identity (noun)	f. A different kind, form, character, etc.
7. behaviour (noun)	g. To make sure or certain
8. attitude (noun)	h. Preservation of different cultures or cultural identities within a unified society
9. diverse (adjective)	i. Belonging to or characteristics of a principal, dominant, or widely accepted group
10. inclusive (adjective)	j. Manner, disposition or feeling towards a person or thing

**2. Using vocabulary. Now complete the following sentences with the correct word from the previous page (Note: you may need to change the number or verb form):**

1. Some immigrants have a difficult time \_\_\_\_\_ into a new society.
2. An example of \_\_\_\_\_ in Canada is an entire school celebrating Chinese New Year.
3. We want to \_\_\_\_\_ that newcomers have the support they need when they arrive in Canada.
4. You might hold the same values, but your \_\_\_\_\_ to demonstrate those values might look different
5. Some immigrant kids struggle understanding the \_\_\_\_\_ their parents have for them and being Canadian
6. My academic \_\_\_\_\_ is chemical engineering.
7. Alberta is \_\_\_\_\_ because immigrants came from over 160 countries. However, that doesn't mean our society is \_\_\_\_\_. We need to make sure every voice is heard and different needs are met.
8. New research shows your \_\_\_\_\_ is more important to how you do in life than your IQ.

## HANDOUT 4.2.2: Fabric of Who You Are

**The Fabric of Who You Are**

\*The image above is copyright free from pixabay at <https://pixabay.com/en/quilt-cozy-home-charming-peaceful-716838/>

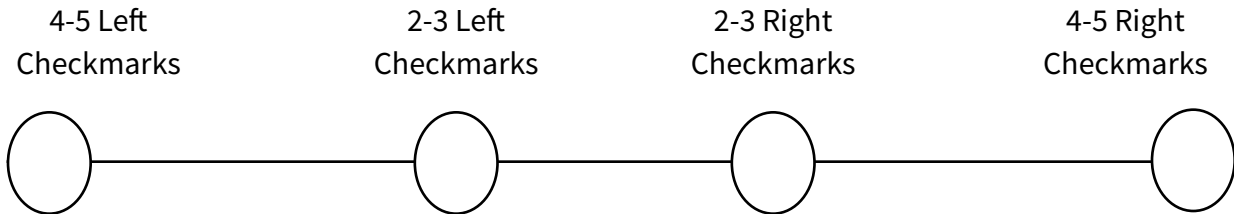
**Imagine this table is your identity quilt, the ‘fabric’ of who you are, and each square is an important piece of your identity. Fill in each square with information about who you are. You could be asked to share this information with a classmate.**

My Name is		
My Name means		
I value	I never	I always

I never	I wear	I dream of
Something my parents always told me	Something I tell my kids/my friends	I believe
My family consists of	I'm friends with	A food I couldn't give up
A tradition I value and want to continue is	(occupation/education) I am/I learned	I speak

## HANDOUT 4.2.3: Analyse Attitudes Towards Diversity

**Check the statements that you most strongly identify with. Then, watch the video. Identify the statements you think Prime Minister Trudeau identifies with. Then, identify the statements you think your school identifies with.**



- Newcomers should change their behaviour to be more like the majority of Canadians.
- Inclusion means doing the same things as Canadians in order to fit in.
- Inclusion means focusing on what is the same about everybody.
- Being cohesive means finding common ground between people of different cultures, different backgrounds, and different worldviews.
- Being cohesive means we act and think and see the world in the same way.

- Canada should make changes and accommodations in schools and workplaces so different languages, customs, cultures, traditions, and religions can be included.
- Inclusion means accepting and engaging with the things that are different about us.
- Inclusion means understanding, learning about, and appreciating what is different about others.
- Being cohesive means finding ways to integrate different ways of behaving, thinking, and doing into everyday work and life
- Being cohesive means respecting and appreciating different perspectives, worldviews, and lifestyles.



**HANDOUT 4.2.4: Analyse and Describe Diversity in Canadian Cultures (Listening Task)**

**Watch a video in which Prime Minister Justin Trudeau talks about diversity in Canada and answer the questions below:**

<http://qz.com/602525/justin-trudeau-perfectly-articulates-the-value-of-diversity-in-childhood-not-just-in-the-workforce/>

1. How did you feel about the video? Why?
  
2. Answer the following questions.
  - a. What is the main idea of this interview?
    - Inclusive education system
    - Food festival
    - Dating and fashion
  
  - b. What is an example of multiculturalism in Canada?
    - Sampling international goods
    - Seeing a dance
    - Supporting friends going through Ramadan
  
  - c. What is the speaker's answer to the issue of immigrant integration?
    - Education and tools
    - Changing your identity
    - Financial support
  
  - d. What are two examples of difficult conversations a second-generation immigrant child might have to have with his/her parents?
    - 1)
  
    - 2)
  
  - e. What does "the fabric of who you are" mean?

**HANDOUT 4.2.5: Analyse and Describe Diversity in Canadian Cultures (Speaking Task)****Speaking Task**

- You will prepare a short presentation (5-7 minutes long) and approximately 3-5 PowerPoint slides to accompany your presentation.
- You will organize an event for the school's upcoming Multicultural Festival to help promote diversity and inclusion.
- You will create an activity that will help festival participants
  - notice and appreciate something importantly similar about your home culture and Canadian culture; or,
  - notice and appreciate something importantly different about your home culture and Canadian culture.
- In your presentation you will
  - describe the sequence or schedule of events in your festival activity
  - describe the similarities or differences between the cultural aspect you have chosen
  - explain why these similarities or differences are important
  - give reasons why your activity will help people feel included in the school or feel engaged with diversity
- Ensure your presentation has
  - a clear introduction
  - transitions between slides or parts of the presentation
  - a clear conclusion.

## LESSON PLAN 4.3: Education

<b>PLAN</b>	
<b>KEY INTERCULTURAL COMMUNICATIVE COMPETENCE FOCUS AND EXPECTED LEARNING</b>	
<p><b>ICC Focus</b> Diversity in Canadian cultures</p> <p><b>Expected Learning</b> Analyze and describe diversity in education</p>	
<b>LEVEL OF CHALLENGE AND INSTRUCTOR PREPARATION</b>	
<p>Moderate. The following resources may be helpful in preparing for the delivery of the lesson:</p> <ul style="list-style-type: none"> <li>Diversity in Alberta Schools: <a href="https://www.youtube.com/watch?v=8c-3YCr7zR0">https://www.youtube.com/watch?v=8c-3YCr7zR0</a></li> </ul> <p>Learners complete Handout 4.3.1 as homework prior to the lesson and bring the completed work to class.</p>	
<b>LESSON APPLICATION</b>	
<ul style="list-style-type: none"> <li>Stage II Learners CLB 5–8 (Note: Scaffold as per the needs of your cohort.)</li> <li>Development of both awareness and knowledge of diversity in schools</li> <li>Development of listening skills</li> <li>Theme: Education</li> </ul>	
<b>TIME</b>	<b>GROUP SIZE</b>
90 minutes	2 +
<b>LEARNING OUTCOMES</b>	
<p>By the end of this lesson, learners will be able to:</p> <ul style="list-style-type: none"> <li>analyse and describe diversity in education</li> <li>write a paragraph to analyse and describe a picture.</li> </ul>	
<b>MATERIALS</b>	
<ul style="list-style-type: none"> <li>Handout 4.2.1</li> <li>Digital cameras or cellphones</li> <li>Diversity in Alberta Schools: A Journey to Inclusion: <a href="https://www.youtube.com/watch?v=8c-3YCr7zR0">https://www.youtube.com/watch?v=8c-3YCr7zR0</a></li> </ul> <p>Note: Instructors will need to prepare slides and/or clicker quizzes for the Bridge-in and Post-assessment tasks. The content is provided in the procedure section below.</p>	

PROCEDURE		
ACTIVITY	PURPOSE & MATERIALS	TIMING
<p><b>BRIDGE IN &amp; OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>Write the following question on the board: “What does inclusion mean to you?”</li> <li>Assign small groups of 3-4 learners. Learners are asked to line up in front of whiteboard. Set the timer for 2 minutes.</li> <li>Say, “This is a race. You have two minutes. When you think about inclusion, what do you think about? Write that word. Then, give the marker to the next person in your group. Continue until the timer rings.”</li> <li>1 person from each group will write what diversity means to him/her. Learners write relay race style, handing the marker off to the next learner in their group. 2 minutes.</li> <li>Check and correct spelling on the board together. The team with the most/correct answers wins!</li> <li>Present the learning outcomes for the lesson.</li> </ul>	To elicit learners’ knowledge of inclusion.	5 minutes
<p><b>PRE-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Ask the following question: What does inclusive education mean?</li> </ul>	Elicit prior knowledge.	5 minutes
<p><b>PARTICIPATORY LEARNING</b></p> <ul style="list-style-type: none"> <li>Distribute Handout 4.3.1.</li> <li>Learners review Handout 4.3.1 together and receive instructor feedback.</li> <li>Learners review Section 1: Understanding Vocabulary.</li> <li>Learners check answers in pairs.</li> <li>Check answers as a class</li> <li>Learners review Section 2: Using Vocabulary individually.</li> </ul>	Handout 4.3.1	65 minutes

