# Intercultural Communicative Competence for TESL Instructors

Final Report

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## Summary of Project Activities

### Project Background

The purpose of this project is to research current practices in intercultural communicative competence in Alberta, identifying strengths, existing resources and needs for instructional and program capacity to integrate intercultural communicative competence (ICC hereafter). The guiding analytical framework for the research is the intercultural communicative competence model described in the ATESL Adult ESL Curriculum Framework.

### Need Addressed by Project

The increasing cultural diversity in Alberta is reflected in an increased need for LINC/ESL instructors to develop competence and programs to develop capacity in the area of teaching intercultural communicative competence. Two important documents for teachers and administrators of language training in Alberta, Best Practices for Adult ESL and LINC Programming in Alberta and ATESL Adult ESL Curriculum Framework support English language instruction that prepares adult ESL learners to enter multicultural workplaces and communities. Both documents make reference to intercultural communicative competence as a necessary component of an ESL program. Section seven of the ATESL Adult ESL Curriculum Framework is about ICC based on the Massachusetts model, adapted to the Alberta context. Historically ESL instruction has not necessarily included content and instruction on how culture and language influence each other and influence effective communication and behavior in a multicultural context. This project is to collect information on current practices to incorporate ICC in curriculum and instructional practices. Based on results of the research, recommendations to support teachers to rigorously incorporate intercultural skill development in curriculum and instructional practices will be generated.

According to the Alberta Immigration Progress Report 2011, trends show annual immigration to Alberta is steadily increasing: from welcoming 20,716 immigrants in 2006 to welcoming 32,640 in 2010. Alberta received 11.6 % of all immigrants to Canada in 2010, up from 8.2% in 2006. Alberta's immigrants accounted for 19.9% of its working age population in 2010, the third highest percentage among the provinces. Immigrants are settling predominantly in Calgary (49.3%) and Edmonton (33.7%) followed by Red Deer (1.8%), Lethbridge (1.7%) and 13.4% settling across all other centers (in 2010). The top ten countries represented in 2010 include Philippines, India, China, UK and Colonies, USA, Nigeria, Pakistan, Germany, Mexico and South Korea in descending order (Alberta Enterprise and Advanced Education, 2011).

Intercultural communicative competence integrated into ESL curriculum and instructional practice will address the needs of adult ESL learners to demonstrate awareness of cultural differences, the knowledge, skills and attitudes needed to function in a culturally diverse society. It is important for ESL instructional practice to explicitly include a sociocultural focus. This project will create recommendations to support the capacity for ESL instructors and program coordinators to integrate intercultural communicative competence in ESL programming.

**Number of People Involved in the Project**

208 people were involved in this project. The breakdown of the 208 is:

5 project team members, 106 research participants, 41 consultation session participants, and 14 ATESL Board members and 2 Centre for Intercultural Education members. 40 people also attended the REALIZE conference on this topic.

**Project Activities**

The following activities and outcomes were completed during the project.

| Activity | Outcome |
|---|---|
| Research design | This research project was designed using the seven ICC strands in the ATESL Adult ESL Curriculum Framework (Section Seven: Intercultural Communicative Competence.) This was a collaborative project design with Dorte Weber and the project team, which included Todd Odgers. An interdisciplinary mixed method was employed: quantitative data (online survey) to find patterns of program and instructional practices related to ICC, and qualitative data (interview) to understand reasons and contexts in depth. See appendix A (survey questions for instructors), B (survey questions for coordinators), and C (interview questions for both instructors and coordinators). |
| Ethics Approval | Ethics application was submitted to Red Deer College Ethics Board and got approval in May 2014. NorQuest collaborates with RDC for ethical review of research. |
| Data collection | 106 people were involved in data collection: |
| | 15 people were approached for interviews. Of the 15, eight completed the interviews between June and September of 2014. See appendix H (both instructor and coordinator responses). |
| | 91 people were involved in the online survey. Of the 91, 53 completed the survey between September and October of 2014. The online survey was created using Fluid Surveys; two email invitations to the survey were sent by ATESL business manager. See appendix D (instructor responses) and E (coordinator responses). |
| Data analysis and draft findings | Data related to demographic information and the context of practice from the interviews and the survey were compiled and summarized.  Data from the interviews and the survey related to reported instructional and program coordination practices, curriculum and program standards were analyzed using an integrative analysis approach.  This approach identified described behaviors and attitudinal perspectives related to each of the seven ICC strands contained both in survey and interview responses. As a secondary analysis stage, described perceptions and behaviours were reviewed and implications for |

| | practice statements were generated. |
|---|---|
| 2 Consultation sessions | 41 people were involved with the two consultation sessions:<br><br>20 people attended the first consultation session during the ATESL conference on October 24, 2014 to provide feedback (appendix F).<br><br>Of the 21 people registered for the second consultation session online on November 26, 2014, 13 people provided feedback (appendix G). |
| Final report with recommendations. (to support submission of project proposal to implement recommendations for 2015 funding call). | The project team members and two intercultural specialists from the Centre for Intercultural Education at NorQuest College were consulted for feedback and recommendations in January 2015.<br><br>See Feedback and Recommendations for more information. |
| Publication of project results and report on the ATESL website with links to Tutela.ca and Rural Routes website | 40 people attended the REALIZE conference in January 2015 on this topic. Researcher was encouraged to present at BCTEAL.<br><br>The final report was presented at the ATESL board meeting in February 2015.<br><br>The report will be available on ATESL's website as well as on Rural Routes' website and Tutela.ca with links to ATESL. |

**Project Findings and Analysis**

1. Demographics of Research Participants

See appendix D for online survey instructor demographics (questions 1-12), appendix E for online survey coordinator demographics (questions 1-12), and appendix H for interview participant (both instructors and coordinators) demographics (questions 1-11).

