

UNIVERSITY OF ALBERTA

HOW WELL DO POPULAR ADULT ESL MATERIALS PROVIDE PRAGMATIC
KNOWLEDGE LEARNING OPPORTUNITIES?

BY

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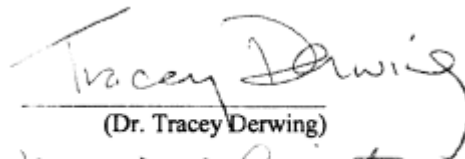
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A handwritten signature in cursive script that reads "Rosalea Elliot".

April 22, 2013

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, a Project Report entitled "How Well Do Popular Adult ESL Materials Provide Pragmatic Knowledge Learning Opportunities?" submitted by Rosalea A Elliot in partial fulfillment of the requirements for the degree of MASTER OF EDUCATION in Teaching English as a Second Language (TESL).



(Dr. Tracey Derwing)


(Dr. Marian Rossiter)

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Abstract

In this study, an evaluation of English as a second language (ESL) textbooks was conducted. Thirty textbooks used in several Edmonton programs intended for students at the intermediate ESL proficiency level were examined to determine their pragmatic content. Findings suggest that ESL instructors cannot rely on textbooks to provide adequate pragmatic content. If ESL teachers want to facilitate the pragmatic competence of their students, they need to develop and/or find supplementary materials. An annotated bibliography and a reference list of resources were created to assist ESL instructors in accessing additional resources for each identified pragmatic knowledge content category.

One goal of ESL instructors is for their students to achieve a high level of strategic language competence defined as “the ability to manage the integration and application of all other language competence components to the specific context and situation of language use” (Centre for Canadian Language Benchmarks [CCLB], 2012a, vii). To accomplish this goal, the model of language ability in the Canadian Language Benchmarks (CLB) divides language knowledge into two areas: organizational knowledge, including grammatical and textual knowledge, and pragmatic knowledge, consisting of functional knowledge and sociolinguistic knowledge. The terms pragmatic knowledge and pragmatics are interchangeable. “Pragmatics consists of sociopragmatics (ie, the use of an appropriate speech act in a particular context; culture-focused) and pragmalinguistics (ie., the use of appropriate grammar and typical expressions in a particular content; language-focused)” (CCLB, 2012b, p. 71). The terms functional and pragmalinguistics are synonymous. In this paper, sociopragmatics has been simplified to *culture-focused* and pragmalinguistics to *language-focused*. As the formal recognition of pragmatic knowledge as an important aspect of language ability and its inclusion in official documents has been relatively recent (CCLB, 2012b), this research project focused on analyzing the extent to which ESL teachers have access to sufficient appropriate materials to facilitate their students’ development of pragmatic competence.

Literature Review

The term ‘materials’ “refers to anything which is used by teachers or learners to facilitate the learning of language” (Tomlinson, 2011, p. 2). In this paper, textbook and course book are synonymous terms defined as a book “which provides the core materials for a language-learning course” (Tomlinson, 2011, xi). Although there is controversy

about the desirability of textbook use (Bell & Gower, 2011) and although there may be several reasons why course books are inadequate as the sole material in a language learning class (Frazier & Juza, 2008; Ishihara & Cohen, 2010; Tomlinson & Masuhara, 2010; Troncoso, 2010), textbooks can be a valuable resource in the classroom. Frazier and Juba (2008) reported that there is a continuum from strict course book to no course book use; most teachers fall somewhere in the middle. According to Maley (2011) and Masuhara (2011), adapting, finding, or producing materials is an inevitable requirement for language teaching. Because teachers often use supplementary material, both types of materials, textbooks and other resources, have been evaluated in this study.

CLB levels five to eight, intermediate proficiency, were chosen as a context for this research. Although Takahashi (2010) reported that speech acts can be taught to learners at all proficiency levels, research indicates that in some cases “learners with lower L2 [second language] proficiency were able to learn only parts of the target speech act features” (p. 135). Eslami (2010) concluded that because refusals are complex speech acts, an intermediate proficiency is likely necessary. Although basic pragmatic knowledge can be introduced at the beginning levels of English instruction, it seems logical that instruction about the subtleties of culture and functional language would be most pedagogically effective at intermediate and advanced proficiency levels. More research may confirm these assumptions.

Few textbook evaluations have analyzed pragmatic content. Vellenga (2004), in her appraisal of eight textbooks, concluded that “the learning of pragmatics from textbooks is highly unlikely” (p. 1). In 2012, Derwing and Diepenbroek found that the number of pragmatic activities in each of 48 evaluated textbooks varied from none to

112. Teachers, in response to surveys (Bickley, 2012; Diepenbroek, 2011), reported that the textbooks they used did not present culture-focused content related to intercultural communicative competence (ICC) explicitly and that language-focused pragmatic content was insufficient for their students' needs. Using qualitative multi-methods, Young and Sachdev (2011) found that teachers noted that cultural content "tended to deal only with superficial aspects of cultural differences, and thus needed to be supplemented or replaced" (p. 92). This study sought to expand upon and verify the findings of these researchers.

Two research questions served as the impetus for this study. The first focused on textbooks: To what extent do currently used ESL classroom textbooks provide pragmatic knowledge content? The second research question was based on the prediction that textbooks would be found lacking: How many appropriate and adequate websites and books are available for ESL instructors to use as supplementary sources of pragmatic knowledge content?

Research Question One: Method for Textbook Evaluation

According to Tomlinson (2011), a materials evaluation strives to accomplish two goals: "measure the value of materials" and "predict whether the materials will work" (p. 3). To evaluate the textbooks in the current study, a content criteria checklist (see Table 1) was developed, based on academic readings. The use of criteria for both the culture- and language-focused aspects of pragmatics was unique in this study; there is, however, increasing evidence (Meier, 2010) and support for including cultural information with pragmatic language instruction, an approach labeled by Cohen (2010) as explanatory, because cultural information can explain why language is used in different ways. As

Ishihara (2010b) stated, “Because L2 pragmatics is at the intersection of language and culture, learners could first be exposed to some cultural differences in order to enhance their awareness of pragmatic variation” (p. 208). To understand what types of cultural information these authors proposed, it is necessary to define culture.