<ul style="list-style-type: none"> <li>■ Learners check answers in pairs.</li> <li>■ Check answers as a class.</li> <li>■ Distribute Handout 4.3.2.</li> <li>■ Learners reads through the questions first.</li> <li>■ Shows video: Diversity in Alberta Schools: A Journey to Inclusion <a href="https://www.youtube.com/watch?v=8c-3YCr7zR0">https://www.youtube.com/watch?v=8c-3YCr7zR0</a></li> <li>■ Learners answers the questions individually.</li> <li>■ Learners check answers in pairs.</li> <li>■ Check answers as a class.</li> </ul> <p><b>Writing Task</b></p> <ul style="list-style-type: none"> <li>■ Learners will use digital cameras or their cellphones to take pictures around their school of things they feel are features of inclusion or exclusion.</li> <li>■ Learners return to classroom. Review elements of a paragraph: topic sentence, transition words and sentences, concluding statements.</li> <li>■ Learners write a paragraph to describe one picture they feel represents inclusion and one picture they feel represents exclusion.</li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>■ Ask learners to describe diversity in their own ESL school. This discussion will help learners complete their homework speaking task.</li> </ul>		
<p><b>POST-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Ask the same question as the pre-assessment: What does inclusive education mean?</li> </ul>		8 minutes
<p><b>SUMMARY</b> (2 minutes) Elicit what was learned from the lesson and link language learning/tasks to ICC outcomes.</p> <p><b>Homework</b> (speaking task) Learners make a 3-slide PowerPoint presentation based on their pictures and paragraphs. Learners share their pictures and present their ideas to the class. Learners will make a recommendation on how to make their school more inclusive.</p>		

## LESSON REFLECTION

**Reflect on the following points:**

- Your comfort level delivering the content of the lesson.
- Your knowledge of the content (pre- and post-preparation).
- Your attitude and knowledge about inclusion in education.
- Points in the self-assessment (first page of this chapter) that you reconsidered after completing this lesson.

## LESSON PLAN 4.3: Education

## Materials

## HANDOUT 4.3.1: Education (Pre-Listening Task)

**1. Understanding vocabulary. The following words are from an interview you will hear. Match the word to the best definition by writing the letter in the correct box.**

Vocabulary		Definition
1. segregate (verb)		a. understanding people who are suffering, having desire to help
2. accommodation (noun)		b. show, express or be a sign of something
3. absorb (verb)		c. possible to approach, enter or use
4 reflect (verb)		d. conditions, situation
5. app (noun)		e. group of people who work together
6 circumstance (noun)		f. separate from the main group
7. accessible (adjective)		g. application
8. embrace (verb)		h. accept or support willingly and enthusiastically
9. alliance (noun)		i. adjustment of differences, aid
10. compassionate (adjective)		j. take in

**2. Using vocabulary. Now complete the following sentences with the correct word from the vocabulary list in 1 (Note: you may need to change the number or verb form):**

1. Inclusive education means we don't \_\_\_\_\_ learners based on their needs.
2. An example of \_\_\_\_\_ is to use a laptop to write an exam.
3. Our learners are becoming more and more diverse and our curriculum should \_\_\_\_\_ the change.
4. Whatever your \_\_\_\_\_ may be, we are here to help you.
5. This school has a wheelchair \_\_\_\_\_ button.
6. A Gay-Straight \_\_\_\_\_ is a learner-run organization which provides a safe place for learners to support each other.
7. It is important to be \_\_\_\_\_, showing concern for others.
8. Our government needs to \_\_\_\_\_ inclusion as the province is growing in population as time goes on.
9. Not every learner \_\_\_\_\_ information at the same pace.
10. There are hundreds of \_\_\_\_\_ available for cellphones.



## HANDOUT 4.3.2: Education (Listening Task)

1. Watch a video about Diversity in Alberta Schools: <https://www.youtube.com/watch?v=8c-3YCr7zR0>
2. How did you feel about the video? Why?
3. Answer the following questions:
  - a. What is the main idea of this video?
    - Immigration
    - Inclusion
    - Educational technology
  - b. What kind of diversity is discussed in the video? Complete the following chart. In (    ), put the vocabulary from section 1 of Handout 4.3.1.

Diversity	How Diversity is Addressed
	<ul style="list-style-type: none"> <li>■ School created a chair.</li> <li>■ There's wheel chair (    ) buttons for the doors.</li> </ul>
	<ul style="list-style-type: none"> <li>■ Learners learn at a pace that they can (    ) at. Learners are not all the same.</li> <li>■ Teachers make recordings and put them on an iPod.</li> </ul>
	<ul style="list-style-type: none"> <li>■ Teachers give learners (    ) and links on their websites, etc.</li> </ul>
	<ul style="list-style-type: none"> <li>■ Learners started a Gay-Straight (    ).</li> </ul>

- c. What was the last message from the speaker?

Our children will \_\_\_\_\_



# Chapter 5

## Cultural Identity and Acculturation



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Alberta Teachers of English  
as a Second Language

## Introduction

This chapter addresses the following strand: *Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture*. The chapter consists of three lesson plans and accompanying handouts. Some materials, such as slides, may need to be prepared by the instructor. The suggested content is provided in the lesson plans. The lesson plans in this chapter address three areas: acculturative stress (5.1), paraverbal communication (5.2), and gaining new perspectives (5.3).

These lesson plans provide an introduction and a starting point to help increase the level of learners' awareness and knowledge of what the cultural adjustment process might entail. Whenever grammar and other specific language components have not been overtly addressed in a lesson, it is because they are outside the scope and the time frame of the lesson. We strongly recommend that the lessons provided here be followed by supplementary lessons that address and reinforce the required language components, vocabulary, skills, and strategies that are necessary for the full development of intercultural communicative competence in the areas.

The lessons are targeted at Stage II learners, who range from CLB Levels 5 to 8. Some prior knowledge has been assumed for the lesson plans. The lesson plans may need to be carefully studied to see if any scaffolding is required for the specific needs of a particular cohort. Any further scaffolding or modifications to the lesson plans will impact the time that has been allotted to the tasks. An increase in the number of learners in a group may also have a significant impact on the time. Other factors that may impact the time might be motivation and level of engagement.

## Self-Assessment Checklist

Check the statements that you are true for you.

1.	I believe that my attitude and behaviour (including non-verbal signals) have the potential to hinder my learners' identity confirmation and willingness to connect to their new culture.	
2.	I believe that identity frustration and feelings of dislocation can surface at different points, even after newcomers have lived in Canada for many years.	
3.	I am familiar with the causes of acculturative stress.	
4.	I am familiar with the symptoms of acculturative stress.	
5.	I think that a lack of motivation to learn could be a sign of acculturative stress.	
6.	I make an effort to be aware of how my culture influences the assumptions I make about a person from another culture.	
7.	I monitor my knee-jerk reactions to the practices, values, beliefs, and behaviours of people from other cultures.	
8.	I engage in active observation in my classroom to learn more about my learners.	
9.	I suspend judgement and seek another perspective when I evaluate intercultural interactions and situations that did not go as smoothly as I would have liked.	
10.	I believe that helping my learners develop their intercultural competence will help them communicate and participate more effectively in the Canadian context.	

## LESSON PLAN 5.1: Adjusting to a New Culture

### PLAN

#### KEY INTERCULTURAL COMMUNICATIVE COMPETENCE FOCUS AND EXPECTED LEARNING

##### ICC Focus

Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture

##### Expected Learning

Recognize that acculturative stress is part of adjusting to a new environment

#### LEVEL OF CHALLENGE AND INSTRUCTOR PREPARATION

Moderate. The following resources may be helpful in preparing for the delivery of the lesson:

- Poppitt, G, & Frey, R. (2007). Sudanese adolescent refugees: Acculturation and acculturative stress. *Australian Journal of Guidance & Counselling*, 17(2), 160-181. doi: 10.1375/ajgc.17.2.160
- Gallagher, H. C. (2013). Willingness to communicate and cross-cultural adaptation: L2 Communication and acculturative stress as transaction. *Applied Linguistics*, 34(1), 53-73.

#### LESSON APPLICATION

- Stage II Learners CLB 5–8 (Note: Scaffold as per the needs of your cohort.)
- Development of awareness and knowledge of acculturative stress and coping strategies
- Development of reading skills
- Theme: Health

#### TIME

90 minutes

#### GROUP SIZE

3 to 25

#### LEARNING OUTCOMES

By the end of this lesson, learners will be able to:

- identify organization of text and links between paragraphs
- identify main ideas
- recognize that acculturative stress is part of adjusting to a new environment.

**MATERIALS**

- Handout 5.1.1
- Handout 5.1.2
- Handout 5.1.3 (Homework)

PowerPoint slides have been suggested but have not been included for the following:

- Bridge-in and Objectives
- Pre-assessment
- Post-assessment

PROCEDURE		
ACTIVITY	PURPOSE & MATERIALS	TIMING
<p><b>BRIDGE-IN &amp; OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>■ Present the following to the learners on the whiteboard/screen:           <p>“I had been driving for many years before I came to Canada. I used to be a very confident driver, but I was really surprised at how nervous and unconfident I was when I first started driving in Canada.”</p> </li> <li>■ Elicit answers to the following:           <ul style="list-style-type: none"> <li>□ What might have caused this person to be a nervous and unconfident driver in Canada?</li> <li>□ Did you note any such change in yourself after you came to Canada? Explain.</li> </ul> </li> <li>■ Present the learning outcomes for the lesson. (Refer to the previous page.)</li> </ul>	<p>To bridge into the lesson and raise awareness that new rules and unfamiliar ways can disorient a person and cause a fair amount of stress.</p> <p>If using PowerPoint or similar software, prepare two slides:</p> <ol style="list-style-type: none"> <li>1. the quote and the questions</li> <li>2. the learning outcomes</li> </ol>	8 minutes
<p><b>PRE-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Present the following to the learners on the whiteboard/screen:           <ul style="list-style-type: none"> <li>□ What is stress?</li> <li>□ How do you feel when you are stressed?</li> <li>□ What are some causes of stress?</li> <li>□ Can adjusting to a new culture cause stress? How?</li> </ul> </li> </ul>	<p>To assess what the learners know about the elements that are going to be discussed in the lesson.</p> <p>If using PowerPoint or similar software, prepare the necessary slide(s) to present the questions that are given in the previous column.</p>	7 minutes
<p><b>PARTICIPATORY LEARNING</b></p> <p><b>Pre-reading task</b></p> <ul style="list-style-type: none"> <li>■ Distribute Handout 5.1.1 and clarify that the learners have understood the instructions.</li> <li>■ Allow about 5 minutes of individual work to complete the table.</li> </ul>	<p>To prepare the learners for the reading task.</p> <p>Handout 5.1.1</p>	25 minutes



- Divide learners into groups of 3-4.
- Have learners share their information and discuss the questions in Section B.
- Discuss the questions as a class. Learners may look to you for help in interpreting the purpose of the behaviours/ practices in Canada. When you are weighing in, let them know that your answers are from your perspective, and that you are likely generalizing.
- Have learners complete the pre-reading vocabulary task (Section C). This task has been included merely to facilitate reading comprehension. The teaching and reinforcement of the vocabulary will require supplementary exercises.