2. Describing and Understanding ICC for the Online Survey

The online survey completion rate was 54 %; 91 people attempted and 49 people completed it. Of the 49, 42 were instructors and seven were coordinators.

For the 42 survey respondents who did not complete the survey, these responders left the survey in Section Two, which asked about their instructional (or program coordination) practices related to each strand. Given the overall low familiarity with the ICC framework from survey responders, one possible reason for this high level of non-completion is that instructors and coordinators are not familiar enough with

ICC practices to describe their practices using the seven strands. Our interpretation of this non-completion of the survey is formed, in part, from interviewee responses that also indicated the framework's model of and description of intercultural communicative instructional practices are not widely shared among ESL instructors and coordinators in Alberta.

3. Familiarity with ATESL Adult ESL Curriculum Framework Section Seven: Intercultural Communicative Competence

Only 14% of the coordinators and 18 % of the instructors reported familiarity with the ATESL Adult ESL Curriculum Framework Section Seven: Intercultural Communicative Competence.

Table 1: Familiarity with ATESL Adult ESL Curriculum Framework Section Seven

| Coordinators | 13 % (1/8) |
|---|---|
| Instructors | 18 % (8/45) |

4. Seven Strands

4.1 What Strands are Taught?

There are seven strands in the ATESL Adult ESL Curriculum Framework Section Seven:

Table 2: Seven Strands at a Glance (simplified)

| Strand 1: Analyze everyday behaviors in Canadian cultures and compare and contrast these with their own |
|---|
| Strand 2: Recognize cultural stereotypes-favourable and discriminatory – and describe how they impact their own and others' behaviours |
| Strand 3: Identify and describe the significance of cultural images and symbols in Canadian culture and their own |
| Strand 4: Identify culturally-determined behavior patterns |
| Strand 5: Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures |
| Strand 6: Analyze and describe diversity in Canadian cultures |
| Strand 7: Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture. |

In this study, frequency of strands taught was surveyed using the above framework: Strand 4 is taught the most frequently, strand 1 the second most, and strand 2 the least frequently. There was an alignment between the instructors' and

coordinators' reports of which strands are taught most frequently. The following table shows the ranking of what strand is taught the most frequently.

Table 3: Ranking of the Strand Taught Most Frequently

| Ranking | Coordinators' report of what instructors teach | What instructors report they teach |
|---|---|---|
| 1 | Strand 1 and 4 (100 %) | Strand 4 (77.4%) |
| 2 | | Strand 1 (65.7 %) |
| 3 | Strand 6 (85 %) | Strand 3 (57.1 %) |
| 4 | Strand 5 (71.4 %) | Strand 5, 6, and 7 (54.2 %) |
| 5 | Strand 3 and 7 (57.1 %) | |
| 6 | | |
| 7 | Strand 2 (42.8 %) | Strand 2 (40 %) |

The next sections will discuss each strand and how it is taught; strands are discussed in the order of how frequently they were reported to be taught.

4.2 Strand 4

Strand 4 is taught the most frequently. The ATESL Adult ESL Curriculum Framework Section 7 explains strand 4 as follows:

Table 4: Strand 4

| Identify culturally-determined behavior patterns |
|---|
| Example behaviors: small talk, nonverbal communication, taboos, telephone protocol, degrees of familiarity, ways to express emotions, eye contact, use of time and space… |
| Example instructional practice: <br><br> Role plays – opportunities for learners to practice behaviors (e.g. politeness strategies and related grammar such as modals and the conditional) and how these strategies reflect different degrees of familiarity |

The instructors identified using tasks, such as role-plays, to teach strand 4 as shown in the example above and facilitate discussions. The following table summarizes all the responses.

Table 5: Reported Instructional Strategies for Strand 4

| Coordinators' report of what instructors do | | What instructors report they do | |
|---|---|---|---|
| Discussion | 4 | Tasks | 28 |
| Tasks | 2 | Discussion | 12 |
| I don't know | 1 | No response | 7 |
| No response | 1 | Other | 5 |

The instructors use their own knowledge and experience as well as their students' to teach strand 4. The respondents indicated their belief that strand 4 relates to employment and as such is a topic that generates many discussions:

Interview responses:

We cover that (telephone protocol) because they have to have a voice message, they have to be easily recognizable to employers so they have to speak clearly, succinctly, so that when employers phone that they can easily be gotten a hold of. (instructor)

We've done for so many years that we pick topics that maybe generates a lot of discussion and within that discussion then we kind of deal with this indirectly (coordinator)

