

# Interior design: An online landscape where culture and language connect

Erin Waugh  
October 12<sup>th</sup>, 2012

# Acknowledgements

Citizenship and Immigration Canada



Citizenship and  
Immigration Canada

Citoyenneté et  
Immigration Canada

Government of Alberta

*Alberta*  Human Services

# Presentation Outline

- Definitions: Pragmatics and Intercultural sensitivity
- The course: *Online Conversation Management*
  - Design
  - Implementation
  - Evaluation
- Assessment
- Teaching tips for pragmatics/intercultural
- Resources

# What is Pragmatics?

The ability to use appropriate language in a given communicative situation

(CLB, 2012)

Often referred to as:

- soft skills
- secret or unwritten rules of language use

# Examples

## **Paying a compliment:**

“Teacher. You gained weight over the summer. You are fat.”

## **Getting to know you:**

“Teacher, how much money do you make?”

## **Making a request:**

“No more of this “talking to my partner”. Time for grammar now. Teach grammar...please.”

# What is Intercultural Sensitivity?

“Orientations toward cultural difference” that allow for more sophisticated (deeper) intercultural experiences and interactions.

(Bennett, 1993)

“Intercultural sensitivity is a competency that allows an individual to recognize and appreciate cultural differences and similarities potentially resulting in greater communicative effectiveness between individuals or groups.”

(Apedaile, 2012)