#### Reading task

- Divide learners into groups of 3 to 5.
- Briefly go over the necessary reading strategies and skills required for the task.
- Give each group a set of strips (paragraphs and main idea). Have them match the paragraph strips to the main idea strips. Let them know that they will need to explain their choices. Do not allow too much time for this section. Encourage the learners to read quickly to make sense of the main idea. Let them know that they will get an opportunity to read the article more carefully later.
- Check the answers as a class and elicit the reasons for the choices from some volunteers.
- Let learners know that they now have to arrange the paragraphs in the right order. They should put the appropriate number in the squares on the top of each paragraph and arrange the strips in order. Let them know that they will need to explain their choices.

To provide practice in:

Identifying organization of text and links between paragraphs  
Identifying main ideas.

Handout 5.1.2  
Make single-sides copies of this handout and cut into strips (one set of strips per group) Make sure to shuffle each set of strips before distributing.

35  
minutes

<ul style="list-style-type: none"> <li>■ Check the answers. Elicit how they arrived at the answer.</li> <li>■ Have learners identify and circle the words/ phrases/ sentences that helped link the paragraphs. Have them identify and circle transition words within a paragraph.</li> <li>■ Elicit the importance of cohesion, the use of cohesive devices, and how they help a reader make sense of the text. Connect the discussion to the writing conventions preferred in Canada.</li> </ul>		
<p><b>POST-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Ask the learners the following questions: <ul style="list-style-type: none"> <li>□ What is acculturative stress?</li> <li>□ What are some strategies we can use to overcome acculturative stress?</li> <li>□ Why is it important to intentionally link ideas between paragraphs and sentences?</li> </ul> </li> </ul>	<p>To check learners' understanding of the content of the lesson.</p> <p>If using PowerPoint or similar software, prepare a slide with the questions.</p>	8 minutes
<p><b>SUMMARY</b> (7 minutes)</p> <ul style="list-style-type: none"> <li>■ Elicit what was learned/gained by this lesson and link to the ICC focus of the lesson.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>■ Assign Handout 5.1.3 for homework. Explain the instructions. If necessary, assign only a part of the handout for homework and do the rest in the next class.</li> </ul>		
<p><b>Suggestions for follow-up:</b></p> <ul style="list-style-type: none"> <li>■ Provide supplementary exercises to reinforce the new vocabulary in the lesson.</li> <li>■ Have a class discussion on acculturative stress and coping strategies.</li> <li>■ Have learners keep a journal that describes their adjustment process and their feelings and attitude towards the adjustments that they feel they have to make. Encourage them to also explore the positive impacts acculturation has had on their ability to deal effectively in their new culture. Encourage learners to use cohesive devices in their journal writing.</li> <li>■ Provide writing tasks to give learners practice in using cohesive devices.</li> <li>■ When learners have had sufficient practice, give them a formative assessment.</li> </ul>		

## LESSON REFLECTION

**Reflect on the following points:**

- Your comfort level delivering the content of the lesson.
- Your knowledge of how acculturation stress might affect teaching and learning.
- How you will use this knowledge to modify instructions, judge behaviour, and provide feedback in the future.
- Points in the self-assessment (first page of this chapter) that you reconsidered after completing this lesson.

**LESSON 5.1: Adjusting to a New Culture****Materials****Handout 5.1.1: Adjusting to a New Culture (Pre-Reading Task)****Pre-reading task**

- A. Every culture has its own way of doing things. What is completely acceptable and useful in one culture may not be as acceptable or effective in another culture. Complete each table with two behaviours and/or practices and their purpose.**

	<b>Classroom behaviours and practices I appreciated</b>	<b>Purpose of the behaviours and practices</b>
<b>Original culture</b>		

	<b>Classroom behaviours and practices I find challenging</b>	<b>What I understand to be the purpose of the behaviours/ practices</b>
<b>New culture</b>		

**B. Discuss the following with your group.**

1. What classroom behaviours and practices in your new culture do you find challenging? Why?
2. Why is it important to identify what we are used to and what we find challenging? Can this information help you adjust better to the new environment? How?

3. Which of the following two statements do you agree with? Circle your answer.
- a) Adapting to a new culture means I am giving up who I am.                      Agree      Disagree
- b) Adapting to a new culture makes me more effective in                      Agree      Disagree  
in achieving my goals and does not need to involve giving up  
who I am.
4. Can adapting to a new culture cause stress? Why? What strategies can you use to overcome this stress?
5. The title of the article you are going to read is “Acculturative Stress.” What do you think acculturative stress means? What points do you think will be discussed in the article?

**C. Here are some words from the article you are going to read. Match them with their meanings.**

1.	anxiety	—	a.	the way of looking at situations, facts, etc.
2.	insomnia	—	b.	to deal with and try to overcome problems and difficulties
3.	depression	—	c.	to stop for a short time or postpone action
4.	realistic	—	d.	a fear or nervousness about what might happen
5.	values	—	e.	something that contributes to a result or outcome
6.	factor	—	f.	the accepted moral standards and principles of a group
7.	judgemental	—	g.	being able to understand what is real and possible
8.	suspend	—	h.	prolonged inability to get enough sleep
9.	perspective	—	i.	too willing to criticize other people and say that they are wrong
10.	cope	—	j.	a state of feeling very sad and hopeless

**Handout 5.1.2: Adjusting to a New Culture (Reading Task)**

Our bodies react to challenges that we face in life. This reaction causes feelings of stress in us. Small amounts of stress may be good for us and can motivate us to do something about the challenge. However, when the challenges are too many or too big, we usually feel high levels of stress. This can affect our emotions, our mood, our health, and our behaviour. Many mental and physical health problems have been linked to high levels of stress. Some examples of such health problems include anxiety, high blood pressure, insomnia, depression, headaches, and neck and back pain. One major source of stress is the process of adapting to another culture. This process is called acculturation. The stress caused by acculturation is called acculturative stress. This article looks at some causes of acculturative stress and some strategies on how to deal with it.



Before looking at the causes of acculturative stress, let us first consider Maria's story. Her story shows some typical emotional and behavioural responses to acculturative stress. Maria immigrated to Canada with her husband and child about three months ago. She was very happy to come to Canada, and everything went well at the beginning. She and her husband found a nice apartment and were able to enroll their child in a nearby school. Although Maria did not speak English very well, she could communicate quite confidently and effectively. Both Maria and her husband felt positive and happy. However, things changed in just a couple of months. Now Maria and her husband argue a lot. Her husband gets angry over small matters. Maria feels that nothing is going well, and that nothing ever will. She has become very anxious and is not happy about going out to places where she has to interact in English. She does not feel confident enough to look for a job, and she has noticed that her husband also feels the same way. If Maria's story sounds familiar, it is because the story is quite typical of many new immigrants. Maria is very likely suffering from acculturative stress.



Acculturative stress can be caused by many factors. Researchers have found that one of the main causes is whether or not a person's expectations are realistic. If people think that everything will go well, and that all their problems will be over when they immigrate, they might suffer from a higher level of acculturative stress as these expectations are not realistic. Another cause is the difference in the values, language and communication styles between one's culture of origin and one's new culture. When these differences are big, people have to make more of an effort to overcome these challenges and this can cause a higher level of stress. When the differences in values are big, people feel confused about the behaviours and practices in the new culture. They also struggle to find a balance between keeping their own values and at the same time adapting their behaviour to be more effective in the new culture. In spite of the many factors that can cause acculturative stress, it is important to understand that there are ways of coping with it.



People can deal with acculturative stress by using certain strategies. One strategy is to stay positive. One way of doing this is to reframe negative thoughts and ideas. For example, your instructor returns a piece of writing to you with a lot of feedback, and you feel upset at yourself for making so many errors. Instead of being upset, you could view the errors you made as learning opportunities. A second strategy is to become more curious and learn as much about the new culture as possible. This strategy can help you develop a better attitude and the necessary skills to be more effective in the new culture. Another equally important strategy is to avoid being judgmental. When we judge or evaluate people and their actions, we usually do this by using our own standards. Instead, it is better to suspend judgement and think of two or more other possible explanations. This helps us see the other side and develop another perspective.

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In conclusion, it is important to realize that acculturative stress is a normal part of adjusting to a new cultural environment. People can manage the intensity of the stress by using some strategies. These strategies can help people develop a better attitude toward the new culture and demonstrate behaviours that are more effective in the new culture. The more effective people are in the new culture, the more confident and relaxed they will become.