“A group’s culture represents its unique characteristics and these include observable behaviors as well as underlying norms, values, and beliefs” (Rosinski, 2003, p. viii). In other words, there are two aspects to culture: the obvious or external and the hidden or internal, as illustrated by iceberg and onion metaphors. The internal culture is often unconscious but manifest in norms defined as “what is considered right, appropriate, and acceptable”, values defined as “what is important for members of a particular group” (Rosinski, p. 24), and beliefs defined as “subjective ideas” (McDaniel, Samovar, & Porter, 2009, p. 13). The goal for ESL teachers is to assist students in becoming aware of these unconscious aspects of internal or deep culture. To make internal culture understandable, most intercultural experts have used cultural orientations or dimensions such as communication patterns or time management approaches (Hofstede, Hofstede, & Minkov, 2010; Rosinski, 2004; Shaules, 2007). The separation of external from internal culture is pivotal in the intercultural literature and in the current study. For culture-focused criteria, three concepts were selected: external culture, internal culture, and adaptation.

“Our own culture is to us like the air we breathe, while another culture is like water and it takes special skills to be able to survive in both elements” (Hofstede et al., 2010, p. 3). Pulverness (2003) suggested that learning about another culture is more than learning the language: “It involves a process of acculturation...striving to come to terms

with different social structures, different assumptions and different expectations” (p. 429). Because “cultural assumptions clearly affect the degree to which a learner is willing to adopt the pragmatic conventions and routines of the target language” (Malamed, 2010, p. 207), language learners may benefit from exposure to various models representing adaptation. According to Shaules (2007), “the word adaptation typically implies the process of learning to function in or feel comfortable in a new environment” (p. 20).

Acculturation, culture shock, and ICC are three factors related to adaptation. Berry (2012) defined acculturation as the process of cultural and psychological change following contact between cultural groups and their individual members. Berry’s (2006) model illustrated four types of acculturation: integration, assimilation, marginalization, and separation. Because culture shock, described by J. Bennett (1998) as one type of challenging transition or life experience, can obstruct communication, she suggested that recognition of this challenge can be beneficial for learners. Both M. Bennett (1998) and Dearoff (2006) have provided models to illustrate the development of intercultural sensitivity or ICC defined as “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes” (Dearoff, 2006, pp. 247-248). Using the extant literature, three aspects of adaptation: acculturation, culture shock, and development of ICC, which constitute relevant content for the ESL classroom, have been included.

Two criteria for assessing materials are language-focused: *speech acts* and *other pragmatic elements*. Speech acts are “the ways in which people carry out specific social functions such as apologizing” (Cohen, 2010, p. 6). Cohen (2010) reported that he and Ishihara focused primarily on speech acts in their book because they have an important

role in L2 communication, because they are teachable and learnable, and because the authors were able to base their conclusions or recommendations on research. Five main speech acts were selected for the current study by consolidating the categories in the Speech Acts and CLB Competencies Table (CCLB, 2012b, p. 84). Although speech acts have been the most frequently studied language-focused pragmatic concept, another criterion labeled *other pragmatic elements* was established to differentiate additional pragmatic features.

For the sub-criteria in the other pragmatic elements section, several categories used by other researchers were amalgamated. Eight of the descriptors used by Saphiere, Mikk, and DeVries (2005) in their *Communication Style Descriptor Checklist* have been grouped under ‘conversation strategies’ a category that was also used by Derwing and Diepenbroek (2012). The ‘vocal characteristics’ descriptor category, including items such as tone and vocal sounds, was grouped with ‘non-verbal communication’ (Saphiere et al., 2005). Because there are general abilities such as hedging, a third cluster titled, ‘various skills’, was established. Table 1 shows the checklist used to determine the inclusion of pragmatic knowledge in the analyzed textbooks.

Table 1

Pragmatic Knowledge Content Criteria

Culture-focused Concepts

Adaptation

Acculturation.

Culture shock.

Development of ICC.

External Culture

Observable.

Identities.

Internal Culture

Norms, Value, Beliefs.

Cultural Orientations.

Language-focused Concepts

Speech Acts

Emotional Relations.

Apologies and Refusals.

Requests.

Suggestions and Advice.

Opinions.

Other Pragmatic Elements

Non-verbal Communication.

Conversation Strategies.

Various Skills.

Using the *Directory of ESL Programs and Services* (Language Assessment, Referral and Counseling Centre, 2012-2013), representatives of nine programs in Edmonton presently offering classes at the CLB levels 5-8 or equivalent were contacted by email and/or by telephone. A request was made for a list of textbooks currently used in their classes at these levels. Although eight programs responded, the textbook lists of

only seven were used because one program was piloting new classes. All but one program provided in-class English instruction. Thirty of 50 distinct textbooks were located and evaluated. Neither novels nor in-house materials were included. Programs or courses that provided English training for a specialized content area such as business or engineering were excluded.

Codes were created and pages were counted for each of the pragmatic content criteria (see Appendix A for content criteria codes and descriptions). As each textbook was examined page by page, content was tallied only once under a single criterion. For example, the topic of wedding traditions was coded EC, external culture, but a unit on team building that discussed values was coded IC, internal culture. Pages with less than a full page of content were recorded as a half page or full page. Because one of the data analysis calculations was based on pages, a half-sized reading anthology textbook containing 512 pages became 256 pages. Content had to be explicit to be tallied. If a unit had a theme, such as economic systems, in which all the activities addressed the topic, all the related pages were tallied. Explicit topics that could be directly linked with Rosinski's (2003) orientations were also tallied under internal culture. If a new pragmatic skill, such as understanding euphemisms, was introduced in a textbook, it was coded, tallied, and listed with the appropriate category description. Codes with page counts were recorded for each textbook.

Textbook Evaluation Results and Discussion

The data were analyzed in three ways. First, percentages of content criteria were calculated by placing the page of content for a criterion over the total pages in the textbooks, as illustrated in Table 2.

Table 2

Pragmatic Knowledge Content as a Percentage of Pages

Content in 30 Textbooks	Pages	Percentages
Adaptation	117.5	1.7
External Culture	317	4.6
Internal Culture	128.5	1.9
Total Cultural Content	563	8.2
Speech Acts	412.5	6.0
Other Pragmatic Elements	197.5	2.9
Total Functional Content	610	8.8
Total Pragmatic Knowledge Content	1173	17.0
Total Pages in 30 Textbooks	6592	100

Next, individual textbooks and groupings of textbooks were analyzed to determine if there were differences in the amount of content (see Table 3). The integrated textbooks included four or two skills such as listening and speaking, whereas the specific skills textbooks focused on a single skill such as writing or pronunciation. Also, the grammar textbooks were analyzed as a group for comparison with the study by Vellenga (2004).