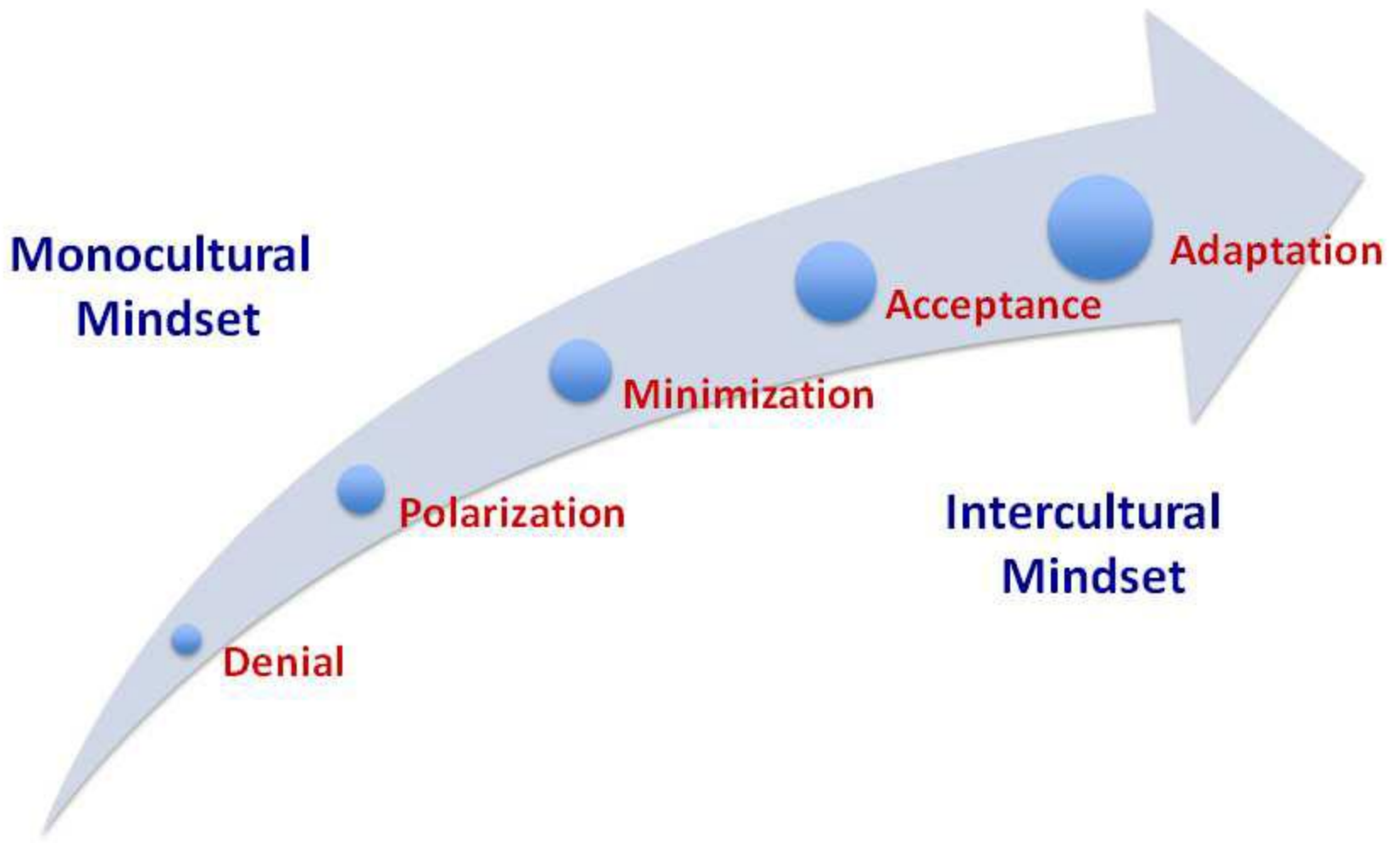
# Three Parts of IC competence

<b>Intercultural Awareness</b>	<b>Intercultural Sensitivity</b>	<b>Intercultural Ability</b>
<b>Mindset</b> <ul style="list-style-type: none"><li>• Self awareness</li><li>• Cultural awareness</li></ul>	<b>Heartset</b> <ul style="list-style-type: none"><li>• Empathy/respect</li><li>• Self-monitoring</li><li>• Tolerance for ambiguity</li></ul>	<b>Skillset</b> <ul style="list-style-type: none"><li>• Interpersonal skills</li><li>• Cultural adaptation strategies</li><li>• Interaction management</li></ul>



ongoing reflective practice

# Intercultural Development Continuum





# Example (coffee)



# Coffee continued

**Denial:** “Coffee doesn’t interest me. I’m a tea drinker!”

**Polarization:** “Tim Horton’s coffee is better than Starbucks coffee.”

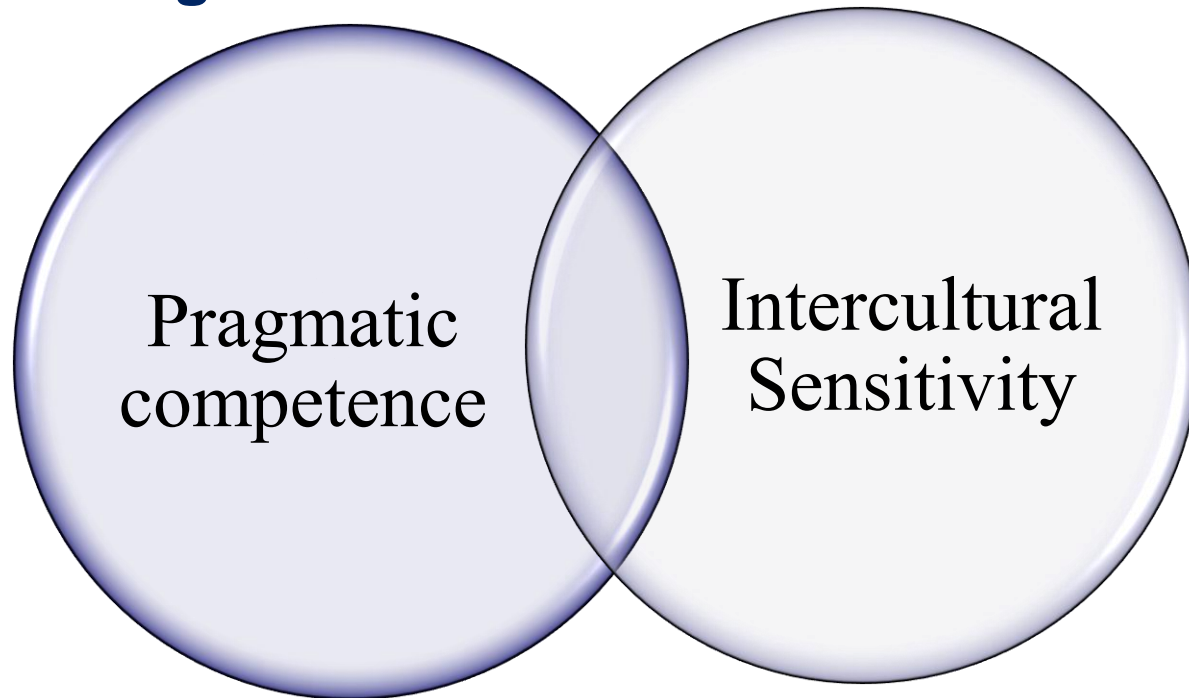
**Minimization:** “All coffee smells and tastes the same, so let’s go to Timmy’s!”

**Acceptance:** “I know there are differences like medium, dark and bold roasts, I just can’t really taste them. I’ve always been a Timmy’s drinker but I’m willing to try other coffees.”

**Adaptation:** “I can taste the differences between the roasts and can use my coffee machine to produce the various grinds and brews that you’d get in a coffee shop.”