## Introduction

### Reactions to acculturative stress

### Reasons for acculturative stress

### Ways to minimize acculturative stress

## Conclusion



### Handout 5.1.3: Adjusting to a New Culture (Homework Task)

#### Acculturative Stress

Our bodies react to challenges that we face in life. This reaction causes feelings of stress in us. Small amounts of stress may be good for us and can motivate us to do something about the challenge. However, when the challenges are too many or too big, we usually feel high levels of stress. This can affect our emotions, our mood, our health, and our behaviour. Many mental and physical health problems have been linked to high levels of stress. Some examples of such health problems include anxiety, high blood pressure, insomnia, depression, headaches, and neck and back pain. One major source of stress is the process of adapting to another culture. This process is called acculturation. The stress caused by acculturation is called acculturative stress. This article looks at some causes of acculturative stress and some strategies on how to deal with it.

Before looking at the causes of acculturative stress, let us first consider Maria's story. Her story shows some typical emotional and behavioural responses to acculturative stress. Maria immigrated to Canada with her husband and child about three months ago. She was very happy to come to Canada, and everything went well at the beginning. She and her husband found a nice apartment and were able to enroll their child in a nearby school. Although Maria did not speak English very well, she could communicate quite confidently and effectively. Both Maria and her husband felt positive and happy. However, things changed in just a couple of months. Now Maria and her husband argue a lot. Her husband gets angry over small matters. Maria feels that nothing is going well, and that nothing ever will. She has become very anxious and is not happy about going out to places where she has to interact in English. She does not feel confident enough to look for a job, and she has noticed that her husband also feels the same way. If Maria's story sounds familiar, it is because the story is quite typical of many new immigrants. Maria is very likely suffering from acculturative stress.

Acculturative stress can be caused by many factors. Researchers have found that one of the main causes is whether or not a person's expectations are realistic. If people think that everything will go well, and that all their problems will be over when they immigrate, they might suffer from a higher level of acculturative stress as these expectations are not realistic.

Another cause is the difference in the values, language and communication styles between one's culture of origin and one's new culture. When these differences are big, people have to make more of an effort to overcome these challenges and this can cause a higher level of stress. When the differences in values are big, people feel confused about the behaviours and practices in the new culture. They also struggle to find a balance between keeping their own values and at the same time adapting their behaviour to be more effective in the new culture. In spite of the many factors that can cause acculturative stress, it is important to understand that there are ways of coping with it.

People can deal with acculturative stress by using certain strategies. One strategy is to stay positive. One way of doing this is to reframe negative thoughts and ideas. For example, your instructor returns a piece of writing to you with a lot of feedback, and you feel upset at yourself for making so many errors. Instead of being upset, you could view the errors you made as learning opportunities. A second strategy is to become more curious and learn as much about the new culture as possible. This strategy can help you develop a better attitude and the necessary skills to be more effective in the new culture. Another equally important strategy is to avoid being judgemental. When we judge or evaluate people and their actions, we usually do this by using our own standards. Instead, it is better to suspend judgement and think of two or more other possible explanations. This helps us see the other side and develop another perspective.

In conclusion, it is important to realize that acculturative stress is a normal part of adjusting to a new cultural environment. People can manage the intensity of the stress by using some strategies. These strategies can help people develop a better attitude toward the new culture and demonstrate behaviours that are more effective in the new culture. The more effective people are in the new culture, the more confident and relaxed they will become.

**A. Answer the following from the information in the article.**

1. Give three examples of health problems that stress can cause.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

2. What is acculturative stress?

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3. List all the changes that acculturative stress caused in Maria.

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4. How many factors of acculturative stress are given in Paragraph 3? \_\_\_\_\_

5. Read Paragraph 4 and complete the following information.

	<b>Strategy</b>	<b>How the strategy can help</b>
1.		
2.		
3.		



- C. Choose any five sentences with transition words or phrases from the article. Then complete the table below with the sentence, the transition word/phrase used in the sentence, and another appropriate transition word/phrase for the same sentence.

	Sentence in text	Transition word/phrase	Replacement transition word/phrase
1.			
2.			
3.			
4.			
5.			

## LESSON PLAN 5.2: Conversations and Discussions

### PLAN

#### KEY INTERCULTURAL COMMUNICATIVE COMPETENCE FOCUS AND EXPECTED LEARNING

##### ICC Focus

Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture

##### Expected Learning

Recognize that cultures may differ in paraverbal communication (focus on: pacing, pausing, volume, and expressiveness) and the impact this may have on the adjustment process

#### LEVEL OF CHALLENGE AND INSTRUCTOR PREPARATION

Moderate. The following resource might be helpful in preparing for the delivery of the lesson:

- Tannen, D. (1984). The pragmatics of cross-cultural communication. *Applied Linguistics*, 5(3), 189 – 195. doi: 10.1093/applin/5.3.189

#### LESSON APPLICATION

- Stage II Learners CLB 5–8 (Note: Scaffold as per the needs of your cohort.)
- Development of the following paraverbal skills: pacing, pausing, volume, and expressiveness
- Development of an awareness that making some adjustments to one's paraverbal communication might help in the acculturation process
- Development of speaking skills
- Theme: General (Relevant to conversation and discussion skills in a workplace context)

#### TIME

90 minutes

#### GROUP SIZE

3 to 18

#### LEARNING OUTCOMES

By the end of this lesson, learners will be able to:

- agree, clarify, and give opinions in small group discussions
- recognize the features of pacing, pausing, volume, and expressiveness in the communication styles of their own culture and their new culture
- recognize what are considered to be overlapping and interruptions in their new culture.

**MATERIALS**

- Handout 5.2.1
- Handout 5.2.2 A and B (strips)
- Handout 5.2.3

PowerPoint slides have been suggested but not included for the following:

- Bridge-in and Objectives
- Pre-assessment

PROCEDURE		
ACTIVITY	PURPOSE & MATERIALS	TIMING
<p><b>BRIDGE-IN &amp; OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>Present the following to the learners on the whiteboard/screen:</li> </ul> <p>Watch these clips from a movie. What are the differences in the conversation styles?  <a href="https://youtu.be/z8TSvMx2wPI">https://youtu.be/z8TSvMx2wPI</a></p> <ul style="list-style-type: none"> <li>Play only parts 0:51 to 1:02 and 1:25 to 1:48 so that the focus is only on the style and not on the content of the conversations. At this stage, avoid naming any cultures. The aim is to only create an awareness of the overlapping and expressive conversational style of one culture and the more restrained conversational style of the other culture, which also favours turn-taking.</li> <li>Present the learning outcomes. (Refer to the previous page.)</li> </ul>	<p>To bridge into the lesson and raise awareness that conversation styles can vary.</p> <p>If using PowerPoint or similar software, prepare two slides with:</p> <ul style="list-style-type: none"> <li>the instruction, the question, and the link (See content in the previous column.)</li> <li>the learning outcomes.</li> </ul>	7 minutes
<p><b>PRE-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Here is what two classmates think of each other:</li> </ul> <p><b>Chen:</b> “I don’t know why Paulo won’t let me talk. He never gives me a chance to answer in class, or give my opinion. He’s so rude!”</p> <p><b>Paulo:</b> “I don’t know why Chen never has anything to say. She thinks for a long time before speaking. Maybe, she is afraid to speak in English.”</p> <ul style="list-style-type: none"> <li>Elicit answers to the following:           <ul style="list-style-type: none"> <li>What do you think is happening here?</li> <li>What is the main problem?</li> <li>Do you think this is an intercultural issue? Explain.</li> </ul> </li> </ul>	<p>To assess what the learners know about some of the elements that are going to be discussed in the lesson.</p> <p>If using PowerPoint or similar software, prepare the necessary slide(s) to present the content (Paulo and Chen’s thoughts and the questions) that is given in the previous column.</p>	8 minutes





changing who they are, but about helping them develop an additional style that might help them be more effective in the Canadian context.

- Have learners sit in groups of 3 to 4 to complete Section B. Check if learners have understood the questions and, if necessary, explain any vocabulary they do not understand. Explain that preferences for elements like pacing, pausing, expressiveness, and volume are on a continuum and are not necessarily always displayed as polar opposites. Also, make learners aware that variations may exist within a culture because of personality and regional differences. However, cultures tend to prefer and reward a certain favoured way of contributing and taking part in conversations and discussions.

### Speaking task

- Distribute Handout 5.2.3. Have learners complete Section A in pairs.
- Check the answers as a class. The primary purpose of providing these gambits here is to give learners the opportunity to use them in the discussion in Section B to hone their pacing and pausing skills. This will help them avoid sounding like they are interrupting and overlapping.
- Have learners sit in groups of 3 to 4 to complete Section B. Allot only 15 minutes to the discussion. The goal of this task is for learners to be able to use the gambits at the appropriate time in the discussion so that they do not sound like they are interrupting or overlapping. The learners will be practising pacing, pausing, volume level, and level of expressiveness that is preferred by most people in English-speaking Canada.

To practice agreeing, clarifying, and giving opinions in small group discussions.

To recognize the features of pacing, pausing, volume, and expressiveness in the communication styles in their own culture and in their new culture.

To recognize what are considered overlapping and interruptions in their new culture.