The summary of the resources used to teach strand 4 is in table 6 below:

Table 6: Resources Used to Teach Strand 4

| Coordinators' report of what instructors use | | What instructors report they use | |
|---|---|---|---|
| No response | 4 | No response | 15 |
| Video | 1 | Students' and instructors' personal experience | 9 |
| Instructor made | 1 | Textbooks | 6 |
| I don't know | 1 | LINC Activity Book | 6 |
| Various | 1 | Internet | 4 |
| | | Other | 5 |

4.3 Strand 1

After strand 4, instructors reported teaching strand 1 most frequently. The ATESL Adult ESL Curriculum Framework Section Seven explains strand 1 as follows:

Table 7: Strand 1

| Analyze everyday behaviours in Canadian cultures and compare and contrast these with their own |
| --- |
| Example behaviors: Greetings, farewells, daily routines, dress, eating, personal hygiene, shopping, dating… |
| Example instructional practice:<br><br>Observe, discuss and reflect on cultural norms in video clips of everyday behaviors |

The survey describes that discussion is the most frequently used form of teaching strand 1 and tasks follow. The following table shows the complete list:

Table 8: Reported Instructional Strategies for Strand 1

| Coordinators' reports of what instructors do | | What instructors report they do | |
| --- | --- | --- | --- |
| Discussion | 4 | Discussion | 22 |
| Tasks | 2 | Tasks | 15 |
| I don't know | 1 | No response | 7 |
| No response | 1 | Other | 5 |

Interview comments reveal that issues related to strand 1 come up quite often and the instructors address them to prepare learners for employment:

Interview responses:

This kind of thing comes up all the time. (coordinator)

I had with one of the employers write to me to say that the person I sent was smelling body odor and could I deal with it? I say to my group, look I'm doing you a favor because nobody will ever tell you about this and they'll just avoid you. And you'll be the first on the list to be let go from work. And um so they really appreciate they appreciate. (instructor)

I really strongly feel we are not preparing them language training only, and we are preparing them to go out and be successful even if they are not trying to find employment. So these issues are really really important at least for them to have information. (coordinator on strand 1)

The instructors also reported using students' and instructors' personal experiences to teach strand 1. The following table shows the complete summary:

Table 9: Resources to Teach Strand 1

| Coordinators' reports of what instructors use | | What instructors report they use | |
|---|---|---|---|
| No response | 4 | No response | 13 |
| Internet | 2 | Students' and instructors' personal experience | 8 |
| Various | 1 | Videos | 7 |
| No response | 1 | Internet | 6 |
| | | Textbooks | 6 |

## 4.4 Strands 3, 5, and 6

It was found that strand 3, 5, and 6 follow the same trend reported for teaching strands 4 and 1: the instructors facilitate discussions or do tasks using their own or students' personal experiences to teach these strands. For the complete responses, see appendix D and E.

## 4.5 Strand 2

Instructors reported that they teach strand 2 the least frequently; this was also their coordinators' understanding. The ATESL Adult ESL Curriculum Framework Section Seven explains strand 2 as follows:

Table 10: Strand 2

| |
|---|
| Recognize cultural stereotypes- favourable and discriminatory- and describe how they impact their own and others' behaviours |
| Example stereotypes: race, gender, ethnicity, religion, class, nationality, rural/urban, sexual orientation, age… |
| Example instructional practice: Discuss cultural stereotyping and misrepresentations using proverbs, cultural profiles |

Strand 2 also follows the same trend that instructors facilitate discussions or do tasks to teach this strand (appendix D)

The description of strand 2 is perceived by one coordinator as a "code of conduct" and not linked to any learning outcomes. It was also reported that the instructors are not comfortable teaching strand 2. The following comments highlight some of the instructors' and coordinators' views:

Survey responses:

In a way that it's more of something like a code of conduct standpoint in terms of you know we respect and value all cultures and that sort of thing. (coordinator)

We don't have any outcome linked to this. (coordinator)

We're the only culture that doesn't really define itself on paper. We can read about culture all over the world but when it comes to Canadian culture it's very nebulous. (instructor)

I do not "teach" this as that would presume the "teacher" is the know-it-all and the students are empty vessels (instructor)

5. Data Analysis

Researchers for this project collected information on instructor and coordinator reported instructional practices and resources used related to ICC instruction as well as their perspectives on what would support ICC instruction for ESL instructions. The project lead analyzed the data to distinguish between described behaviors related to instructional strategies and perceptions of practice. This analysis was used to create statements on how instructor practice was influenced by current practice behaviors and reported perceptions of practice. This approach to analysis was used to address the varying levels of expertise and experience for ESL instructors included in this study in making sense of the data, which showed that only two streams were reported to be frequently taught and the primary methodology used to teach these streams was classroom discussion. We believe that lower levels of experience and training related to ICC impacts practice. We therefore wanted to analyze how perceptions and familiar practices limited instruction in many ICC strands. This section will discuss perception gaps between instructors and coordinators of actual ICC practice. Following this section, the implications for instruction practice will be discussed.