# The Course: *Online Conversation Management*

## Course Design



### Speech acts:

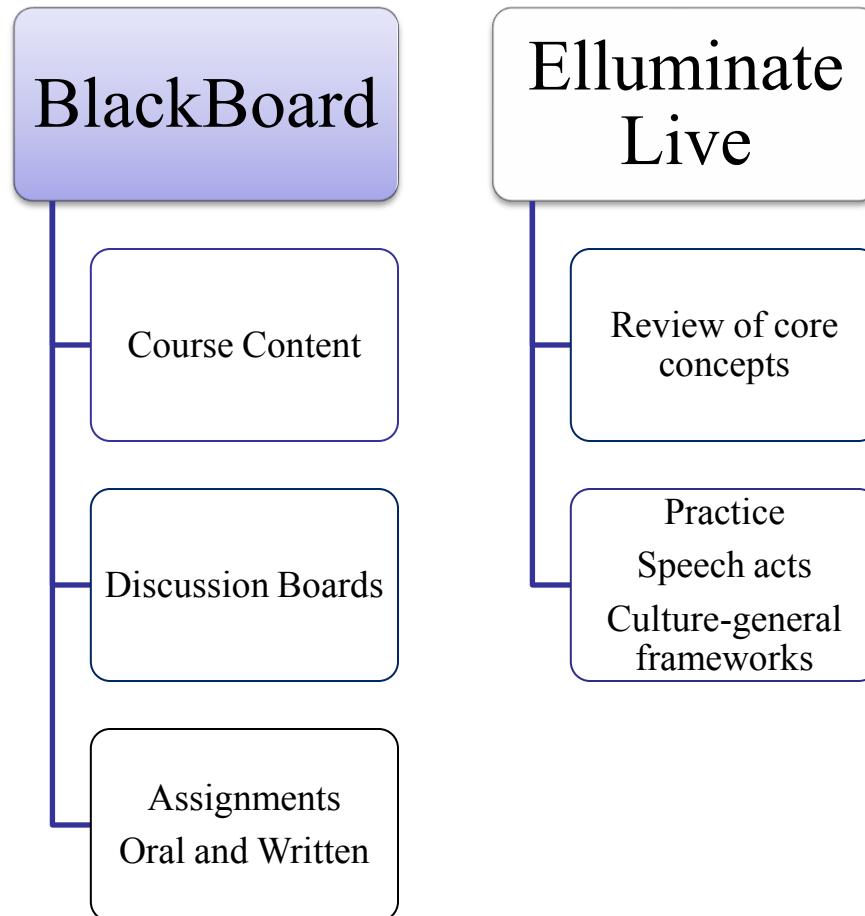
- Requests
- Apologies
- Interruptions
- Compliments

### Culture-General Frameworks:

- Time
- Hierarchy
- Individualism/Collectivism
- Direct/Indirect Communication

# The Course: *Online Conversation Management*

## Course Implementation



# Culture-General Frameworks

<b>Language Use</b>	<ul style="list-style-type: none"><li>• Apologizing (“Excuse me.”)</li><li>• Greetings (“How’s it going?”)</li></ul>
<b>Non verbal behaviour</b>	<ul style="list-style-type: none"><li>• Eye contact</li><li>• Personal space</li></ul>
<b>Communication Style</b>	<ul style="list-style-type: none"><li>• Emotionally-Attached vs. Emotionally-Detached</li></ul>
<b>Thinking/Working style</b>	<ul style="list-style-type: none"><li>• Task-Focused vs. Relationship focused</li></ul>
<b>Cultural values</b>	<ul style="list-style-type: none"><li>• Individualism vs. Collectivism</li><li>• Low Power vs. High Power</li></ul>

- Course Tools
- Course Content
- Announcements
- Assessments
- Assignments
- Calendar
- Chat
- Discussions
- Goals
- Learning Modules
- Mail
- Media Library
- Roster
- Syllabus
- Web Links

- Instructor Tools
- Manage Course
- Assessment Manager
- Assignment Dropbox
- Grade Book
- Grading Forms
- Group Manager
- Tracking
- Notes
- Selective Release

Your location: Home Page



[Introduction Module](#)

Expectations, Deadlines, & Technology Overview

[Module 1](#)

Understanding Workplace Culture

[Module 3](#)

Nonverbal Communication

[Module 5](#)

Communication Styles II

[Module 7](#)

Communicating Power in Relationships

[Module 9](#)

Time is Money-Time is People

[Post-assessment](#)

[Pre-assessment](#)

Complete PRIOR To Modules

[Module 2](#)

Working Effectively Across Cultures

[Module 4](#)

Communication Styles I

[Module 6](#)