Handout 5.2.3

35  
minutes

<p>Give learners some strategies for preventing an overlap or interruption during a conversation by teaching appropriate places and signals to express their opinions, agree, or take turns.</p> <p>Explain that they will need to be very careful about how they use the gambits in the discussion. If they do not use them at the appropriate time, their action could be perceived as an interruption, which some people might interpret as being rude and hogging the floor. If they agree or express opinions while the other person is speaking, they will be overlapping, which is not favoured in their new culture. Encourage the learners who are more contemplative to take their turn by using the appropriate gambits and shortening their response time.</p> <ul style="list-style-type: none"> <li>■ Have learners work on Section C individually. If time allows, have some volunteers share the information with the rest of the class.</li> </ul>		
<p><b>POST-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Ask the learners the following questions: <ul style="list-style-type: none"> <li>□ What are the four elements that can influence what we say in conversations and discussions?</li> <li>□ Give some examples of the misunderstandings they can cause.</li> </ul> </li> </ul>	<p>To check learners' understanding of the content of the lesson.</p>	<p>5 minutes</p>
<p><b>SUMMARY</b> (5 minutes)</p> <ul style="list-style-type: none"> <li>■ Elicit what was learned/gained by this lesson and link to the ICC focus of the lesson.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>■ Have learners write a reflection paragraph from their notes in 5.2.3, Section C.</li> </ul>		

**Suggestions for follow up:**

- Reinforce new vocabulary with supplementary exercises.
- Work on intonation and tone (and any other paraverbal features you consider to be important).
- After the learners have had enough practice on using the elements of paraverbal communication taught in class, provide an opportunity for a more formal, assessed discussion. Provide a rubric and explain the criteria so learners are aware of the expectations. The criteria in the assessment rubric may focus on only some of the paraverbal features covered in class.
- Give learners opportunities to attend/view both formal and informal meetings to observe the paraverbal features you have taught them.
- Have learners keep a journal about the paraverbal features of communication in their culture and their new culture. Examples of contexts for the journal writing may include meetings in their own community, parent- teacher meetings in their children's schools, meetings in their place of worship, volunteer meetings, and meetings in their workplace (if they are working).

## LESSON REFLECTION

**Reflect on the following points:**

- Your comfort level delivering the content of the lesson.
- Your knowledge of the intercultural differences in paraverbal communication.
- How you will use this knowledge to modify instructions, judge behaviour, and provide more support for the development of paraverbal skills in the future.
- The benefits of observing the paraverbal communication of your learners.
- Points in the self-assessment (first page of this chapter) that you reconsidered after completing this lesson.

## LESSON 5.2: Conversations and Discussions

## Materials

## Handout 5.2.1: Conversations and Discussions (Pre-Speaking Task 1)

**Every culture has its own way of doing things. What is completely acceptable and useful in one culture may not be as acceptable or effective in another culture. Circle the check or the cross to show what is generally acceptable in your culture. Be prepared to share your answers with your classmates.**

	In my culture,	Agree	Disagree
1.	I have to wait for a person to finish talking before I can ask a question, clarify a point, or make a comment.	✓	✗
2.	It is all right if I make comments at the same time the other person is speaking. In fact, this shows I am enthusiastic about what he/she is saying.	✓	✗
3.	When somebody asks me a question, I need to wait for a few seconds before answering it.	✓	✗
4.	We usually answer as soon as a person asks us a question.	✓	✗
5.	It is normal for us to be expressive and emotional when we speak.	✓	✗
6.	Showing emotion while talking is considered bad.	✓	✗
7.	I don't like silence. I think that the other person has nothing to say and that is why they are quiet.	✓	✗
8.	We often speak loudly. We are not arguing, but we are showing our excitement about the topic.	✓	✗
9.	We do not talk loudly. Talking loudly usually signals that a person is upset.	✓	✗
10.	People are not offended if we ask a question while they are telling us something.	✓	✗

**Handout 5.2.2 A: Conversations and Discussions (Pre-Speaking Task 2)**

- A. Your instructor will give you strips of paper with some information on them. Read the information carefully and select the strips you think are the behaviours that are generally preferred in conversations and discussions in your new culture. Arrange the strips in the box below. Compare your answers with another pair.**

**General behaviours during conversation and discussion in your new culture:**

**B. Discussion**

1. Name at least two similarities and differences in conversation style between your culture and your new culture.
2. What do you consider to be an interruption in your culture?
3. What can happen when we do not understand that different cultures have different expectations about the following in conversations and discussions?
  - How fast or slow someone needs to speak
  - How loudly or softly someone speaks
  - How long someone needs to wait after another person has finished saying something
  - How expressive or restrained a person can be
4. Why is it important for us to understand these differences between our culture and our new culture?
5. What impact can the knowledge about such differences have on our effectiveness in classroom discussions?
6. What impact can the knowledge about such differences have on our effectiveness at meetings in the workplace?



**Handout 5.2.2 B: Conversations and Discussions (Strips)**

I need to wait for a person to finish talking before I can ask a question, clarify a point, or make a comment.

It is all right if I make comments at the same time the other person is speaking.

When somebody asks me a question, I need to pause for a few seconds before answering it.

I am expected to answer the question almost immediately.

It is all right to be expressive and emotional when I speak, especially in the workplace.

If you keep silent for a long time, people may think that you have nothing to contribute, or that you disagree.

Speaking loudly and excitedly can send the wrong signals.

People can become offended if we ask a question while they are telling us something. They might perceive this as an interruption.

## Handout 5.2.3: Conversations and Discussions (Speaking Task)

- A. Here is a list of phrases and sentences that are often used in a conversation or discussion. Put them in the appropriate box below. Some may fit in two boxes.

That's a good point.	I'd like to comment on that.	Do you mean...?
May I ask a question?	Excuse me, but I would like to add a point here.	I think...
Do you mean...?	Makes sense.	In my opinion, ...
That reminds me, ...	That's true.	

<b>Taking your turn</b>	<b>Agreeing</b>
<b>Asking for clarification</b>	

**B. Group discussion**

The following can have an impact on a conversation or discussion.

- How fast or slow you speak
- How loudly or softly you speak
- The length of the unfilled pause you make
- How expressive or restrained you are

The above points can have an impact because they can add to the meaning of what you are saying. People from another culture may set the context for your words around these behaviours. This can cause misunderstandings when communicating with people from another culture.

Have a discussion on what you learned today and share an experience when you were misunderstood by someone because you were communicating in your natural way. You have ten minutes for the discussion. During the discussion, do the following:

- Be aware of the above four points while you speak.
- Include the phrases/sentences you learned in Section A at the appropriate time in the discussion.
- Participate actively.

**C. After the group discussion, make notes on the following points:**

1. What did you have to force yourself to do that was not completely natural to you? How did you feel about this?
2. How can you benefit from making these adjustments to your communication style?
3. Why are such adjustments sometimes necessary?

## LESSON PLAN 5.3: Gaining New Perspectives

### PLAN

#### KEY INTERCULTURAL COMMUNICATIVE COMPETENCE FOCUS AND EXPECTED LEARNING

##### ICC Focus

Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture

##### Expected Learning

- Use the OSEE tool to enhance one's attitudes, perspectives, and knowledge
- Develop the ability to suspend judgement
- Develop an awareness of how one's underlying attitudes can influence perception

#### LEVEL OF CHALLENGE AND INSTRUCTOR PREPARATION

Moderate. The following resources may be helpful in preparing for the delivery of the lesson:

- Building Intercultural Competence in the Classroom: <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1160&context=teachlearnfacpub>
- Exploring Interculturally Competent Teaching: <http://www.tandfonline.com/loi/rhep16>

#### LESSON APPLICATION

- Stage II Learners CLB 5–8 (Note: Scaffold as per the needs of your cohort.)
- Development of attitude, self-awareness, and curiosity about other cultures
- Development of writing skills
- Theme: General

#### TIME

90 minutes

#### GROUP SIZE

2 to 18

#### LEARNING OUTCOMES

By the end of this lesson, learners will be able to:

- write an accurate and factual description of an incident
- express opinions and feelings in a small group discussion
- use the OSEE tool to enhance one's attitudes, perspectives, and the ability to make informed evaluations.

**MATERIALS**

- Handout 5.3.1
- Handout 5.3.2
- Handout 5.3.3

PowerPoint slides have been suggested but have not been included for:

- Bridge-in and Objectives
- Pre-assessment
- Post-assessment

PROCEDURE		
ACTIVITY	PURPOSE & MATERIALS	TIMING
<p><b>BRIDGE-IN &amp; OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>■ Present the following to the learners on the whiteboard/screen and elicit answers from a few volunteers:</li> </ul> <p>What do you understand by this statement?</p> <p>“Your assumptions are your windows on the world. Scrub them every once in a while, or the light won’t come in.” (Isaac Asimov)</p> <ul style="list-style-type: none"> <li>■ Present the learning outcomes. (Refer to the previous page.)</li> </ul>	<p>To bridge into the lesson and raise awareness that our perspective is influenced by our attitudes and assumptions.</p> <p>If using PowerPoint or similar software, prepare two slides with:</p> <ol style="list-style-type: none"> <li>1. the question and the quote (See content in the previous column.)</li> <li>2. the learning outcomes.</li> </ol>	5 minutes
<p><b>PRE-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Elicit answers to the following:</li> </ul> <ul style="list-style-type: none"> <li>□ What do you understand by an accurate and factual description?</li> <li>□ Can our attitude to the thing, person, event, or behaviour of a person we are describing affect the accuracy of our description? How?</li> <li>□ What does “gaining new perspectives” mean?</li> <li>□ How can our attitude, and the assumptions we make, have an impact on how we adjust to a new culture?</li> </ul>	<p>To assess what the learners know about some of the elements that are going to be discussed in the lesson.</p> <p>If using PowerPoint or similar software, prepare the necessary slide(s) to present questions that are given in the previous column.</p>	5 minutes
<p><b>PARTICIPATORY LEARNING</b></p> <p><b>Pre-writing discussion</b></p> <ul style="list-style-type: none"> <li>■ Distribute Handout 5.3.1 and have learners complete Section A individually. Allot a maximum of 2 to 3 minutes for this.</li> <li>■ Have learners read item 2 in Section B. Give them a few minutes to think about the answers individually. Then share a relevant experience you had when teaching abroad or when encountering a new culture.</li> </ul>	<p>To prepare the learners for the writing task.</p> <p>Handout 5.3.1</p>	10 minutes

- In groups of 3 to 4, have learners complete Section B.
- Elicit from a few volunteers what was discussed and what conclusions were arrived at. Get information from at least two different groups.