5.1 Perception Gap

In conducting a comparative analysis of instructors' and coordinators' perceptions of ESL practice, we realized there are perception gaps between instructors and coordinators in terms of the challenges and needs in integrating ICC into ESL.

5.1.1 Challenges

Many instructors identified time as a challenge of integrating ICC into ESL instruction; they reported being "too busy". However, the coordinators did not think time was an issue. The following table shows the complete responses:

Table 11: Challenges with integrating ICC into ESL instruction

| Coordinators' perception of instructor challenges | Too busy 0 | Teaching materials 3 | Outcomes 1 | Confidence 0 | Other 5 |
|---|---|---|---|---|---|

| Instructors' challenges | Too busy 10 | Teaching materials 13 | Outcomes 15 | Confidence 2 | Other 16 |
|---|---|---|---|---|---|

### 5.1.2 Instructor Needs

Many instructors and coordinators want similar things for PD: resources and workshops/webinars/ guest speakers. What is interesting is that 10 instructors did not respond to this question.

Table 12: Instructor Needs for PD

| Coordinators' perception of instructor needs | No response 1 | Workshops 2 | Resources 4 | Other 2 |
|---|---|---|---|---|
| Instructors' needs | No response 10 | Workshops/ webinars/ guest speakers 17 | Resources 13 | Other 6 |

This lack of response might be because instructors do not know what they need or they are not interested in developing skills pertaining to ICC. The following comment highlights this:

To be honest, I would rather not attend PD in this area. Sorry. (instructor)

In terms of resources, many instructors want level-specific lesson plans; this response supports coordinators' understanding that instructors need resources.

Table 13: Instructor Needs for Resources

| Instructors' needs for resources | Level specific lesson plans/ teaching activities 12 | No response 10 | Videos 8 | Translators for all languages in class and multilingual resources 3 | Other 17 |
|---|---|---|---|---|---|

### 5.2 Perception, Behavior and Influence on Practice

In this section, we discuss the likely implications for ICC practice in ESL classrooms.

In particular, 1) time and resources, 2) core content, 3) buy-in, and 4) PD will be explored.

## 5.2.1 Time and Resources

Both the perception that instructors are busy and their reported behaviour of using existing materials influence their practice: There is limited instructor practice in creating or adapting resources.

Even though the coordinators didn't identify time as a perceived issue, many instructors reported that they are busy and time is indeed a challenge. In terms of how instructors teach ESL, they reported that they use existing materials and want more ready-to-go lesson plans in order to integrate ICC. This suggests that many ESL instructors are rather consumers of materials than creators of resources related to their reported time constraints. This finding suggests that many instructors participating in the research perceive creation or adaptation of resources beyond their scope of practice.

Table 14: Perception, Behaviour and Practice Implications related to Time and Resources

| Perception | Practice | Behaviour |
|---|---|---|
| too busy | Instructions do limited creation/adaption of own resources | use existing materials |

## 5.2.2 Core Content

The perception that the focus in ESL instruction is language influences instructional practice and behaviour: ICC is taught thematically or topically; many instructors commented they are uncertain as to how ICC links to existing curriculum or outcomes.

Many coordinators report that instructors feel that teaching ICC detracts from their core content:

Examples:

I think teachers do complain that because students themselves are hoping to have a language learning. So a lot of focuses are in language learning. (coordinator)

They feel it takes away from their core, integrate something that isn't completely necessary. (coordinator)

Those who teach ICC, however, reported that they teach language and culture as one of these 'themes', but this theme has no clear linkage to curriculum or outcomes. One instructor expressed her frustration by saying, "nobody here gives me any directions or guidelines on any of it. Like there never has been." This suggests an integrated approach to ICC isn't employed in ESL curriculum design or instruction.

Table 15: Perception, Behaviour and Practice Implications Related to Content

| Perception | Practice | Behaviour |
|---|---|---|
| Core is language and literacy<br><br>ICC isn't completely necessary | ICC is taught as themes and topics with uncertain linkage to curriculum and outcome. Content perceived as core is the focus for ESL instruction. | Teach content using themes and topics, often in response to learner requests. |

5.2.3 Buy- in

The perception is that ICC does not meet learner needs related to language and literacy learning; therefore, buy-in is difficult.

Examples:

They need survival skills first. (coordinator)

ICC is also seen as problematic:

Teaching or covering these will obviously lead to race or cultural stereotyping. (instructor)

Socially it wouldn't be appropriate in our program. (coordinator)

The reported behaviour is that instructors accommodate students' requests or needs and teach language and literacy content because learners don't request ICC related content.

Examples:

Students want survival skills. If you were to say here's your options, reading writing, computers and cultural competency, they would say we don't need the cultural competency. (coordinator)

This suggests that many ESL instructors find integrating ICC into instruction to be problematic. They are reluctant to teach ICC and accommodate students' perceived needs by prioritizing the language and literacy.

Table 16: Perception, Behaviour and Implications for Practice related to Buy-in

| Perception | Practice | Behaviour |
|---|---|---|
| Buy-in is difficult by students and instructors. ICC doesn't meet leaner needs | Limited ICC instruction Reluctant to teach ICC which might be perceived as NOT important by students | Accommodate students' immediate (daily) needs related to the language and literacy |

| ICC is problematic | | |
|---|---|---|
| | | |

## 5.2.4 PD

It was found that the instructors and coordinators had different expectations for PD that would address integration of ICC into the ESL classroom.