Cultural Orientations I

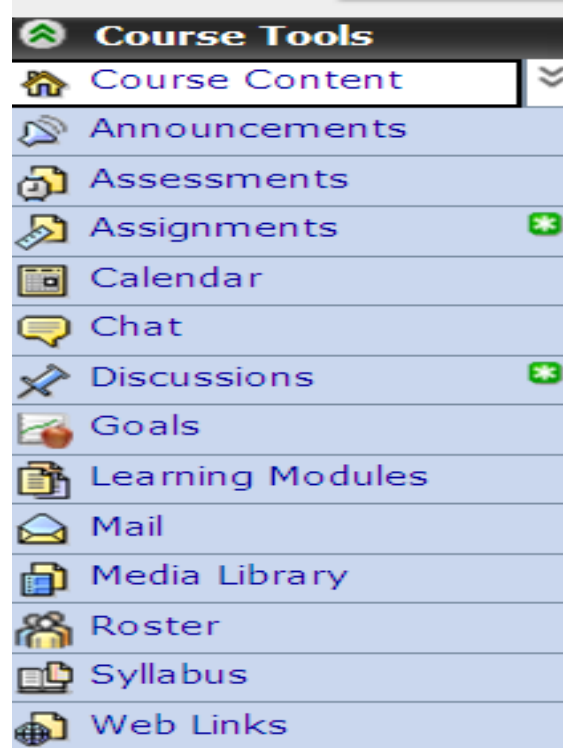
[Module 8](#)

Critical Feedback, Space and Ideas of Harmony

[Module 10](#)

The Beginning of Conflict-Apologies

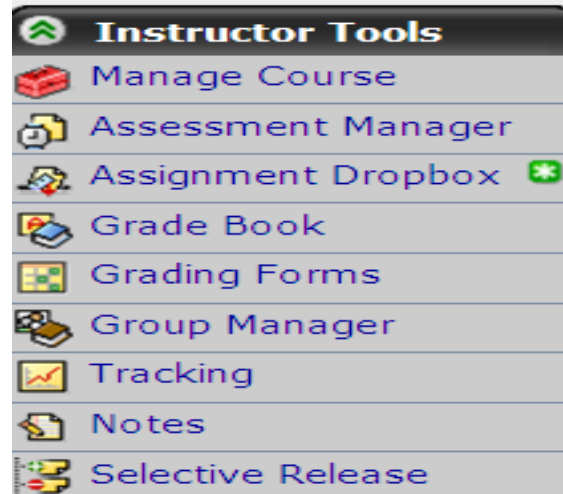
# BlackBoard



The screenshot shows the 'Course Tools' menu in BlackBoard. The menu is a vertical list of items, each with a small icon to its left. The items are: Course Content (with a dropdown arrow), Announcements, Assessments, Assignments (with a green asterisk), Calendar, Chat, Discussions (with a green asterisk), Goals, Learning Modules, Mail, Media Library, Roster, Syllabus, and Web Links. The menu has a dark header with a green arrow icon and the text 'Course Tools'.

- Course Content
- Announcements
- Assessments
- Assignments \*
- Calendar
- Chat
- Discussions \*
- Goals
- Learning Modules
- Mail
- Media Library
- Roster
- Syllabus
- Web Links

