Interior design: An online landscape where culture and language connect

Erin Waugh
October 12th, 2012
Acknowledgements

Citizenship and Immigration Canada

Government of Alberta
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

<table>
<thead>
<tr>
<th>Intercultural Awareness</th>
<th>Intercultural Sensitivity</th>
<th>Intercultural Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindset</td>
<td>Heartset</td>
<td>Skillset</td>
</tr>
<tr>
<td>- Self awareness</td>
<td>- Empathy/respect</td>
<td>- Interpersonal skills</td>
</tr>
<tr>
<td>- Cultural awareness</td>
<td>- Self-monitoring</td>
<td>- Cultural adaptation</td>
</tr>
<tr>
<td></td>
<td>- Tolerance for ambiguity</td>
<td>- Interaction strategies</td>
</tr>
</tbody>
</table>

ongoing reflective practice

What is Intercultural Sensitivity?

Intercultural Development Continuum

Monocultural Mindset

Denial

Polarization

Minimization

Acceptance

Adaptation

Intercultural Mindset
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**

Pragmatic competence

Intercultural Sensitivity

Speech acts:
- Requests
- Apologies
- Interruptions
- Compliments

Culture-General Frameworks:
- Time
- Hierarchy
- Individualism/Collectivism
- Direct/Indirect Communication
The Course: *Online Conversation Management*

**Course Implementation**

BlackBoard
- Course Content
- Discussion Boards
- Assignments
  - Oral and Written

Elluminate Live
- Review of core concepts
- Practice
  - Speech acts
  - Culture-general frameworks
# Culture-General Frameworks

| Language Use          | Apologizing ("Excuse me.")  
|-----------------------|------------------------------|
|                       | Greetings ("How’s it going?")
| Non verbal behaviour  | Eye contact  
|                       | Personal space  
| Communication Style   | Emotionally-Attached vs. Emotionally-Detached  
| Thinking/Working style| Task-Focused vs. Relationship focused  
| Cultural values       | Individualism vs. Collectivism  
|                       | Low Power vs. High Power  

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INTERCULTURAL EDUCATION

- Introduction Module
- Expectations, Deadlines, & Technology Overview
- Module 1
  - Understanding Workplace Culture
- Module 2
  - Working Effectively Across Cultures
- Module 3
  - Nonverbal Communication
- Module 4
  - Communication Styles 1
- Module 5
  - Communication Styles 2
- Module 6
  - Cultural Orientations 1
- Module 7
  - Communicating Power in Relationships
- Module 8
  - Critical Feedback, Space and Ideas of Harmony
- Module 9
  - Time is Money-Time is People
- Module 10
  - The Beginning of Conflict-Apologies

Pre-assessment
- Complete PRIOR To Modules

Post-assessment
BlackBoard-Wimba Voice recording
BlackBoard-Wimba Voice recording
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October 12th, 2012
## Elluminate Live

### Participants

**Foundational and Intercultural (Moderator, Me)**

<table>
<thead>
<tr>
<th>Participant</th>
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<tbody>
<tr>
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**Chat**