Examples:

A coordinator wants "easy practical ideas that instructors can easily integrate ICC" while an instructor wants "a PD that would allow a curriculum coordinator to embed ICC into our already full curriculum."

Table 17: Perception, Behaviour and Implications for Practice related to PD

| Perception | Practice | Behaviour |
|---|---|---|
| need level-specific lesson plans, multilingual resources and translators for all languages in class | There's limited implementation of ICC because easy to integrate lesson plans and resources are not available. Instructor confidence to teach ICC is in part related to needing more PD, in part related to time pressures that prevent creating/adapting resources and in part related to uncertainty of the priority of ICC content compared to core ESL/literacy content. | use existing materials |

**Feedback**

Results from the Consultation Sessions (at the ATESL conference and online) are summarized below. These results and the results of the survey and interviews were used to generate recommendations. Supports for integrating ICC into practice included curriculum linkages, resources, linking ICC to learner needs, and PD for instructors.  Respondent assessments of which strands are appropriate to teach for ESL learners varied.  Similar themes related to PD and learner needs were identified as well as perceptions related to instructor roles and their comfort, knowledge and sensitivity to teach ICC strands.

Consultation Session Summary

1. What do you think will support integrating ICC into practice?

1.1 Curriculum linkages

- In LINC programs, PBLA requires ICC to be included in modules
- It will depend on the curriculum. Some topics/themes lend themselves naturally to ICC
- "Culture" needs to be clearly defined for the purposes of teaching (culture is so vast)
- Links between language learning and cultural awareness
- Pull and go exercises (with linkage to language learning)

1.2 Resources

- Inviting guest speakers would be the best method because listening to other people's stories would be much more convincing to students (rather than having teachers to talk all the time)
- Speech topics that allow for "taboo" topics to be discussed
- Circulating writing pieces that deal with ICC topics
- Classroom based culture activities (linked to levels) – i.e. What did you notice on your way to school about culture
- IC bulletin board where students are encouraged to display and write on Canadian cultural differences
- Scenario-based instructional materials

1.3 Learner Needs

- For EAP programs, learners often find it difficult to express themselves appropriately in some specific contexts/situations – with ICC, EAP Learners would be able to
- Because of the cultural mix, it almost always comes into play. Students' perceptions can't help but be filtered by their cultures

1.4 PD

- Training for both instructors and coordinators – community stakeholders involvement
- Training to make teachers more culturally aware/sensitive
- "Inter"cultural should be the Canadian teacher and newcomers really. "Talking across" rather than "talking down" which sometimes occurs
- We would really like (as teachers) to know how to fit this into our longer practices
- As a graduate of [intercultural training], I think that this has done a lot to help me in the class by understanding [student] perspectives and being less judgmental. It seems to me that my attitude permeates my teaching

- Instructor training, literature, conferences, readily available materials (books/websites), open dialogue between instructors & coordinators
- Help instructors set/establish conversational ground rules for topics (i.e. you can express your opinions but you may not: a) b) c))
- Increasing instructor comfort level with potentially controversial topics
- Provide training for diplomatic navigation of controversial issues
- Integrating ICC can be done easily if instructors are "trained" to notice when materials/concepts lend themselves to addressing the strands of ICC. For instance, many grammar concepts can be learned and practiced by doing tasks/exercises/assignments that address the issues. In EAP tasks and assignments are more easily adapted for this

2. Which of the 7 strands are appropriate to teach in ESL?

2.1 All strands are appropriate to teach in ESL (14 responses)

- There is always a time and place in the four skills where these strands come up and that the knowledge needs to be implemented
- They are all important aspects of Canadian culture that ESL students should know in order to integrate successfully into Canadian society
- There are competing priorities so some of the more abstract or philosophical topics may get short shift

2.2 Some strands more appropriate than others

- Strand 1 seems effective to newcomers or lower E levels; Strand 2, 3, 5 Critical thinking; Strand 4 awareness raising/observation skills; Strand 6 lends itself to journaling, writing or presentations; Strand 7 lends itself to reading/summarizing newcomer knowledge, creating lists…
- At lower levels it may be appropriate culturally but not linguistically, it is hard to talk about some things at lower levels
- When and if they enhance the students' knowledge and understanding. #1 & 4 are definitely easier to teach, as is "work ethics" #5. The rest of the topics are more difficult (i.e. religion, sexual orientation, etc.) because they are more individual values, rather than cultural or national. Having said that, it is important to teach the value of respect as related to these topics.
- Strand 3 (2)
- Strand #1 – it is practical and goes with our daily routine and students should be aware of the basic cultural ideas as they do their day to day activities
- Strands 1, 4, 5, 7
- It would really depend on the level of your students (i.e. it would be very difficult to teach strand 6 in CLB 1 because analyzing cultures would be a very high-level task for students). In general, strand 1 (every day

behaviours) and strand 3 would be appropriate because these strands can be simplified or vice versa to meet the students' competencies