(H) = Hidden

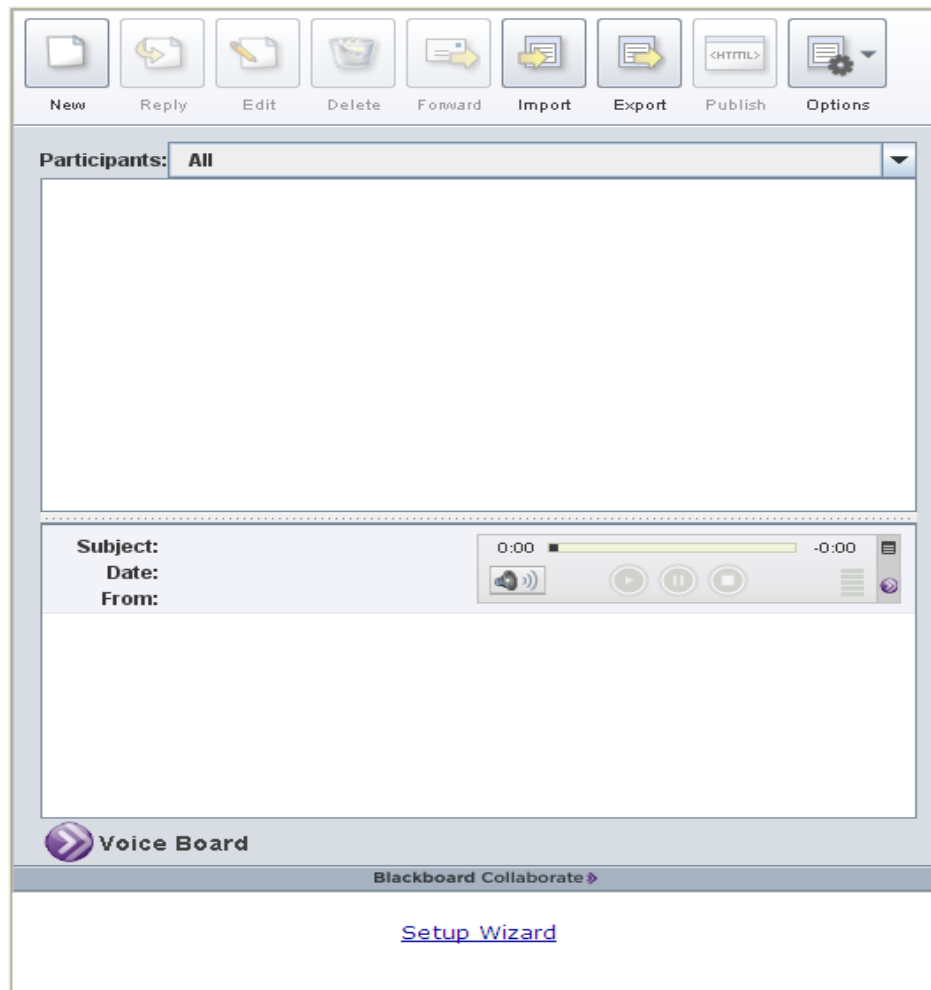


The screenshot shows the 'Instructor Tools' menu in BlackBoard. The menu is a vertical list of items, each with a small icon to its left. The items are: Manage Course, Assessment Manager, Assignment Dropbox (with a green asterisk), Grade Book, Grading Forms, Group Manager, Tracking, Notes, and Selective Release. The menu has a dark header with a green arrow icon and the text 'Instructor Tools'.

- Manage Course
- Assessment Manager
- Assignment Dropbox \*
- Grade Book
- Grading Forms
- Group Manager
- Tracking
- Notes
- Selective Release

# BlackBoard-Wimba Voice recording

[Language Assessment Instructions](#) > [Pre-Assessment Recording](#) > **Pre-Assessment Recording**



The screenshot displays the Blackboard Wimba Voice recording interface. At the top, there is a toolbar with icons for New, Reply, Edit, Delete, Forward, Import, Export, Publish, and Options. Below the toolbar is a 'Participants' section with a dropdown menu set to 'All'. The main area is a large empty white space. At the bottom of this area, there is a 'Subject:', 'Date:', and 'From:' section. To the right of this section is a playback control bar showing a progress bar from 0:00 to -0:00, with play, pause, and stop buttons. Below the main area is a 'Voice Board' section with a right-pointing arrow icon. At the very bottom, there is a 'Blackboard Collaborate' section with a right-pointing arrow icon and a 'Setup Wizard' link.



# BlackBoard-Wimba Voice recording

[Language Assessment Instructions](#) > [Pre-Assessment Recording](#) > **Pre-Assessment Recording**

**Participants:** All

**Subject:**  
**Date:**  
**From:**

0:00 ————— -0:00

**Voice Board**

Blackboard Collaborate

[Setup Wizard](#)

# Elluminate Live

The screenshot displays the Elluminate Live interface. At the top, the title bar reads "Elluminate Live! - CONVERSATION MANAGEMENT TEMPLATE". Below it is a menu bar with "File", "Session", "View", "Tools", "Window", and "Help". A toolbar contains various icons for session management. On the left, a "Participants" panel shows a list with "Foundational and Intercultural (Moderator, Me)" and a status of "1 Participant". Below this is a "Chat" window with a "Show All" dropdown and a "Send" button. At the bottom left, an "Audio" section includes a volume slider and a "Teleconference available" indicator. The main area is a "Whiteboard - Main Room (Scaled 169%)" displaying a slide. The slide features the NorQuest College logo and the text "FACULTY OF FOUNDATIONAL AND INTERCULTURAL STUDIES". The main title of the slide is "Interior design: An online landscape where culture and language connect", followed by the presenter's name "Erin Waugh" and the date "October 12<sup>th</sup>, 2012". A navigation bar above the slide shows "3/23 Slide 1" and checkboxes for "Follow Moderator" and "Room". The Windows taskbar at the bottom shows the "start" button, several open applications, and the system tray with the time "1:45 PM" and a note "In session for 7 minutes."



# Illuminate Live

The screenshot displays the Illuminate Live interface, which is divided into two main sections: a participants list and a chat window.

**Participants Section:**

- Participants:** A list of participants is shown. The first entry is "Foundational and Intercultural (Moderator, Me)".
- Participant Count:** Below the list, it indicates "1 Participant".
- Tools:** A toolbar at the top of the participants list includes icons for hand, checkmark, microphone, video, chat, and a dropdown arrow.

**Chat Section:**

- Chat:** A chat window is open, showing a message: "Joined on October 4, 2012 at 1:37 PM".
- Send:** A "Send" button is located at the bottom left of the chat window.
- To:** A dropdown menu next to the "Send" button is set to "This Room".