### Writing task

- Distribute Handout 5.3.2. Explain the OSEE tool and its usefulness in helping us get an informed perspective. Elicit how this tool might help us to adjust to a new culture.
- Have learners read the questions in Section A. Give them the opportunity to check the meaning of any vocabulary they may not be familiar with. Learners complete Section A while or after you give the following explanation:

“Our culture teaches us what behaviours are appropriate and acceptable in a particular context. Because of this, we tend to have a certain perspective or outlook on events, incidents, and behaviours of people. We tend to make assumptions about these events, incidents, and behaviours based on our perspective. When we are within our own culture, our assumptions may often be right. However, when we deal with people from another culture, our assumptions about them, their behaviour, and their practices may not always be right. This is why we need to check if our assumptions are right. To do this, we need to suspend our judgment. The OSEE tool can help us do this. In this lesson, we will see how.

What does OSEE stand for? The letter *O* stands for Observe, the letter *S* is for State, the first *E* is for explore and the last *E* is for evaluate. When you observe, you need to mindfully watch and listen by paying careful attention to what is going on. When you state what you observed and heard,

To introduce the OSEE tool.

Handout 5.3.2 (Section A)

15 minutes

you need to put your feelings aside and be objective. The next step is to explore other perspectives. You explore other explanations for what you observed because the first one is usually based on your assumptions and can be wrong. By considering other explanations, you move out of the first assumption you made and get a new perspective. The final stage of the tool is to evaluate which explanation is the best one. You can choose an explanation only if you have the facts, so at this stage you may need to do more research if you do not know much about the culture. You can ask other people of the particular culture some questions or do some research on the Internet.”

- Give learners a few minutes to read Section B so that they get a sense of what they will be doing. Clarify that they have understood the instructions. Let them know that they will be completing it in stages after watching a video. Write the words *broom* and *sweep* on the board. Elicit their connotations in the learners’ cultures.
- Ask learners to observe what is happening in the video by paying careful attention to everything they see and hear. Point out the areas for observation recommended in Point 1: **Observe**. Play the video from **1:00 to 2:23 only. (Playing the full video will give them too much information, and they will not be able to complete the other parts of the task successfully.)** Here’s the link to the video <https://www.youtube.com/watch?v=X9DaDL8Zanw> Play the video twice, making sure that you play it only from 1:00 to 2:23. Learners do not take notes at this time.

To provide practice in Writing an accurate and factual description of an incident  
Expressing opinions and feelings in a small group discussion  
Use the OSEE tool to enhance one’s attitudes, perspectives, and the ability to make informed evaluations.

Handout 5.3.2 (Section B)

40 minutes



[Note: In the video, the priest explains the significance of jumping over the broom. Here are a few other sources about the topic:

[http://www.aaregistry.org/historic\\_events/view/jumping-broom-short-history](http://www.aaregistry.org/historic_events/view/jumping-broom-short-history)

Parry, T. D. (2015). Married in Slavery Time: Jumping the Broom in Atlantic Perspective. *Journal of Southern History*, 81(2), 273-312.

Neil, P. W. (2009). Bosses and Broomsticks: Ritual and Authority in Antebellum Slave Weddings. *Journal of Southern History*, 75(1), 29-48.]

- Go over the instructions for Point 2: **State**. Have the learners make careful notes of what they observed under the different headings. Let them know they will need to focus on being accurate and factual. They will get an opportunity to write a complete paragraph for homework. Have the learners compare their notes in pairs. Give them another opportunity to watch the video from 1:00 to 2:23.

Allot about 10 – 12 minutes for Point 2: **State**.

- In groups of 3 or 4, learners think of at least three different explanations for Point 3: **Explore**.
- Point 4: **Evaluate**: Explain that they may need to do some research to evaluate which of the explanations is the most appropriate. This is one of their homework tasks (refer to Handout 5.3.3).

<p><b>POST-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Ask the learners the following questions:             <ul style="list-style-type: none"> <li>□ How can the OSEE tool help us with the adjustment process when we are in a new culture?</li> <li>□ What is each stage of the OSEE tool? Why is each stage important?</li> <li>□ What does a factual and accurate account of an incident or event mean?</li> </ul> </li> </ul>	<p>To check learners' understanding of the content of the lesson. If using PowerPoint or similar software, prepare a slide with the questions.</p>	<p>7 minutes</p>
<p><b>SUMMARY</b> (8 minutes)</p> <ul style="list-style-type: none"> <li>■ Elicit what was learned/gained by this lesson and link to the ICC focus of the lesson.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>■ Have learners complete Handout 5.3.3. For section A, prepare a rubric with criteria appropriate to the needs of your level. Explain the instructions. You may choose to assign only part of the handout for homework, and/or set the learners a staggered set of due dates for the completion of the rest of the tasks. Have follow-up class discussions for Sections A and B. Section C is aimed at giving learners practice in expressing aspects of their own culture. You may choose to have learners submit this to you directly.</li> </ul>		
<p><b>Suggestions for follow up:</b></p> <ul style="list-style-type: none"> <li>■ Reinforce new vocabulary with supplementary exercises.</li> <li>■ Give learners more opportunities to practice giving accurate and factual accounts of incidents and events.</li> <li>■ Give learners more opportunities to practice using the OSEE tool. Use movie clips and/or critical incidents for this.</li> <li>■ Encourage learners to use the OSEE tool whenever they are faced with a situation that causes them difficulty in the adjustment process. Encourage them to record their experiences in a journal and to explain how the OSEE tool helped them understand the situation better. One of the journal entries may be submitted for formative assessment. Provide a simple rubric and explain your expectations.</li> <li>■ Give a lesson on choosing reliable sources and provide practice.</li> </ul>		

## LESSON REFLECTION

**Reflect on the following points:**

- Your comfort level delivering the content of the lesson.
- How you can use the OSEE tool yourself to improve your own intercultural competence? Identify at least two to three contexts where you could use the tool.
- Points in the self-assessment (first page of this chapter) that you reconsidered after completing this lesson.

**LESSON 5.3: Gaining New Perspectives****Materials****Handout 5.3.1: Gaining New Perspectives (Pre-Writing Task)****A. Put a checkmark against the sentences that you agree with.**

1.	When I write a factual and accurate description of something or someone, I need to be objective.	
2.	If I am able to verify what I have written, I am objective.	
3.	When somebody does something that is not acceptable or appropriate in my culture, I have a better chance at understanding them if I am objective.	
4.	Making an assumption about something or someone is never a mistake.	
5.	Before I judge the behaviour of somebody, it is best that I think of several reasons for the behaviour.	
6.	It is important to be curious and expand our knowledge about other cultures.	

**B. Group Discussion**

Do the following:

1. Share your answers to the above task with your group. Explain your choice by giving reasons in defense of your answer.
2. Think about something that is causing you some stress about adjusting to your new culture. Why is it causing you stress? What can you do to lower or eliminate the stress? Share your thoughts with your group.

### Handout 5.3.2: Gaining New Perspectives (Writing Task)

- A. Your instructor will give you an explanation of a tool you can use to help you check your assumptions and gain new perspectives before you evaluate or judge someone or something. Listen carefully and complete the following:**

1. Did your instructor say the following? Circle Yes, or No.

a) Our culture can influence how we see things.	Yes	No
b) When we deal with people of another culture, we may make some wrong assumptions about them, their practices, and their behaviours.	Yes	No
c) It is fair to judge or evaluate a behaviour or practice without considering a few other explanations.	Yes	No

2. The tool is called OSEE. What does each letter stand for? Complete the following:

O \_\_\_\_\_  
 S \_\_\_\_\_  
 E \_\_\_\_\_  
 E \_\_\_\_\_

**B. Watch the video and complete the following table.****1. OBSERVE**

Pay attention to details and listen carefully as you watch the video. Observe the setting, the event, the people, what they are doing, and their interactions.

**2. STATE**

- State what you observed based only what you watched and heard. Be objective. Make notes under the following headings.

a) The setting:

b) The event:

c) The people, what they are doing, and their interactions:

- Compare your notes with another classmate. Watch the video again to check your notes.

**3. EXPLORE**

In groups, identify which culture the people in the video are from. Think of at least three explanations for why the bride and groom swept a little, and then jumped over a broom. Write down the explanations below.

**4. EVALUATE (Homework)**

Evaluate which of the explanations above, if any, is the best explanation. To be able to do this, you need some cultural knowledge about the significance of the practice you observed in the video. Use the internet to do some research about this. Use reliable sources. If you know anyone whose culture has a similar practice, you may also ask them. You will share your information in the next class.













# Chapter 6

## Resources for Intercultural Development



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Alberta Teachers of English  
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## Intercultural Development

Intercultural Competence (IC) is the general ability to relate effectively and appropriately in a variety of cultural contexts drawing on “culturally sensitive knowledge, a motivated mindset and a skillset” (Bennett, Bennett & Allen, 2003, p. 244). ESL instructors may believe they are interculturally competent because they work with diverse learners. However, this may not be true. IC is a developmental process including knowledge, comprehension and skills (Deardorff, 2006). Intercultural competence is a complex concept with many aspects that can be highlighted in attempts to define it. The goal for competence in both language and culture is to “internalize the target sufficiently for appropriate behaviour to be generated naturally” (Bennett, Bennett & Allen, 2003, p. 244). For this e-book, IC will be discussed using the Developmental Model of Intercultural Sensitivity by Dr. Milton Bennett and the Process Model of Intercultural Competence by Dr. Darla Deardorff. These theoretical frames are best used to support your professional development as an instructor. They support a reflective development process that enables you to understand and deepen your professional practice.