2.3 Instructor knowledge, comfort and sensitivity to teach strands

- If instructors' knowledgeable in categories and are gentle in presentation
- But I understand why strand 2 is avoided - Teachers shouldn't teach a strand that they are very uncomfortable with
- very important to discuss hidden, less obvious differences that cause misunderstandings (strand 5, 4, 2 require some expertise, methodology and more knowledge; strands 1, 3, 7, and 6 are easy)

2.4 Perceived Instructor Role in teaching strands

- As long as the teacher is open to different points of view that may be opposite of his/her own.  Sometimes teachers have their own personal agendas and they can be offensive because they are trying to persuade their students to adopt their own personal world views (i.e. gender inequality, ageism, racism, etc)
- Should be open to exploration, but we must be careful not to be prescriptive, that is to teach that "this is the Canadian way"
- Implicit not explicit ICC instruction is much more possible and manageable

2.5 Learner Needs

- Teachers need to "know" their students and recognize which topics are relevant or interesting to their immediate needs.
- Students should be given needs assessments so that teacher knows in advance what they want to know.  This would simplify things and provide a direction for material and long-range planning development

**Recommendations**

Based on consultation session results and a session with the Centre for Intercultural Education at NorQuest College, 4 recommendations were created from project results.

1. Needs Assessment

Recommendation: Create a needs assessment tool instructors can use to understand their learners' ICC needs.  ESL instructors manage several variables including learners' language proficiencies, ESL program focus (e.g. survival English, CLB referenced language learning, employment preparation, English for Academic Purposes, etc.), learner goals and the cultural diversity of learners in the classroom. ESL instructors would be supported in teaching ICC strands if they had a means to better understand both their learners' needs and how they can create a classroom environment for intercultural dialogue. Given perceived time constraints, full curriculum, and a concern for learner buy-in to ICC-related instruction, a practical

and timely needs assessment tool could help ESL instructors focus on the strands that are more relevant to their learners.

2. Content to Address Each of the 7 Strands

Recommendation: Create (or consolidate and link) content to facilitate ICC instruction for each of the seven strands. We have learned that many instructors rely on their own and their students' knowledge and experiences to teach ICC. To expand on their personal perspectives, and to teach each theme effectively and appropriately, instructors will need more resources. Providing a template or model lesson plans, especially plans for theme-based language, will assist instructors in planning future lessons that successfully integrate ICC in ESL instruction. Concrete ideas and examples of how to integrate ICC for each strand would be essential resources to support instruction of ICC in ESL.

3. PD

Recommendation: Offer PD opportunities to increase instructors' capacity (confidence, sensitivity, and knowledge) to teach all seven ICC strands. ESL instructors will need knowledge and skills to create classroom spaces to support and facilitate *intentional* intercultural communicative dialogues; students will need to feel safe and supported to think about culture critically.

4. Mapping intercultural topics/themes with the CLBs and CLB referenced grammar

Recommendation: Map intercultural topics/themes identified in the ATESL Adult ESL Curriculum Framework Section 7 with the existing CLBs and related grammar points so ESL instructors can incorporate ICC more easily into existing lesson plans. Many ESL instructors see ICC as extra or irrelevant to the core content. Introducing what ICC topics/themes and grammar points can be taught at each language benchmark will support instructors in integrating  ICC instruction into existing curriculum and resources.

**Lessons Learned**

1. Recruiting Research Participants from Rural Communities

Despite our efforts to recruit participants from rural communities, it was a challenge to recruit participants. Some CALC offices didn't answer calls or emails and some were occupied closing operations for summer.  In rural communities, coordinators were more accessible and willing to participate in interviews than instructors were. Use of the e-book reader giveaway as an incentive to participate in the online survey supported the number of responses.  Based on ATESL members past online survey activity (with ATESL initiated surveys), the low level of response was expected (out of 558 members as of November 2014).  Using professional networks (through ATESL, through past collaborations and projects) aided the research team in recruiting research participants from both urban and rural communities.   In future projects, more effort could be put into a communications strategy to recruit more instructors by earlier communication promoting the project with program coordinators.  In smaller and often rural ESL programs, instructors may be less likely to be ATESL members; recruitment is usually dependent on program coordinator communication to promote the research project.

2. Raising Project Profile

The project lead engaged ATESL conference participants through a lunch hour iClicker session to collect poll responses, briefly highlight the project, and to promote the scheduled session for the project.  20 participants attended the presentation.  A presentation at the REALIZE conference in January 2015 also shared project results and the ATESL ICC framework with participants from across Canada.

Offering a face-to-face and online consultation session also increased the number of participations engaged with preliminary results of the project and raised the overall profile of the project and the ICC framework.

**Publication**

The project final report can be found on ATESL's website. It also can be found at Rural Routes's website and Tutela.ca with links to the ATESL's website.