# Example of discourse completion task (DCT)

**Workplace Context:** You work in a multicultural office. Your supervisor is a 42-year old Canadian-born female. You get along well with all of your colleagues including your supervisor and sometimes you go out socially with your team.

## **Target Scenario:**

It is 10:30 Wednesday morning. You receive a phone call from your spouse. S/he is very sick. Usually your spouse would pick up the kids from school. Today s/he needs you to pick them up so you have to leave work early. You go to your boss' office. Your boss is at her desk with her back to the door. You need to leave early. What would you say?

**You:** \_\_\_\_\_

**Acknowledgement: Marian Rossiter, University of Alberta**

# Example Rubric

## Pragmatics Assessment Rubric Draft -- Requests

Band/ Level	Canadian Content	Organization	Directness, Politeness and Formality	Word Choice
6	Does this person use language in a way that would be considered culturally- appropriate in the Canadian workplace? Shows <b>excellent</b> awareness of how Canadians would make this kind of request at work in real life. This person <b>would</b> be perceived as 'appropriate' by <b>the majority (80-100%)</b> Canadian-born members of the community	The way this person makes this request is <b>excellent</b> . It is <b>well-</b> organized, succinct and coherent.	This person has an <b>excellent</b> delivery. S/he has a <b>very effective</b> level of directness, politeness and formality,	The words this person chooses are <b>very effective</b> for getting his/her message across. The words are <b>very sophisticated</b> and there is an <b>excellent variety</b> .
5	Shows <b>strong</b> awareness of how Canadians would make this kind of request at work in real life. This person <b>could</b> be considered 'appropriate' by <b>most (70-80%)</b> Canadian-born members of the community	The way this person makes this request is <b>strong</b> . It is <b>mostly well-</b> organized, succinct and coherent.	This person has a <b>strong</b> delivery. S/he has an <b>effective</b> level of directness, politeness and formality,	The words this person chooses are <b>mostly effective</b> for getting his/her message across. The words are <b>sophisticated</b> and there is a <b>satisfactory variety</b> .
4	Shows <b>satisfactory</b> awareness of how Canadians would make this kind of request at work in real life. This person <b>may</b> be considered 'appropriate' by <b>some (between 50-70%)</b> Canadian-born members of the community	This request is <b>satisfactory</b> . It is <b>mostly</b> organized, succinct and coherent.	This person has a <b>satisfactory</b> delivery. S/he has a <b>somewhat effective</b> level of directness, politeness and formality,	The words this person chooses are <b>somewhat effective</b> for getting his/her message across. The words are <b>somewhat sophisticated</b> and there is <b>adequate variety</b> .
3	Shows <b>developing</b> awareness. This person would be considered 'appropriate' by <b>a small number (between 20-30%)</b> of the Canadian born-members of the community.	This request is <b>somewhat weak</b> . It shows developing organization, succinctness and coherence.	This person has a <b>somewhat weak</b> delivery. S/he shows a <b>developing</b> level of directness, politeness and formality,	The words this person chooses show a <b>developing ability</b> for getting his/her message across. The words are <b>sophisticated</b> and there is a <b>somewhat limited range of words</b> .
2	Shows <b>almost no</b> awareness. This person would be considered 'appropriate' by <b>very few (between 10-20%)</b>	This request is <b>weak</b> . It is <b>disorganized, not</b> succinct and <b>incoherent</b> .	This person has a <b>weak</b> delivery. S/he has an <b>ineffective</b> level of directness, politeness and formality,	The words this person chooses are <b>effective</b> for getting his/her message across. The words are <b>not very sophisticated</b> and there is a <b>limited range of words</b> .
1	Shows <b>no</b> awareness. <b>No one</b> would consider this person to be 'appropriate'	This request is <b>unsatisfactory</b> . It is <b>disorganized, not</b> succinct and <b>incoherent</b>	This person has an <b>unsatisfactory</b> delivery. S/he has a <b>completely ineffective</b> level of directness, politeness and formality,	The words this person chooses are <b>ineffective</b> for getting his/her message across. The words are <b>not sophisticated</b> and there is <b>no range of words</b> .

# Your turn...

1. Find the rubric poster nearest you
2. Read the responses to the workplace scenario
3. Rate the response

## Your turn...

Good morning, I got a phone call from my husband. He is very sick today, he is unable to pick up my kids from school. May I leave early to pick up my children. If I leave at 2:00 P.M will be fine. If needed you can call Mina. Sorry for the inconvenience.

## Your turn...

Good Morning, Susan. How are you today? I was wondering if I can leave office about 12-30 p.m. Because I got a phone call from my husband that he has a bad headache today. I have to pick up my children from school. I have asked John to work in my desk If you allow me to leave early, it will be helpful. Thank you.



## Your turn...

Excuse Me John, May I have a minute with? I have just received a phone call from my wife that she is sick and our kids needs to be picked from school. I would like to request to go early today and pick the kids.