Table 3

Pragmatic Knowledge Content as Percentage of Pages in Groups of Textbooks

Types and Numbers of Textbooks	Cultural	Functional	Total
Total (30)	8%	9%	17%

Integrated (16)	10%	13%	23%
Specific Skills (14)	7%	6%	13%
Grammar (3)	5%	8%	13%

Although one specific skills and seven integrated textbooks contained between 23% and 40% pragmatic content (statistics not shown), none of the groups of textbooks averaged more than 23% pragmatic content. Vellenga (2004) reported that the integrated textbooks had 20% pragmatic content. Using the same calculation, but a more refined measure, the average score in the integrated textbooks in this study was similar (22%). The average score for the grammar textbooks (13%) in this study was 8% higher than the 5% average score in Vellenga's study possibly as a result of the more comprehensive data collection or of newer editions of the same textbooks. It may be that textbook writers are gradually adding more pragmatic knowledge content into textbooks.

A second data configuration (see Table 4) displays two statistics: the range of the number of pages of content in each textbook and a count of content distribution across textbooks.

Table 4

Content Distribution Across 30 Textbooks

Content Categories	Range of Pages	Count/30	Count %
<hr/>			
Cultural Concepts			
Adaptation.		12	40
<i>Acculturation.</i>	0-24.5	10	33

<i>Culture Shock.</i>	0-19.5	3	10
<i>Development of ICC.</i>	0	0	0
External Culture.	0-33	24	80
Internal Culture.	0-22	15	50
Functional Concepts			
Speech Acts.			
<i>Emotional Relations.</i>	0-10	8	27
<i>Apologies & Refusals.</i>	0-8	8	27
<i>Requests.</i>	0-18.5	11	37
<i>Suggestions & Advice</i>	0-41	9	30
<i>Opinions.</i>	0-43	20	67
Other Pragmatic Elements.			
<i>Nonverbal Communication.</i>	0-2	4	13
<i>Conversation Strategies.</i>	0-18.5	13	43
<i>Various Skills.</i>	0-14	16	53

The presentation of content varied across textbooks. Some texts had single topics within a category with 20 pages or more (see Table 4), such as business etiquette, coded under ‘external culture’ (Hartmann, 2007). Other course books had shorter units with regular small amounts of varied theme-related pragmatic content. In content criteria with many components such as ‘internal culture’ or ‘conversation strategies’, the coverage may be more limited than the statistics reveal.

With some external culture content, such as religion, in 24 textbooks (80%), this criterion had the most frequent coverage of the three cultural content categories replicating the findings reported by Young and Sachdev (2011). Adaptation concepts had some representation with the exception of the development of ICC category. For language-focused concepts, the items included in the opinions category were introduced in about two thirds of the textbooks, whereas the other types of speech acts were introduced in about one third of the textbooks. Opinions were embedded in numerous speaking activities and in writing exercises such as the argumentative essay. Only the categories external culture, opinion, and various skills were present in more than half of the textbooks.

For a third calculation, eleven content criteria were counted in each individual textbook (see Table 5): the three main culture criteria and the eight sub-criteria listed under functional concepts (see Table 1).

Table 5

Presence of Eleven Content Criteria in Individual Textbooks

Textbooks	Cultural/3	%	Functional/8	%	/11	%
Integrated (16)						
<i>Quest RW</i>	1	33	1	13	2	18
<i>Quest LS</i>	0	0	6	75	6	55
<i>Quest1RW</i>	2	67	0	0	2	18
<i>Quest1LS</i>	1	33	7	88	8	73
<i>Quest 2RW</i>	2	67	2	25	4	36
<i>Quest 2LS</i>	1	33	6	75	7	64

<i>Quest 3LS</i>	2	67	6	75	8	73
<i>Quest 3RW</i>	1	33	2	25	3	27
<i>North Star 5RW</i>	3	100	2	25	5	45
<i>North Star 5LS</i>	2	67	5	63	7	64
<i>Summit 2</i>	2	67	6	75	8	73
<i>Top Notch 3</i>	1	33	6	75	7	64
<i>Touchstone 4</i>	1	33	6	75	7	64
<i>Open Forum 2</i>	1	33	4	50	5	45
<i>Open Forum 3</i>	1	33	3	38	4	46
<i>Have Your Say</i>	2	67	7	88	9	82
Averages for Integrated						
Textbooks	1	48	4	54	6	52
Specific Skills/14	Culture/3	%	Function/8	%	/11	%
<i>World of Fiction</i>	1	33	0	0	1	9
<i>Concepts for Today 4</i>	0	0	0	0	0	0
<i>Contemp. Topics 2</i>	3	100	0	0	3	27
<i>Contemp. Topics 3</i>	3	50	0	0	3	21
<i>Topics for Today 5</i>	1	33	1	13	2	18
<i>Inside Stories 3</i>	1	33	0	0	1	9
<i>Refining Comp. Skills</i>	3	100	2	25	5	45
<i>Focus on Grammar 3</i>	3	100	2	25	5	45
<i>Focus on Grammar 4</i>	3	100	3	38	6	55

<i>More Reading Power</i>	1	33	1	13	2	18
<i>Writing Academic</i>						
<i>English</i>	3	100	2	25	5	45
<i>English Grammar</i>	2	67	7	88	9	82
<i>Reading Matters</i>	2	67	1	13	3	27
<i>Well Said</i>	2	67	1	13	3	27
Averages for Specific						
Skills Textbooks	2	67	1	18	4	32

Eight integrated textbooks appeared to have reasonable coverage (75% to 88%) of language-focused skills. Unfortunately, the scores in this table are misleading. A discussion of how these figures are deceptive is described in the annotated review of three textbooks (Azar, 2009; McKay, 2011; Smith & Mare, 2004) below.

Using three measures--pages of content, coverage across textbooks, and coverage per textbook--the findings provided some evidence that textbooks generally contain limited pragmatic content. The results support the findings of other researchers. Vellenga (2004) pointed out that the amount of content in textbooks, determined by the percentage of pages, was narrow; Derwing and Diepenbroek (2012) found that individual textbooks varied dramatically in the coverage of pragmatic content. The results of the current study support the insufficient content conclusion reported by ESL teachers in surveys by Bickley (2011) and Diepenbroek (2010) and in research by Young and Sachdev (2011). If ESL teachers want to develop pragmatic competence in their students, they will need to supplement textbooks with other material.