Project summary including the developed workshop materials are available online,

NorQuest College Centre for Intercultural Education website at http://www.norquest.ca/norquest-centres/centre-for-intercultural-education/projects/current-projects/intercultural-communicative-competence-for-tesl-in.aspx

**Appendix A Survey Questions for Instructors**

<span style="color:#a0522d">**Intercultural Communicative Competence for TESL Instructors**</span>

<span style="color:#a0522d">**Online Survey Questions**</span>

*Please answer the following questions. It'll take approximately **20 minutes** of your time.*

## Section 1: About yourself and your program

1. What best describes your role?

   a. instructor (facilitator) b. coordinator (director/manager/admin)

2. What best describes your program? Choose all that apply.

   a. full time b. part time c. drop- in c. other (please specify)

3. What do you teach? Choose all that apply.

   a. ESL b. literacy c. English for specific purposes d. other (please specify)

4. Where is your program/service located?

   a. urban b. rural c. other (please specify)

5. Approximately how many instructors (facilitators) are there in your program?

   a. 1-4 b. 5-10 c. 11-15 d. 16-20 e. 21 and more f. I don't know

6. Approximately how many learners do you teach in 1 year (relative numbers)?

   a. 0-25 b. 26-50 c. 51-75 d. 76-100 e. 101-200 f. 201-300 g. 301-400 h. 401-500 i. 501 and more

7. What CLB levels do you mostly teach? Choose all that apply.

   a. Pre-benchmark b. CLB Stage 1 (1-4) c. CLB stage 2 (5-8) d. CLB stage 3 (9-12) e. multi-level mix

8. How many years you have you been an instructor (facilitator)?

   a. 0-5 b. 6-10 c. 11-15 d. 16-50 e. 21 and more

9. What is your education/training? Choose all that apply.

   a. BA or BEd with TESL accreditation b. MA or MEd in TESL or related field c. workshops

10. What is your background in teaching cultural information and intercultural communication? Choose all that apply.

   a. living abroad b. living on a native reserve c. living in a multi-cultural community d. working with learners from overseas e. post-secondary education f. workshops g. other (please specify)

11. Describe your role in teaching ESL. What is your role focused on? (e.g. teaching grammar and vocabulary, preparing learners for the workplace)

12. What learner needs do you meet when you teach cultural information and intercultural communication? Name top 3. (e.g. find employment, social integration)

     1.

     2.

     3.

## Section 2: About "Intercultural Communicative Competence: ATESL Adult ESL Curriculum Framework"
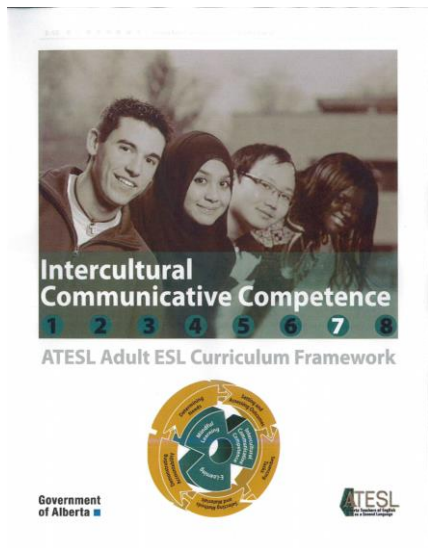


This is the framework proposed by ATESL. ATESL is interested in learning how you integrate intercultural communicative competence in your practice.

13. Are you familiar with this framework?

     a. Yes b. No, but I'm willing to answer questions about what I do to teach cultural information and intercultural communication.

For each of the 7 strands, please read example behaviors and instructional practices/learning activities to answer the questions.

| **Strand 1: Analyze everyday behaviors in Canadian cultures and compare and contrast these with their own** |
| --- |
| **Example behaviors:** Greetings, farewells, daily routines, dress, eating, personal hygiene, shopping, dating… |
| **Example instructional practice:**<br>• Observe, discuss and reflect on cultural norms in video clips of everyday behaviors |

13-1-1.Do you teach this strand?

a. Yes b. No

13-1-2 If you responded yes, approximately how often?

a. every day  b. every week c. every month d. every semester e. other (please specify)

13-1-3 If you responded yes, what do you do/use to teach this strand?

Learning activity:                Resource:

| Strand 2: Recognize cultural stereotypes-favourable and discriminatory – and describe how they impact their own and others' behaviours |
|---|
| **Example stereotypes:** race, gender, ethnicity, religion, class, nationality, rural/urban, sexual orientation, age… |
| **Example instructional practice:**<br>• Discuss cultural stereotyping and misrepresentations using proverbs, cultural profiles |

13-2-1.Do you teach this strand?

a. Yes b. No

13-2-2 If you responded yes, approximately how often?

a. every day  b. every week c. every month d. every semester e. other (please specify)

13-2-3 If you responded yes, what do you do/use to teach this strand?

Learning activity:                Resource:

| Strand 3: Identify and describe the significance of cultural images and symbols in Canadian culture and their own |
|---|
| **Example images:** historical symbols; popular culture images from mass media; folk culture images; |
| **Example instructional practice:**<br>• Ask learners to research or find information about their objects.  Ask learners to present on cultural relevance of object. Have discussion about less obvious aspects of culture the object may embody. |

13-3-1.Do you teach this strand?

a. Yes b. No

13-3-2 If you responded yes, approximately how often?

a. every day  b. every week c. every month d. every semester e. other (please specify)

13-3-3 If you responded yes, what do you do/use to teach this strand?