## Your turn...

Excuse me Mary. I have just received a phone call from my wife that she is very sick at home and our two little children need to be picked from School. I would like to leave early today so that I can help bring them home?

# Your turn...

Audio example response A

Audio example response B

# Tips for Teaching Pragmatics/Intercultural

- Use of Role plays (e.g., introducing a friend to your teacher)
- Use of pictures or videos with appropriate language (e.g., [a parent with a new baby] *What would you say in this situation?*)
- Use of discourse completion tasks
  - Complete the scenario in your own words
  - Multiple choice responses
  - Rank order most appropriate to least appropriate

# Tips for Teaching Pragmatics/Intercultural

## Instructions

1. Rank order the following request from 1. most polite (softest) to 3. least polite (least soft)
2. Discuss why the Canadian 'normal' might be to request in such a soft way.
  - a. "Would you mind sending me that email by the end of the day?"
  - b. "Please send me that email by the end of the day."
  - c. "If you have a minute, could you send me that email by the end of the day?"

# Tips for Teaching Pragmatics/Intercultural

- Consider speech acts that are critical for your learners (CLB list)
- Focus on non-verbal pragmatics (e.g., knocking, shaking hands, eye contact)
  - Arrive late
  - Take early leave
- Modify materials to various contexts:
  - Modify participants, setting and degree of imposition

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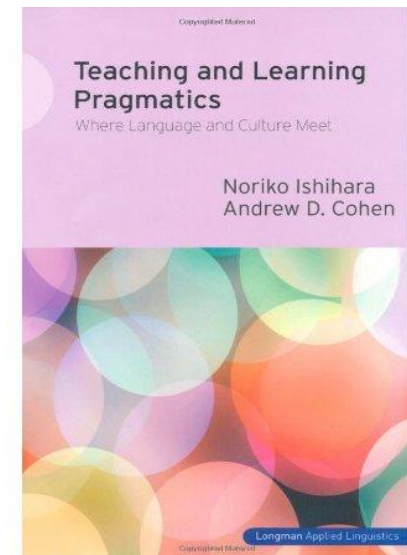
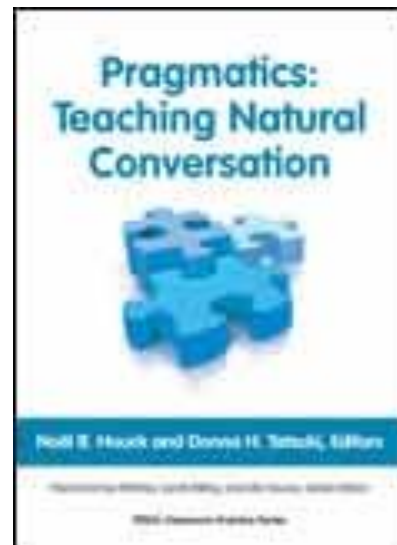
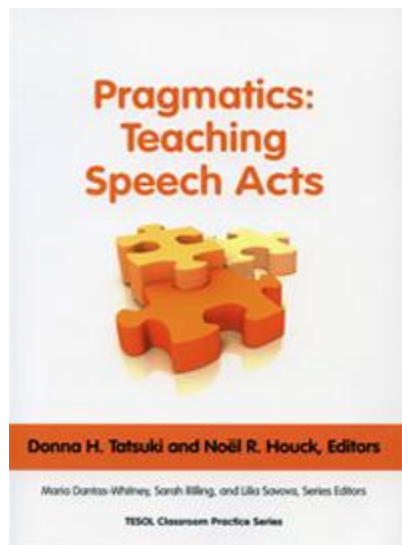
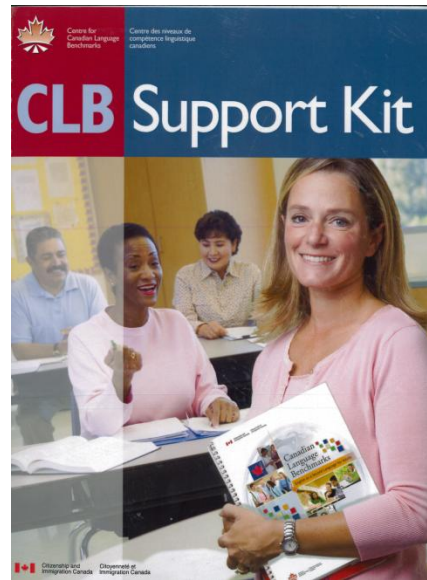
# Tips for Teaching Pragmatics/Intercultural

Have discussions comparing cultures and use of language

Cultural 'normal' (behaviour)	Similar or different in C1	Similar or different in Canada
<p>When there is a problem or conflict in a meeting, employees show dissatisfaction so others know how strongly they feel.</p>		
<p>A major success at work is a time to celebrate with 'high fives' and hugs with colleagues.</p>		
<p>When people show a lot of emotion, happy or sad, at work, they are easier to trust. Their visible emotion is appreciated.</p>		