This textbook evaluation has some limitations. Because only one rater made the tallies, the reliability was not checked. Although the content criteria were, for the most part, based on research and expertise documented in the literature, there was some subjectivity involved in developing the content criteria checklist. Minimal attempts to standardize the sample of textbooks were made other than including only those textbooks in current use in local adult ESL programs. Although the checklist criteria varied in the number of items assigned to each criterion, each criterion was given equal weight. To strengthen this study, reliability would need to be addressed and the measure improved.

Research Question Two: Supplementary Resources Evaluation

A review of supplementary resources, in print or online, was compiled in an annotated bibliography, a practical reporting format for instructors. Supplementary materials were assembled in several ways. Websites such as Tutela.ca were searched and ESL professionals were consulted. Many resources were identified using reference lists from books, articles, or presentations. The websites of publishers such as Intercultural Press and TESOL were browsed. After reading, scanning, or viewing, a content summary and subjective assessment of the relevance and value of each selected resource were written. The resources were organized alphabetically within the following divisions: *highly recommended* for instructors or an institution library, *recommended* for instructors or for the library, *other reviewed materials*, and *reviewed textbooks*.

Annotated Bibliography of Supplementary Resources

Highly Recommended for ESL Instructors

Center for Advanced Research on Language Acquisition. (2009). *Description of speech acts*. Minneapolis, MN: Regents of the University of Minnesota. Retrieved from <http://www.carla.umn.edu/speechacts/descriptions.html>

The Center for Advanced Research on Language Acquisition (CARLA) has a large website providing information on eleven areas of research including pragmatic speech acts. Six specific speech acts are highlighted: apologies, complaints, compliments, refusals, requests, and thanks. For most speech acts, there are teaching tips and for some speech acts, there are also sample teaching materials. In this single website, teachers can find current empirically supported information about many important speech acts.

Although the site does not provide ready-to-use materials, it is an excellent source of background information. The site was developed in 2009 and was modified in 2011 and in 2012. It is hoped that this well-designed website will continue to be updated and expanded to become a complete source of up-to-date, easily accessible research information on pragmatic speech acts for ESL instructors.

Centre for Excellence in Intercultural Education. (2009-2011). *Online workplace integration language resources (OWLS)*. NorQuest College. Retrieved from [http://www.norquest.ca/norquest-centres/centre-for-intercultural-education/projects/completed-projects/online-workplace-integration-language-resources-\(o.aspx](http://www.norquest.ca/norquest-centres/centre-for-intercultural-education/projects/completed-projects/online-workplace-integration-language-resources-(o.aspx)

Centre for Excellence in Intercultural Education. (2010). *Online workplace integration language resources: Facilitator Guide*. NorQuest College. Retrieved from [http://www.norquest.ca/norquest-centres/centre-for-intercultural-education/projects/completed-projects/online-workplace-integration-language-resources-\(o.aspx](http://www.norquest.ca/norquest-centres/centre-for-intercultural-education/projects/completed-projects/online-workplace-integration-language-resources-(o.aspx)

Funded by Alberta Employment and Immigration, the OWLS resource provides teachers with ten videos to support pragmatic content instruction. The full videos are used in *Building Effective Multicultural Workplaces* concentrating on topics related to cultural orientations and workplace values. The *Language Study Tables* use video excerpts that focus on pragmatic skills primarily speech acts. Using the *Something's Up* cycle, students can practice analyzing miscommunications illustrated in video clips. By viewing the videos for three learning objectives, learning opportunities are maximized and the connection between culture- and language-focused pragmatics is reinforced. Alternatively, instructors could pick and choose videos to supplement textbook content. With optional captions, this free resource provides ESL teachers with quality authentic oral input for their classrooms.

The facilitator guide was developed to support the OWLS in “enhancing effective communication in culturally diverse Canadian workplace contexts” (p. 1). The bulk of the manual is devoted to summarizing key culture-focused pragmatic information: external versus internal culture, an intercultural development continuum, cultural orientations, workplace values, and the *Something's Up Cycle*, a method for examining misunderstandings. The cultural dimensions table and sixteen workplace values are linked to the videos with discussion questions listed for each workplace. In this

exceptional resource, the authors have made the connection between culture- and language-focused pragmatics clear and irrefutable.

Houck, N. R., & Tatsuki, D. H. (Eds.). (2011). *Pragmatics: Teaching natural conversation*. Alexandria, VA: TESOL.

Tatsuki, D. H., & Houck, N. R. (Eds.). (2010). *Pragmatics: Teaching speech acts*. Alexandria, VA: TESOL.

Because ESL teachers realize that linguistically competent ESL learners often unwittingly use language inappropriately and because even native English instructors need to become explicitly aware of pragmatic strategies and forms, Tatsuki and Houck have published two edited books that address various aspects of functional pragmatics. In each chapter, a series of lessons on a given skill is outlined with general information, contextual information, suggested activities, and prepared worksheets. Handouts and transcripts are sometimes included. Most lessons were developed for intermediate to advanced ESL learners in pre-university or university courses; however, many authors provide suggestions for modifications for other contexts.

Eleven chapters in Houck and Tatsuki's (2011) *Pragmatics: Teaching natural conversation* emphasize aspects of initiating and/or maintaining conversation. Chapter 13 is unique in that the activities were designed to teach advanced ESL learners to become language researchers themselves. In Tatsuki and Houck's (2010) *Pragmatics: Teaching speech acts*, four chapters concentrate on requests, four chapters focus on indirect acts such as advice giving, and three chapters examine responding acts such as refusals. Chapter 2 addresses misunderstandings and the last chapter targets assessment. Although not all chapters would be suitable for every class, the illustration of classes progressing

from awareness activities to skill exercises may benefit teacher planning. Unfortunately, the audiofiles accompanying some chapters were not found online as indicated. For the excellent background information, the sample activities, and the many worksheets and handouts, however, ESL instructors will find these compilations a worthwhile investment.

Wintergerst, A. C., & McVeigh, J. (2011). *Tips for teaching culture: Practical approaches to intercultural communication*. White Plains, NY: Intercultural Press.

Based on their view that “teaching the target language goes hand in hand with teaching about the target culture” (p. 120) and based on research findings, the authors have developed a practical resource for the ESL classroom. For instructors with little background in cultural concepts, this resource provides information as well as approximately 50 activities, with numerous ready-made student handouts. Lessons on topics, such as culture shock or non-verbal communication, are presented in a series from general to specific or from knowledge-focused to skill-focused. The authors, experienced ESL teachers with formal training and credentials in TESL, have created an excellent foundational volume that provides extensive coverage of cultural topics.