It is not recommended that you use these models as a way to categorize your learners. They can, however, support you to better understand what may be part of your learner’s experience in your multicultural classroom.

The Development Model of Intercultural Sensitivity (DMIS) was created to explain how people construe or make sense of difference. Hammer, Bennett and Wiseman (2003) use the term *intercultural sensitivity* to refer to “the ability to discriminate and experience relevant cultural differences” and the term *intercultural competence* to mean the “ability to think and act in interculturally appropriate ways” (p. 422). The authors argue that developing greater intercultural sensitivity is associated with developing a greater potential for exercising intercultural competence. The DMIS describes a developmental continuum of increasing capacity to perceive, accept and adapt to similarities and differences in the cultural worldviews we encounter. The intercultural continuum identifies clusters of cultural worldviews from ethnocentric (perceiving and understanding the world through one’s own cultural worldview) to increasingly ethnorelative (perceiving and understanding the world through more than one cultural worldview).

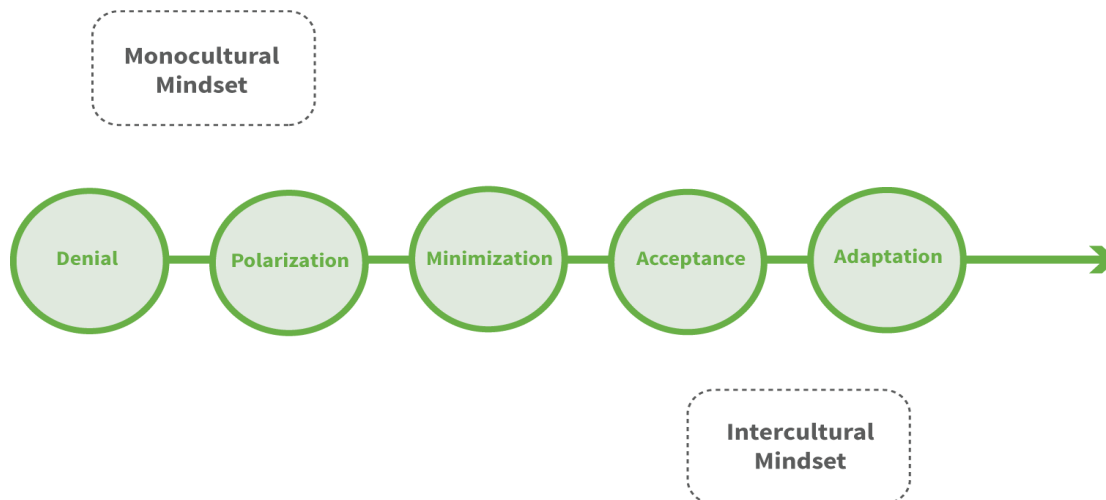


Figure 2. Intercultural Development Continuum. Adapted visualization of M.R. Hammer’s Intercultural Development Continuum (IDC)

Stage	Description
Denial	People in this orientation are unable to articulate their own culture and are generally disinterested in culture or cultural difference. The developmental goal for this stage is to recognize that cultural differences exist and that change is inevitable. This orientation is considered the natural condition of a typical, monocultural socialization. At extreme, people at this stage may have a tendency to dehumanize outsiders. At this stage, people often say, “As long as we all speak the same language, there’s no problem”; “I never experience culture shock”; “I can be successful in any culture without any special effort.”
Polarization	<p>Defense: One’s own culture is experienced as the only viable one. One perceives cultural differences using stereotypes and surface descriptions. Differences are organized and understood in polarities: my culture as superior and others’ cultures as inferior. Differences are perceived as a threat. At this stage, people often say, “I wish these people would just talk the way we do”; “What a sexist society.”</p> <p>Reversal: Can perceive cultural differences using stereotypes and surface descriptions. Differences are organized and understood in polarities: the other culture is experienced as superior to my own culture. Differences are welcomed without in-depth understanding of cultural patterns in either cultural worldview. At this stage, people often say, “These people are so sophisticated, not like the people at home.”</p>

Minimization	In this orientation, one's own cultural worldview is experienced as universal. Cultural differences can be engaged by attributing those differences to familiar categories. Example: We all need to eat and feel loved. Comfortable with what is familiar in their own worldview, people can tend to expect similarities and may try to bring different worldviews to align with their expectations. Can minimize differences that cannot fit into existing cultural categories. At this stage, people often say, "No matter what their culture, people are pretty much motivated by the same things"; "Customs differ, of course, but when you really get to know them they're pretty much like us."
Acceptance	In this orientation, one's own culture is experienced as one of a number of equally complex worldviews. From this worldview, one can experience others as different and equally human. Can use categories to contrast cultural differences and how those differences operate in a range of human interactions. Acceptance of differences does not mean agreement with different worldviews; only that one can allow for the coherence of another worldview. At this stage, people often say, "The more difference the better – more difference equals more creative ideas"; "I always try to study about a new culture before I go there."
Adaptation	In this orientation, one's worldview is expanded to include relevant cultural constructs. From this worldview, one can both cognitively shift perspective and adopt appropriate feelings and behaviour in another cultural worldview. If process of shifting frames between cultures is habituated, it becomes part of a bicultural or multicultural worldview. At this stage, people often say, "I know they have to adapt to the dominant culture all of the time, so it's fair that I try to meet them halfway"; "I can maintain my values and also behave in culturally appropriate ways."

(Summarized from Hammer, Bennett & Wiseman, 2003 and Bennett, 1993).

We understand the world we experience through our conscious and unconscious biases, which are formed through our own journey within our cultural environment. For ESL instructors, this theoretical frame can guide your professional development to become more conscious of how you make sense of your experience with culturally diverse students and the places to practice intercultural competence.

The Intercultural Development Continuum in the DMIS theoretical framework maps the territory of how people can construe cultural similarities and differences. The Process Model of Intercultural Competence (Deardorff, 2006) maps a process to develop intercultural competence. This model identifies the individual attitudes, knowledge, and skills needed to achieve internal and external outcomes.



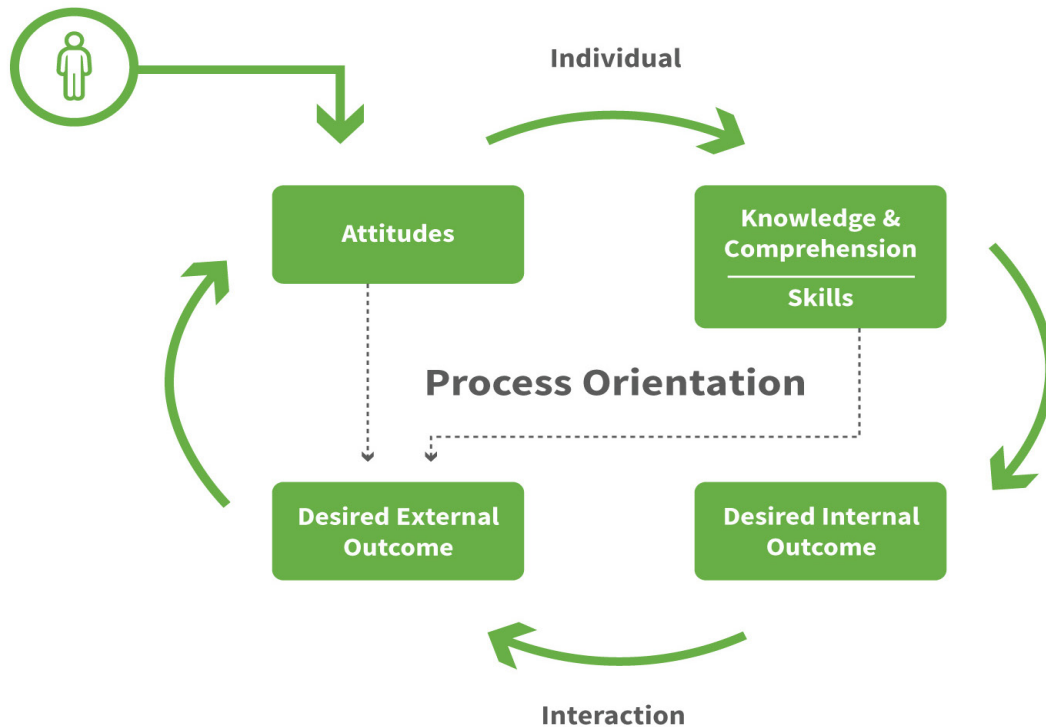


Figure 3. Adapted visualization of Deardorff's Process Model of Intercultural Competence

Deardorff's model shows an entry into the process of developing intercultural competence starting with attitudes of respect (valuing other cultures), openness (withholding judgement) and curiosity and discovery (tolerating ambiguity). These attitudes are part of the development of knowledge including cultural self-awareness, deep cultural knowledge and sociolinguistic awareness. The skills to practise using these attitudes and knowledge include listening, observing, evaluating, analyzing, interpreting, and relating to people with diverse worldviews.

In the process of applying these attitudes, knowledge and skills, Deardorff identifies two intercultural competence outcomes which encompass competence within an individual and in an intercultural interaction:

1. Internal outcomes include an informed frame of reference shift and development of internal abilities including adaptability, flexibility, ethnorelative view and empathy.
2. External outcomes include effective and appropriate communication and behaviour in an intercultural situation.

Deardorff (2006) notes that it is possible to follow a learning pathway that moves from attitudes and/or knowledge directly to external outcomes; however, “the degree of appropriateness and effectiveness would be more limited than if the internal outcome had also been achieved.” These attitudes, knowledge, skills, and outcomes represent a strong consensus among intercultural researchers of the important aspects of intercultural competence (Deardorff, 2006). One implication of Deardorff’s model is that the process is ongoing; there is no final state of achieving intercultural competence.