# Integrating Pragmatics in the classroom



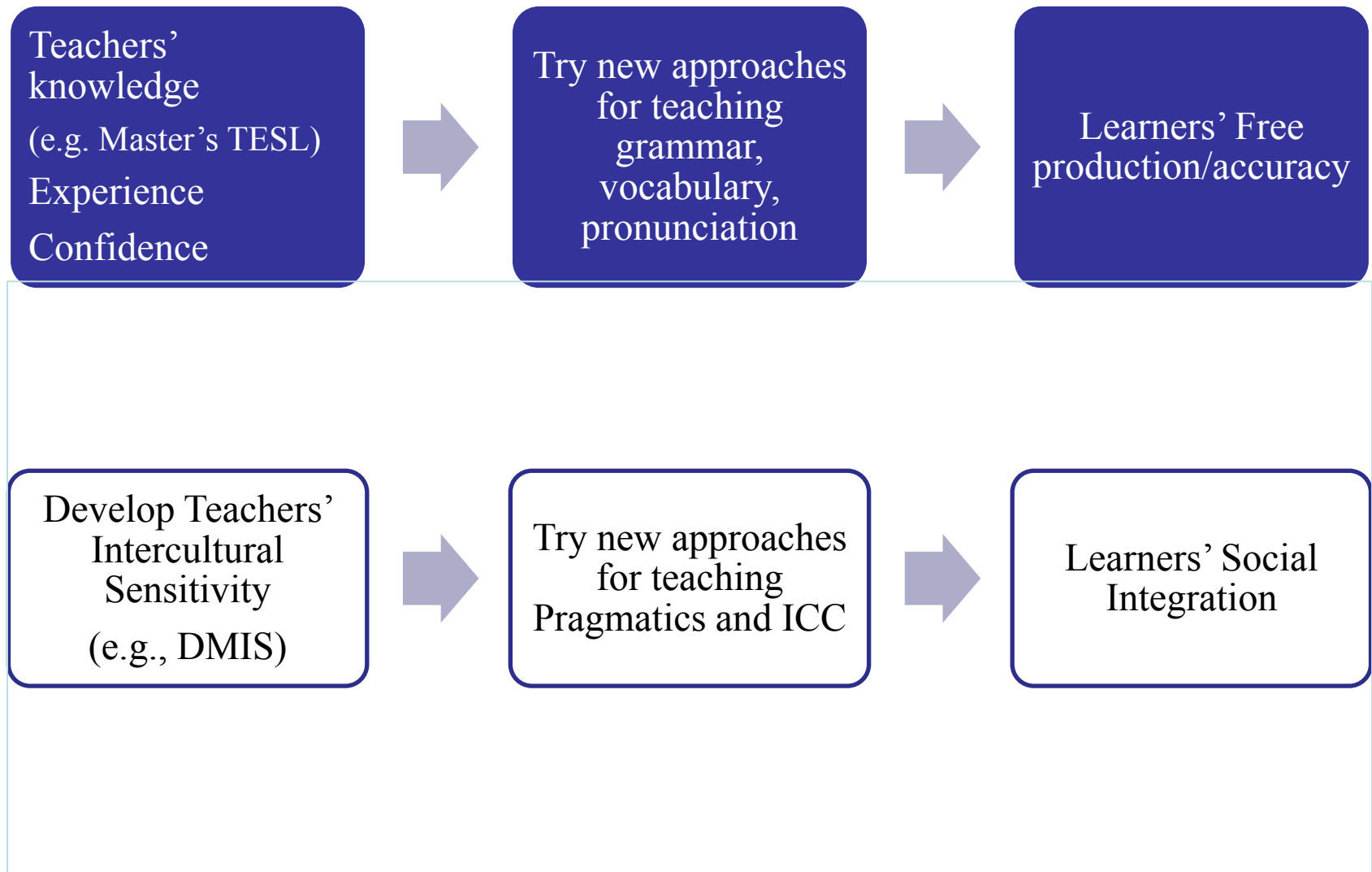
# Integrating Pragmatics in the classroom

# Integrating Pragmatics and Intercultural in the classroom



[www.norquest.ca/cfe/intercultural](http://www.norquest.ca/cfe/intercultural)

# Teaching Pragmatics and Intercultural— a new model?



# How?

- Engage with culture-general frameworks and models like the DMIS
- Consider taking an Intercultural Development Inventory and feedback session.
- Join a special interest group online (e.g., intercultural insights [yahoo groups])
- Take a certificate course (UBC, NorQuest)
- Attend Summer Institute for Intercultural Communication

# Thank you-Questions

[erin.waugh@norquest.ca](mailto:erin.waugh@norquest.ca)