Recommended for ESL Instructors

Goldman, L. (2010). *You're hired...now what?* Don Mills, ON: Oxford University Press.

Goldman, an ESL instructor and corporate trainer, presents practical candid information about the Canadian workplace culture in four sections: getting started, communicating,

working with others, and achieving success. The longest chapters address professional image, business talk, business writing, and time management. Goldman outlines the topics in each chapter with headings such as *How to ask for a raise*. This volume could provide an alternative to the traditional reading anthology textbook because it is written for immigrants and because it contains relevant Canadian culture, workplace culture, and pragmatic language-focused content. If the readability level is too high for use as a textbook, ESL instructors could easily select and adapt excerpts. Although the content assembled in this volume may reflect common workplace knowledge, it seems odd that no references were cited.

Saphiere, D. H., Mikk, B. K., & DeVries, B. I. (2005). *Communication highwire: Leveraging the power of diverse communication styles*. Yarmouth, ME: Intercultural Press.

In this book, the authors, experienced intercultural trainers, have focused on the complexities of communication style, “our preferred way of giving and receiving information in a specific situation” that “reflect our personal and cultural upbringings” (p. 5). They have broken down one of the crucial cultural orientations, communication, into sixteen descriptors, each divided into three sections: discernible or observable, discoverable, and functional or speech acts. Most discernible and discoverable descriptors have sub-components that are explained using a continuum or list, and both an expository and narrative description. In expanding on their functional descriptors, the authors provide an approach to analyzing speech acts using frequency, quantity of words, timing, purpose, and content. Instructors may also find their images of five types of

communication styles on page 20 and the activities interspersed throughout the book useful. This book provides ESL instructors with new ways to discuss communication.

Stringer, D. M., & Cassiday, P. A. (2003). *52 activities for exploring values differences*. Boston, MA: Intercultural Press.

Based on the premise that “we cannot observe people’s terminal values or goals; we can only see their behavior” (p. xii), the authors have compiled an extensive collection of activities focused on cultural topics such as identities, various types of values, and cultural dimensions. Activities used in this teacher friendly volume are almost exclusively written text and group discussion. Each lesson includes objectives, a materials list with developed handouts, procedures, and debriefing questions and recommendations. To assist instructors in selecting an appropriate activity, a classification chart provides information concerning time, level of risk, context, and purpose. This volume provides additional prepared lessons related to internal culture with an emphasis on workplace culture.

Highly Recommended for ESL program/institution library

Zeldenrust, G., & Schneider, L. (2011). *Impressions: Making positive impressions in conversation* [DVD]. Language Foundations. Available for purchase at <http://www.languagefoundations.ca/catalog/volume-1-impressions>

In this 22-minute DVD, four scenarios portray a newcomer navigating the process of gaining professional certification in Canada. Explanations are provided about being indirect, softening requests, demonstrating flexibility, and using warning phrases before

unexpected responses in the Canadian context. The language-focused pragmatic information would be appropriate for all ESL students at CLB 5-8 levels, as the skills are transferable to many contexts and the narrator articulates clearly and slowly. Although this video and its accompanying workbook provide material for only four to eight lessons, they would be valuable resources for staff.

Recommended for ESL program/institution library

Axtell, R. E. (1998). *Gestures: The do's and taboos of body language around the world*.

New York, NY: John Wiley & Sons.

Axtell, an author and speaker on the topic of international behaviour, has written a number of books on various aspects of intercultural relations. In this book, focused on non-verbal communication, his goal was to assist readers in learning “right from rude” (p. xvii) to help avoid misunderstandings. Because “we use gestures daily” (p. 2), because “gestures and body language communicate as effectively as words-maybe even more effectively” (p. 4), and because “even simple nonverbal behavior that we may consider ‘natural’ are typically learned” (Saphiere et al., 2005, p. 5), this volume has relevance. Chapter two, the most popular gestures, and chapter four, head-to-toe gestures, are organized in a logical way that would transfer easily into instructional lessons. Although non-scientific, this book would be a useful reference for ESL instructors on an important topic that may be neglected in the ESL classroom.

Ishihara, N., & Cohen, A. D. (2010). *Teaching and learning pragmatics: Where language and culture meet*. Harlow, UK: Pearson Education.

In fifteen chapters, the authors thoroughly examined the topic of pragmatics instruction with an academic orientation. In Part One, they define pragmatics, describe speech acts, outline best language input, and discuss how teachers and learners influence the instructional process. In Part Two, six topics are presented: theories of language acquisition, professional development, textbook adaptation, conversational analysis and corpus use, lesson planning, and curriculum development. Part Three has a more pedagogical focus: learning strategies, technology use, and assessment. Although “pragmatic ability is challenging to measure” (p. 265), Ishihara and Cohen suggest that “assessment of learners’ pragmatic ability both receptive and productive is an indispensable component in the teaching of pragmatics” (p. 266). For the two assessment chapters alone, this volume would be an important reference book in any ESL program library.

Martinez-Flor, A., & Uso-Juan, E. (Eds.). (2010). *Speech act performance*. Philadelphia, PA: John Benjamins.

In this book, Martinez-Flor and Uso-Juan have gathered the expertise of fourteen scholars to present research findings on speech acts and to recommend most effective instructional methods. Although speech acts are ubiquitous in daily interactions, research has indicated that the acquisition of complex speech acts is not automatic. The quality and relevance of the theoretical information in the first two sections is high. Part Three has separate chapters for seven speech acts: apologies, complaints, compliments, disagreement, refusals, requests, and suggestions. Each author provides an explanation of why a given speech act is important, complex, and/or challenging, as well as practical information and

suggestions for its instruction. This is a book that would be a valuable addition to an ESL staff shared library.

Rosinski, P. (2003). *Coaching across cultures: New tools for leveraging national, corporate and professional differences*. Yarmouth, MA: Intercultural Press.

To assist practitioners in understanding cultural diversity, Rosinski developed a Cultural Orientation Framework (COF). His definition for cultural orientation is “an inclination to think, feel or act in a way that is culturally determined” (p. 49). The COF is divided into seven main categories of cultural orientations that are further subcategorized into 17 dimensions presented in a chart format with brief but well-explained descriptions of each dimension. A framework of cultural orientations and dimensions provides the language to talk about the invisible underlying norms and values and the tools to investigate cultural influences in various situations or contexts (Meier, 2010). Although Rosinski’s (2003) book was designed for coaching business individuals, the basic information could transfer easily into the classroom setting.