When brought together, we see an ongoing process of developing intercultural competence across an intercultural continuum.

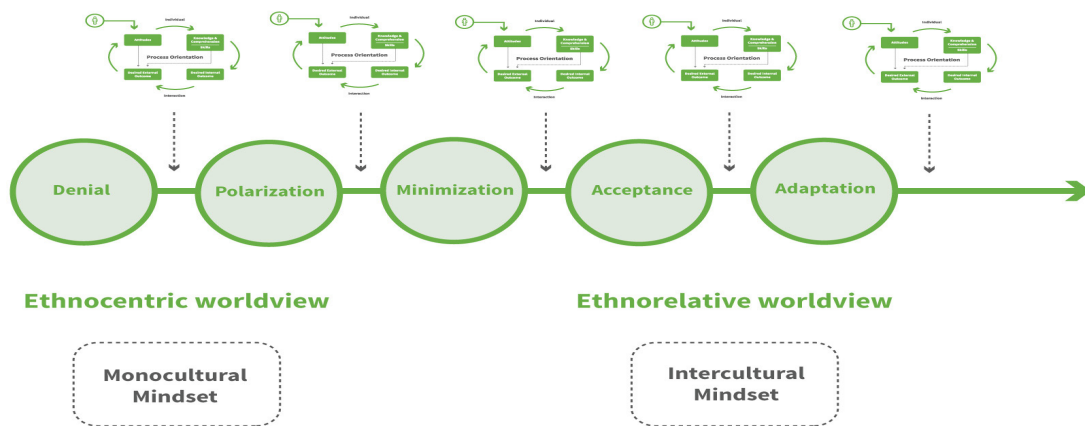


Figure 4. The Ongoing Process of Intercultural Competence Development. Adapted visualizations of M.R. Hammer’s IDC and Deardorff’s Process Model of Intercultural Competence

## Learner Assessment Tools

### ASSESSMENT TOOL FOR INTERCULTURAL COMMUNICATIVE COMPETENCE

This learner assessment supports instructors to determine which ICC focus is relevant for their learners. Instructors may use the following learner assessment statements to support portfolio-based assessment for ICC learning outcomes found in the lessons plans in Chapters 2-5. This learner assessment is recommended to be used as either a pre- and/or a post-assessment tool as well. You may find your learners have a range of learning needs; you can ask learners to complete the assessment, or you can use clickers in the classroom to understand what the highest needs are for your learners.

ICC Focus: Analyze and describe diversity in Canadian cultures

<b>Attitudes (1 = Not confident; 5 = Confident)</b>	
1 2 3 4 5	My learners can demonstrate respect for the diversity present in sub-cultures in Canada.
1 2 3 4 5	My learners are curious to explore the differences present in sub-cultures in Canada.
<b>Knowledge/Comprehension</b>	
1 2 3 4 5	My learners can analyze and describe aspects of diversity in Canadian cultures. Example: race, religion, gender, etc.
1 2 3 4 5	My learners can compare the diversity present in Canada to the diversity they have experienced in their country of origin.
<b>Behaviours</b>	
1 2 3 4 5	My learners can describe representations of diversity in social/public messaging. Example: ads
1 2 3 4 5	My learners can ask questions to discover the characteristics of sub-cultures in Canada and their relationships with other groups.

ICC Focus: Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own cultures.

<b>Attitudes (1 = Not confident; 5 = Confident)</b>					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	My learners are open to acculturative stress as a normal part of adjusting to a new culture context.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	My learners can feel the impact of acculturative stress on others in the classroom.
<b>Knowledge/Comprehension</b>					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	My learners can identify the impact of acculturative stress on their learning experience in the classroom.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	My learners can identify communication style similarities and differences in their own culture and their new culture. Example: pacing, pausing, volume and expressiveness.
<b>Behaviours</b>					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	My learners can articulate at least 2 coping skills that support their resilience to adapt in the classroom.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	My learners can demonstrate at least 2 communication style features in a way that is different from their own culture. Example: demonstrate different pauses, different volume of speaking.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	My learners can communicate their attitudes and perceptions related to a practice from another culture.

ICC Focus: Recognize cultural stereotypes – favourable and discriminatory – and describe how they impact their own and others’ behaviour.

<b>Attitudes (1 = Not confident; 5 = Confident)</b>					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	My learners are open to examining personal judgements and/or socially situated stereotypes.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	My learners can feel the impact of cultural stereotypes on themselves and others.
<b>Knowledge/Comprehension</b>					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	My learners can identify the difference between stereotypes and generalizations.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	My learners can identify the impact of stereotypes on others.
<b>Behaviours</b>					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	My learners can observe and recognize stereotypical judgements and their impact on self and others.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	My learners can reflect on how personal judgements affect their own behaviour.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	My learners can check, clarify, and confirm information to minimize the impact of stereotypical judgements in a social conversation.

ICC Focus: Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures.

<b>Attitudes (1 = Not confident; 5 = Confident)</b>	
1 2 3 4 5	My learners can demonstrate respect for the cultural differences present in their classroom.
1 2 3 4 5	My learners are open to examining personal judgements related to cultural differences present in their classroom.
<b>Knowledge/Comprehension</b>	
1 2 3 4 5	My learners can identify cultural value similarities and differences between their own culture and at least one other culture in a classroom interaction.
1 2 3 4 5	My learners can identify cultural value differences related to indirect language use in providing feedback.
1 2 3 4 5	My learners can identify at least one culturally-based value that supports them to learn in the classroom.
<b>Behaviours</b>	
1 2 3 4 5	My learners can articulate at least 2 norms related to polite feedback.
1 2 3 4 5	My learners can demonstrate at least 2 norms related to writing conventions in their new culture.

## Reflection Tool 1: Reflection Questions on Interculturally Competent Teaching

The following reflection questions can be used by instructors to develop their own intercultural competence.

### Attitudes

- How truly open am I to those from different cultural, socio-economic, and religious backgrounds?
- Do I make quick assumptions about a student? Do I prejudge students or situations or do I withhold judgment while I explore the multifacets of the situation?
- Do I measure a student's behavior based on my own culturally-conditioned expectations or do I try to understand a student's behavior based on his or her own culturally conditioned background?
- Do I value those from different backgrounds? How do I demonstrate that I value others, even when I may disagree with their beliefs and opinions?
- Am I eager to learn about different cultures and specifically, am I eager to learn about my students' backgrounds and experiences? Do I make an effort to learn more?

### Knowledge

- Can I describe my own cultural conditioning? For example, what cultural values impact how I behave and communicate with others? What are some of my core beliefs and how have they been culturally influenced?
- How would I describe my worldview?
- How would I describe some of my students' worldviews? How might these differ from the ways in which I see the world?
- How much do I know about my students' cultural backgrounds? What information am I missing and how can I get that information?
- How can I incorporate my students' worldviews into my course materials?
- What worldviews are demonstrated through the course materials I currently use? How can I enhance those materials so that other worldviews are represented?

## Skills

- How much do I really listen to my students?
- Do I engage in active observation in my classroom, paying attention to subtle nuances and dynamics among my students? In my interactions with my students?
- Do I engage in active reflection of my teaching practice and of my interactions with those from different cultural backgrounds? Do I not only seek to understand why something occurred but what lessons I learned from the situation?
- Do I know how to evaluate interactions and situations through an intercultural lens, seeking to understand underlying cultural explanations for what occurred?

## Internal Outcomes (adaptability, flexibility, etc.)

- Do I know how students want to be treated or do I assume they want to be treated by my cultural standards?
- Am I able to adapt my behavior and communication style to accommodate students from different culturally-conditioned communication styles?
- Am I able to be flexible in responding to students' learning needs, seeking to understand those needs from their cultural perspectives?
- Can I easily view knowledge, cultural artifacts, or a situation or issue from multiple perspectives?

## External Outcomes (communication, behavior)

- How culturally appropriate have I been in my interactions with my students? In my teaching? How would my students answer this question?
- Was I able to meet my goals in an appropriate and effective manner?
- What could I do differently in the future to be more appropriate and effective in my communication and behavior, both in interpersonal interactions and in my teaching?

Reproduced from: Deardorff, D.K. (2012). Framework: Intercultural competence model. In K. Berardo & D.K. Deardorff (Eds.), *Building Cultural Competence: Innovative activities and models*, (pp. 45-52). Sterling, VA: Stylus.



## Reflection Tool 2: Reflection on Critical Incidents

Reflection and building self-awareness are crucial to developing intercultural competence. It might be a good idea to record your thoughts in a journal after every critical incident. A critical incident may be described as an incident where you thought a learner behaved differently than you expected. Here are some basic sections you might want to consider including in your journal.

### REFLECTION ON CRITICAL INCIDENTS

#### Part 1

##### A. Description of the incident

Write down only the facts. Suspend any judgement while doing this. This is a skill that you may need to develop. You may consider practising this skill by viewing several brief film clips and writing factual descriptions about them, and then comparing your written descriptions to the film clip.



**C. Evaluation**

Write an evaluation for each of the explanations in the previous section. List everything you assumed. Consider getting more information by asking questions, and/or discussing the issue with another person of the same culture.

**Part 2**

**A. Actions**

What did you do before, during, and after the incident? List your actions here.

**B. Reasons**

Write at least one reason for every action.

**C. Lack of action(s)**

If you did nothing during and after the incident, reflect on why you chose not to do anything



#### **Part 4 Future considerations**

Keeping in mind what you recorded and reflected on in Parts 1, 2, and 3, consider the following:

What could you have done differently?

What would you do if a similar incident presents again?

What are some action points for yourself?

*Note. Adapted from Supporting Culturally and Linguistically Diverse Learners in College Career Programs, by Bow Valley College, 2015. Adapted with permission.*







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