*Joined on October 4, 2012 at 1:37 PM*

- **Show** | **All**
  
- **Send** to **This Room**

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**NorQuest College**

**Faculty of Foundational and Intercultural Studies**
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

<table>
<thead>
<tr>
<th>Band/Level</th>
<th>Canadian Content</th>
<th>Organization</th>
<th>Directness, Politeness and Formality</th>
<th>Word Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Shows <strong>excellent</strong> awareness of how Canadians would make this kind of request at work in real life. This person <strong>would</strong> be considered ‘appropriate’ by the <strong>majority</strong> (60-100%) of Canadian-born members of the community</td>
<td>The way this person makes this request is <strong>excellent</strong>. It is well-organized, succinct and coherent.</td>
<td>This person has an <strong>excellent</strong> delivery. S/he has a very <strong>effective</strong> level of directness, politeness and formality,</td>
<td>The words this person chooses are <strong>very effective</strong> for getting his/her message across. The words are <strong>very sophisticated</strong> and there is an <strong>excellent variety</strong>.</td>
</tr>
<tr>
<td>5</td>
<td>Shows <strong>strong</strong> awareness of how Canadians would make this kind of request at work in real life. This person <strong>could</strong> be considered ‘appropriate’ by <strong>most</strong> (70-80%) of Canadian-born members of the community</td>
<td>The way this person makes this request is <strong>strong</strong>. It is mostly well-organized, succinct and coherent.</td>
<td>This person has a <strong>strong</strong> delivery. S/he has an <strong>effective</strong> level of directness, politeness and formality,</td>
<td>The words this person chooses are <strong>mostly effective</strong> for getting his/her message across. The words are <strong>sophisticated</strong> and there is a <strong>satisfactory variety</strong>.</td>
</tr>
<tr>
<td>4</td>
<td>Shows <strong>satisfactory</strong> awareness of how Canadians would make this kind of request at work in real life. This person <strong>may</strong> be considered ‘appropriate’ by <strong>some</strong> (between 50-70%) of Canadian-born members of the community</td>
<td>The way this person makes this request is <strong>satisfactory</strong>. It is mostly organized, succinct and coherent.</td>
<td>This person has a <strong>satisfactory</strong> delivery. S/he has a <strong>somewhat effective</strong> level of directness, politeness and formality,</td>
<td>The words this person chooses are <strong>somewhat effective</strong> for getting his/her message across. The words are <strong>somewhat sophisticated</strong> and there is an <strong>adequate variety</strong>.</td>
</tr>
<tr>
<td>3</td>
<td>Shows <strong>developing</strong> awareness. This person would be considered ‘appropriate’ by <strong>a small number</strong> (between 20-30%) of the Canadian-born members of the community.</td>
<td>The way this person makes this request is <strong>somewhat weak</strong>. It shows developing organization, succinctness and coherence.</td>
<td>This person has a <strong>somewhat weak</strong> delivery. S/he shows a <strong>developing</strong> level of directness, politeness and formality,</td>
<td>The words this person chooses show a <strong>developing ability</strong> for getting his/her message across. The words are <strong>sophisticated</strong> and there is a <strong>somewhat limited range of words</strong>.</td>
</tr>
<tr>
<td>2</td>
<td>Shows <strong>almost no</strong> awareness. This person would be considered ‘appropriate’ by <strong>very few</strong> (between 10-20%)</td>
<td>This request is <strong>weak</strong>. It is disorganized, not succinct and incoherent.</td>
<td>This person has a <strong>weak</strong> delivery. S/he has an <strong>ineffective</strong> level of directness, politeness and formality,</td>
<td>The words this person chooses are <strong>effective</strong> for getting his/her message across. The words are <strong>not very sophisticated</strong> and there is a <strong>limited range of words</strong>.</td>
</tr>
<tr>
<td>1</td>
<td>Shows <strong>no</strong> awareness. <strong>No one</strong> would consider this person to be ‘appropriate’</td>
<td>This request is <strong>unsatisfactory</strong>. It is disorganized, not succinct and incoherent.</td>
<td>This person has an <strong>unsatisfactory</strong> delivery. S/he has a <strong>completely ineffective</strong> level of directness, politeness and formality,</td>
<td>The words this person chooses are <strong>ineffective</strong> for getting his/her message across. The words are <strong>not sophisticated</strong> and there is a <strong>no range of words</strong>.</td>
</tr>
</tbody>
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**NorQuest**

**CENTRE FOR EXCELLENCE IN INTERCULTURAL EDUCATION**

**Faculty of Foundational and Intercultural Studies**

**Acknowledgements:** Marian Rossiter, University of Alberta
Your turn…

1. Find the rubric poster nearest you
2. Read the responses to the workplace scenario
3. Rate the response
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
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
## Tips for Teaching Pragmatics/Intercultural

Have discussions comparing cultures and use of language

<table>
<thead>
<tr>
<th>Cultural ‘normal’ (behaviour)</th>
<th>Similar or different in C1</th>
<th>Similar or different in Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>When there is a problem or conflict in a meeting, employees show dissatisfaction so others know how strongly they feel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A major success at work is a time to celebrate with ‘high fives’ and hugs with colleagues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When people show a lot of emotion, happy or sad, at work, they are easier to trust. Their visible emotion is appreciated.</td>
<td></td>
<td></td>
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</tbody>
</table>
Integrating Pragmatics in the classroom
Integrating Pragmatics in the classroom
Integrating Pragmatics and Intercultural in the classroom

www.norquest.ca/cfe/intercultural
Teaching Pragmatics and Intercultural—a new model?

- Teachers’ knowledge (e.g. Master’s TESL) Experience Confidence
- Try new approaches for teaching grammar, vocabulary, pronunciation
- Learners’ Free production/accuracy

- Develop Teachers’ Intercultural Sensitivity (e.g., DMIS)
- Try new approaches for teaching Pragmatics and ICC
- Learners’ Social Integration
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

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