Other Reviewed Supplementary Materials

Hofstede, G. J., Pedersen, P. B., & Hofstede, G. (2002). *Exploring culture: Exercises, stories and synthetic cultures*. Yarmouth, MA: Intercultural Press.

Three academically acclaimed authors collaborated on this resource for educators and trainers. Its three parts focus chronologically on developing awareness, knowledge, and skills. In Part One, numerous illustrations, anecdotes, and short readings are included. Next, the authors present synthetic cultural profiles. The ten profiles, based on the

extreme ends of five cultural dimension continua, are applied in activities, exercises, and readings including interview dialogues. Finally, less structured exercises such as role plays and simulations are introduced. Because “playing by different rules” (p. 185) involves experiencing another culture, instructors would need to be comfortable with handling potentially emotionally charged activities. Other than changing the labels, used by the authors, from the ‘masculinity’ and ‘femininity’ dimensions to the gender neutral terms ‘task’ and ‘relationship’, the materials could be used without much modification. For teachers who select their own instructional materials and for classes with ESL students at CLB 7 or higher, this book could be a valuable resource.

Toronto Region Immigrant Employment Council. (2012). *TRIEC campus resources*.

Retrieved from <http://www.trieccampus.ca/>

Overall, the information on this website concentrates on assisting Canadian native speakers to adapt to their skilled immigrant co-workers. However, there are two learning activities that may be suitable for ESL learners. An online modular course called *Achieving Success in the Canadian Workplace* is available to help immigrant professionals working in Canadian companies. Videos entitled *Cross-cultural Teamwork* can be downloaded for class use with separate discussion guides for the teacher and students. The videos provide about 30 minutes of listening divided into four modules: pre-meeting ‘small talk’, accommodating religious diversity, delegating roles and managing communication barriers, and facilitating contributions to team discussion. Because the speech is fast-paced, the videos may be most suitable for CLB 7-8 students.

Reviewed Textbooks

Azar, B. S., & Hagen, S. A. (2009). *Understanding and using English grammar*. White Plains, NY: Pearson Education.

McKay, I. S. (2011). *Have your say: Communication activities*. Don Mills, ON: Oxford University Press.

Two individual textbooks received high scores (82%) for the presence of most pragmatic content criteria (see Table 5), one integrated skills and one specific skills textbook.

However, presence of content does not equal coverage or best pedagogical methodology.

Criteria were often represented by only a half page of content. The number of items grouped within a criterion was another issue. Because a category such as ‘conversation strategies’ has 17 listed skills (see Appendix A), even 15.5 pages of coverage (McKay, 2011) meant that the amount of exposure per skill was low. Despite the presence of a content criterion, the actual coverage of each item within a category was generally weak.

Related to methodology, two observations were made. Crandall and Basturkmen (2004) stated that “the textbooks seem to wrongly assume that learners know when and how it is appropriate to make speech acts, and that all they need is to be given the phrases to do so” (p. 44). In Azar’s (2009) textbook, tables of expressions related to a specific speech act are often presented, with an activity, in one page or less. Although small amounts of content frequently distributed throughout the textbook would be an excellent pedagogical approach for review and retention, this may not facilitate best learning.

Various authors (see Houck & Tatsuki, 2011; Martinez-Flor & Uso-Juan, 2010; Tatsuki & Houck, 2010) illustrate a sequential progression of lessons for teaching speech acts.

For example, Ishihara’s (2010a) lessons on compliments and responses to compliments

involve six 50-minute sessions. One can presume that content in textbooks that is presented in a page or two involving lists of phrases or sentences, or that has random exposure, is likely to be insufficient and pedagogically ineffective.

Smith, L. C., & Mare, N. N. (2004). *Concepts for today 4*. Boston, MA: Heinle.

Based on the 0% score (see Table 5), one might conclude that this textbook has no pragmatic content. Although reading anthologies tend to have minimal language-focused pragmatic content, the stories often have implicit cultural information. Of the 12 chapters in this non-fiction book, eight could be used as springboards for discussion about one or more of Rosinski's (2003) cultural orientations. For example, the content in Chapter Two, *Technological advances erode barriers between work and home*, could be linked with the orientations *notions of territory and boundaries* and *organizational arrangements* specifically the dimension of *stability/change*. One chapter focused on the American federal system of government could be ignored entirely. If so, 73% of the textbook would have culture-focused pragmatic content provided instructors introduce the content explicitly.

For the bibliography, I reviewed some supplementary resources that address ESL pragmatics. Three books and two websites are highly recommended for ESL instructors' personal use. It would also be advantageous for ESL teachers to access other recommended books in the libraries of their program or institution. One DVD resource is highly recommended for each institution's library for ESL instructors to share. Online resources have become an important source of material. Useful materials were found in

the following areas: prepared lessons for various speech acts and for a variety of cultural concepts, teacher-friendly information, sites for video input, and assessment suggestions. More video resources in a wide variety of contexts would be useful. The author does not claim to have surveyed all possible resources; the judgments made in each annotation were solely those of the author.

Conclusion

Throughout this study, additional research ideas have arisen. To further assist teachers, refining and defining the essential pragmatic criteria and prioritizing the pragmatic content would be beneficial. Action-based classroom research is needed to determine the extent to which the systematic introduction of adaptation and internal culture concepts increases students' pragmatic competence and facilitates their adaptation. Preferred or most effective learning activities have not yet been addressed. Because most of the materials in both the textbooks and other resources are published in the United States, Canadian research could clarify unique national pragmatic language use.

The reasons for including adaptation and internal culture concepts in the classroom are compelling. "The creation of communities in which we are all able to contribute and feel valued requires discussion about shared values and practices" (Saphiere et al., 2005, p. 32). Cultural analysis is crucial because "the quest is to ascertain not only who says what to whom, when, and where, but also why" (Meier, 2010, p. 78). For creating a classroom community and for facilitating the learning of language-focused pragmatic skills, the addition of internal culture and adaptation concepts could assist ESL students in becoming competent intercultural speakers "who can effectively mediate

between the world of origin and a world of encountered difference” (Young & Sachdev, 2011, p. 83).

Because “it is likely that teachers interested in including pragmatic instruction will need to adapt somewhat the material they have, or prepare supplementary materials that address pragmatics more effectively” (Ishihara, 2010b, p. 145), Ishihara and Cohen (2010) have made suggestions for more effective practices. First, reliance on native speaker intuition is discouraged. Instead, they recommend that instructors and/or students record field observations and natural conversations for analysis. In addition, electronic corpora may be a source of some natural data. Although pragmatic ability is difficult to assess, the authors encourage instructors to evaluate students for both diagnostic and achievement reasons but also because assessment sends the message that pragmatics is important and because testing creates incentive for study.

A practical approach to augmenting pragmatic content could involve assembling pragmatic materials using a resource binder or filing system utilizing the categories listed in Appendix A. These criteria, combined with the reference list (see Appendix D), provide a starting point for collecting materials. The books with lessons for specific speech acts provide material that could be used without modification or could serve as examples of well-designed lessons. Because authentic language input is not always available or suitable, ESL instructors could record contextually relevant dialogue with the help of friends or willing native speakers. Using task-based instruction with pragmatic content as a prompt or starting point for activities in the four language skills would allow integration of pragmatics without additional demands on class time. A chart could be designed to monitor which criteria have been introduced and how.

The findings in this study support the notion that ESL instructors cannot rely on textbooks for complete and thorough coverage of pragmatic knowledge content. Although most textbooks introduced some culture- and language-focused content, coverage of each content criterion was usually less than satisfactory. Because the body of pragmatic knowledge is extensive, encompassing both culture-focused and language-focused content, and because textbooks are often created for international markets, perhaps it is unrealistic to expect textbooks to cover all pragmatic content. An annotated bibliography and a reference list of resources were created to assist ESL instructors in accessing supplementary resources for each identified pragmatic knowledge content category. Although more pragmatic lesson materials and more video input are needed, some excellent supplementary materials are currently available to support ESL instructors. It will take effort on the part of an instructor to collect, organize, study, and utilize the supplementary materials. However, to improve pragmatic instruction, ESL teachers must take the initiative themselves.

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Meier, A. (2010). Culture and its effect on speech act performance. In A. Martinez-Flor & E. Uso-Juan (Eds.), *Speech act performance* (pp. 76-90). Philadelphia, PA: John Benjamins.

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Appendix A

Pragmatic Knowledge Content Criteria Codes and Descriptions

Cultural Concepts

Adaptation.

Acculturation. (AC)

Culture shock. (CS)

Development of Intercultural Communicative Competence. (DICC)

External Culture. (EC)

Observable. (music, food, dress, symbols, art, political systems)

Identities. (national, regional or ethnic, linguistic, religious, gender, generation, social class, workplace)

Internal Culture. (IC)

Norms, values, beliefs.

Cultural orientations.

Sense of Power & Responsibility: Control/Harmony/Humility

Time Management Approaches: Scarce/Plentiful;

Monochronic/Polychronic; Past/Present/Future

Identity and Purpose: Being/Doing;

Individualistic/Collectivistic

Organizational Arrangements: Hierarchy/Equality;

Universalist/Particularist; Stability/Change;

Competitive/Collaborative

Notions of Territory or Boundaries: Protective/Sharing

Communication Patterns: High Context/Low Context;

Direct/Indirect; Affective/Neutral; Formal/Informal

Modes of Thinking: Deductive/Inductive; Analytical/Systemic

Functional or Language-focused Concepts

Speech Acts.

Emotional Relations. (ER)

Including greetings, encouragement, compliments, praise, sympathy, thanks, indirect complaints, offers, invitations, wishes, introductions

Apologies and Refusals. (AR)

Including excuses, formal complaints, expressing regret (taking responsibility)

Requests. (R)

Including reminders, orders, demands, making appointments, I statements, asking for instructions, threats

Suggestions and Advice. (SA)

Including recommendations, warnings, caution, feedback, obligation, prohibition

Opinions. (O)

Including agreement, disagreement, counters, criticism, expressing concern, expressing regrets and wishes, preferences

Other Pragmatic Elements.

Non-verbal Communication. (NVC)

Including nonverbal characteristics: eye contact, facial expressions, gestures, personal distance, touch, silence, posture and body language, dress and accessories and vocal characteristics: tone, rate, volume, vocal sounds

Conversation Strategies. (CS)

Including beginning and ending conversations, presentation of ideas, turn taking, expectation of communication process, nature of topics discussed, treatment of emotion, permeability of new ideas, progress of discussion, expressing interest, answering phone, taking phone messages, clarifying info, asking for confirmation, interrupting, bringing up and responding to a controversial subject/question, sharing personal info such as describing your abilities/inabilities, asking for details

Various Skills. (VS)

Including implicature such as irony, inferences, assumptions, connotation, politeness, hedging, softening, recognition of emotion, formality, euphemisms, understanding idioms and slang, listening for tone of voice, recognizing and interpreting figurative language, making meaning clearer, negotiating, humor and joking including interpreting humor, understanding sarcasm, expressions of disbelief and skepticism.

Appendix B

List of Reviewed Textbooks

Integrated Textbooks

McCarthy, M., McCarten, J., & Sandiford, H. (2006). *Touchstone 4*. New York, NY: Cambridge University Press.

Saslow, J., & Ascher, A. (2011). *Top notch 3: English for today's world*. White Plains, NY: Pearson Education.

Saslow, J., & Ascher, A. (2012). *Summit 2: English for today's world*. White Plains, NY: Pearson Education.

Reading and Writing

Hartmann, P. (2007). *Quest 2: Reading and writing*. New York, NY: McGraw-Hill.

Hartmann, P., & Blass, L. (2007). *Quest Intro: Reading and writing*. New York, NY: McGraw-Hill.

Hartmann, P., & Blass, L. (2007). *Quest 1: Reading and writing*. New York, NY: McGraw-Hill.

Hartmann, P., & Blass, L. (2007). *Quest 3: Reading and writing*. New York, NY: McGraw-Hill.

Miller, J. L., & Cohen, R. F. (2009). *North Star 5: Reading and writing*. White Plains, NY: Pearson Education.

Listening and Speaking

Blackwell, A., & Naber, T. (2006). *Open forum 2: Academic listening and speaking*. New York, NY: Oxford University Press.

Blass, L. (2007). *Quest 2: Listening and speaking*. New York, NY: McGraw-Hill.

Blass, L., & Hartmann, P. (2007). *Quest intro: Listening and speaking*. New York, NY: McGraw-Hill.

Blass, L., & Hartmann, P. (2007). *Quest 1: Listening and speaking*. New York, NY: McGraw-Hill.

Blass, L., & Hartmann, P. (2007). *Quest 3: Listening and speaking*. New York, NY: McGraw-Hill.

Duncan, J., & Parker, A. (2007). *Open forum 3: Academic listening and speaking*. New York, NY: Oxford University Press.

McKay, I. S. (2011). *Have your say: Communication activities*. Don Mills, ON: Oxford University Press.

Preiss, S. (2009). *North Star 5: Listening and speaking*. White Plains, NY: Pearson Education.

Reading Anthologies/Reading Skills

Davies, R., & Wowk, J. (Eds.). (2002). *Inside stories 3*. Toronto, ON: Harcourt Canada.

Marcus, S. (2006). *A world of fiction: Twenty timeless short stories*. White Plains, NY: Pearson Education.

Merivale, J. (1998). *Reading matters: A selection of Canadian writing*. Scarborough, ON: Prentice-Hall Canada.

Mikuleck, B. S., & Jeffries, L. (2004). *More reading power*. White Plains, NY: Pearson Education.

Smith, L. C., & Mare, N. N. (2004). *Concepts for today 4*. Boston, MA: Heinle.

Smith, L. C., & Mare, N. N. (2004). *Topics for today 5*. Boston, MA: Heinle.

Writing Skills

Oshima, A., & Hogue, A. (2006). *Writing academic English*. White Plains, NY: Pearson Education.

Smalley, R. L., Ruetten, M. K., & Kozyrev, J. R. (2012). *Refining composition skills: Academic writing and grammar*. Boston, MA: National Geographic Learning

Grammar

Azar, B. S., & Hagen, S. A. (2009). *Understanding and using English grammar*. White Plains, NY: Pearson Education.

Fuchs, M., & Bonner, M. (2006).). *Focus on grammar 4: An integrated skills approach*. White Plains, NY: Pearson Education.

Fuchs, M., Bonner, M., & Westheimer, M. (2006). *Focus on grammar 3: An integrated skills approach*. White Plains, NY: Pearson Education.

Listening

Beglar, D., & Murray, N. (2009). *Contemporary topics 3: Academic listening and note-taking skills*. White Plains, NY: Pearson Education.

Kisslinger, E. (2009). *Contemporary topics 2: Academic listening and note-taking skills*. White Plains, NY: Pearson Education.

Pronunciation

Grant, L. (2001). *Well said: Pronunciation for clear communication*. Toronto, ON: Nelson.

Appendix C

Reference List of Supplementary Resources

Cultural Concepts

Goldman, L. (2010). *You're hired...now what?* Don Mills, ON: Oxford University Press.

Hofstede, G. J., Pedersen, P. B., & Hofstede, G. (2002). *Exploring culture*. Boston, MA: Intercultural Press.

Stringer, D. M., & Cassiday, P. A. (2003). *52 activities for exploring values differences*. Yarmouth, MA: Intercultural Press.

Wintergerst, A. C., & McVeigh, J. (2011). *Tips for teaching culture: Practical approaches to intercultural communication*. White Plains, NY: Intercultural Press.

Functional Concepts

Axtell, R. E. (1998). *Gestures: The do's and taboos of body language around the world*. New York, NY: John Wiley & Sons.

Center for Advanced Research on Language Acquisition. (2009). *Description of speech acts*. Minneapolis, MN: Regents of the University of Minnesota. Retrieved from <http://www.carla.umn.edu/speechacts/descriptions.html>

Centre for Excellence in Intercultural Education. (2009-2011). *Online workplace integration language resources (OWLS)*. Retrieved from [http://www.norquest.ca/norquest-centres/centre-for-intercultural-education/projects/completed-projects/online-workplace-integration-language-resources-\(o.aspx](http://www.norquest.ca/norquest-centres/centre-for-intercultural-education/projects/completed-projects/online-workplace-integration-language-resources-(o.aspx)

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[http://www.norquest.ca/norquest-centres/centre-for-intercultural-education/projects/completed-projects/online-workplace-integration-language-resources-\(o.aspx](http://www.norquest.ca/norquest-centres/centre-for-intercultural-education/projects/completed-projects/online-workplace-integration-language-resources-(o.aspx)

Houck, N. R., & Tatsuki, D. H. (Eds.). (2011). *Pragmatics: Teaching natural conversation*. Alexandria, VA: TESOL.

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Martinez-Flor, A., & Uso-Juan, E. (Eds.). (2010). *Speech act performance*. Philadelphia, PA: John Benjamins.

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Saphiere, D. H., Mikk, B. K., & DeVries, B. I. (2005). *Communication highwire: Leveraging the power of diverse communication styles*. Yarmouth, ME: Intercultural Press.

Tatsuki, D. H., & Houck, N. R. (Eds.). (2010). *Pragmatics: Teaching speech acts*. Alexandria, VA: TESOL.

Toronto Region Immigrant Employment Council. (2012). *TRIEC campus resources*. Retrieved from <http://www.trieccampus.ca/>

Zeldenrust, G., & Schneider, L. (2011). *Impressions: Making positive impressions in conversation*. Language Foundations. Available for purchase at <http://www.languagefoundations.ca/catalog/volume-1-impressions>

Appendix D

Reference Tool for Instructors

Print Resources

Cultural Concepts

Adaptation

Acculturation.

Berry, J. W. (2006). Contexts of acculturation. In D. L. Sam & J. W. Berry (Eds.), *The Cambridge handbook of acculturation psychology* (pp. 27-42). Cambridge, UK: Cambridge University Press.

Culture shock.

Wintergerst, A. C., & McVeigh, J. (2011). *Tips for teaching culture: Practical approaches to intercultural communication*. (Chapter 5). White Plains, NY: Pearson Education.

Development of Intercultural Communicative Competence.

Centre for Excellence in Intercultural Education. (2011). *Online workplace integration language resources: Facilitator Guide: An interactive tool for awareness, knowledge and skills* (pp. 11-12). Retrieved from [http://www.norquest.ca/norquest-centres/centre-for-intercultural-education/projects/completed-projects/online-workplace-integration-language-resources-\(o.aspx](http://www.norquest.ca/norquest-centres/centre-for-intercultural-education/projects/completed-projects/online-workplace-integration-language-resources-(o.aspx)

Dearoff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internalization. *Journal of Studies in International Education*, 10, 241-26.

External Culture

Workplace identity.

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