Learning activity:                    Resource:

| **Strand 4: Identify culturally-determined behavior patterns** |
| --- |
| **Example behaviors:** small talk, nonverbal communication, taboos, telephone protocol, degrees of familiarity, ways to express emotions, eye contact, use of time and space… |
| **Example instructional practice:**<br><br>• Role plays – opportunities for learners to practice behaviors (e.g. politeness strategies and related grammar such as modals and the conditional) and how these strategies reflect different degrees of familiarity. |

13-4-1.Do you teach this strand?

a. Yes b. No

13-4-2 If you responded yes, approximately how often?

a. every day  b. every week c. every month d. every semester e. other (please specify)

13-4-3 If you responded yes, what do you do/use to teach this strand?

Learning activity:                    Resource:

| **Strand 5: Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures** |
| --- |
| **Example values & beliefs:** attitudes about male/female roles, work ethics, corporal punishment, aging, independence, materialism, time, money….<br>(Researcher note: in guide the concrete examples given only relate to male/female roles – would be helpful to broaden this). |
| **Example instructional practice:**<br><br>• Explore differences and similarities between English proverbs and proverbs from the learners' cultures (discuss values and behaviors in proverbs and relate to differences in historical and cultural backgrounds) |

13-5-1.Do you teach this strand?

a. Yes b. No

13-5-2 If you responded yes, approximately how often?

a. every day  b. every week c. every month d. every semester e. other (please specify)

13-5-3 If you responded yes, what do you do/use to teach this strand?

Learning activity:                    Resource:

| **Strand 6: Analyze and describe diversity in Canadian cultures** |
| --- |
| **Example categories of diversity:** ethnicity, race, religion, class, gender, sexual |

| orientation, age, urban/rural |
| --- |
| **Example instructional practice:** |
| <ul><li>As learners, "What does 'mosaic' mean to you?</li></ul> |


13-6-1.Do you teach this strand?

a. Yes b. No

13-6-2 If you responded yes, approximately how often?

a. every day  b. every week c. every month d. every semester e. other (please specify)

13-6-3 If you responded yes, what do you do/use to teach this strand?

Learning activity:                      Resource:

| **Strand 7: Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture.** |
| --- |
| **Example areas of adjustment and balance:** parental rights and limitations, multilingual/multicultural homes, approaches to health (home remedies), religious and social practices. |
| Example instructional practices: <ul><li>Compare and contrast cultures</li></ul> |


13-7-1.Do you teach this strand?

a. Yes b. No

13-7-2 If you responded yes, approximately how often?

a. every day  b. every week c. every month d. every semester e. other (please specify)

13-7-3 If you responded yes, what do you do/use to teach this strand?

Learning activity:                      Resource:

**Section 3: Support and challenges**

14. What supports you teach cultural information and intercultural communication? Choose all that apply.

a. existing lesson plans b. coordinator support c. workshops related to ICC d. guest speakers e. other (please specify)

15. What challenges do you face when you teach cultural information and intercultural communication? Choose all that apply.

a. I'm too busy / I have a full teaching day.
b. Intercultural communication is not in current teaching materials (e.g. textbooks)

      c. There is no intercultural communication outcome in my program
      d. I'm not confident
      e. Other _____

16. What kind of PD would support you to teach cultural information and intercultural communication?

17. What kind of resources would support you teach cultural information and intercultural communication?

18. What questions do you have about (further) teaching cultural information and intercultural communication?

Thank you!

**Appendix B Survey Questions for Coordinators**

## Intercultural Communicative Competence for TESL Coordinators
## Online Survey Questions

*Please answer the following questions. It'll take approximately* **20 minutes** *of your time.*

**Section 1: About yourself and your program**

1. What best describes your role?

    a. instructor (facilitator) b. coordinator (director/manager/admin)

2.  What best describes your program? <u>Choose all that apply.</u>

    a. full time b. part time c. drop- in c. other (please specify)

3. What does your program offer? <u>Choose all that apply.</u>

    a. ESL b. literacy c. English for specific purposes d. other (please specify)

4. Where is your program/service located?

    a. urban b. rural c. other (please specify)

5. Approximately how many instructors (facilitators) are there in your program?

    a. 1-4 b. 5-10 c. 11-15 d. 16-20 e. 21 and more f. I don't know

6. Approximately how many learners does your program reach in 1 year (relative numbers)?

    a. 0-25 b. 26-50 c. 51-75 d. 76-100 e. 101-200 f. 201-300 g. 301-400 h. 401-500 i. 501 and more

7.  What CLB levels does your program offer? <u>Choose all that apply.</u>

    a. Pre-benchmark b. CLB Stage 1 (1-4) c. CLB stage 2 (5-8) d. CLB stage 3 (9-12) e. multi-level mix

8. How many years have you taught and how long have you been a coordinator (manager/admin)?

Years taught:

Years being a coordinator (manager/admin):

a. 0-5 b. 6-10 c. 11-15 d. 16-50 e. 21 and more

 9. What is your education/training? <u>Choose all that apply.</u>

    a. BA or BEd with TESL accreditation b. MA or MEd in TESL or related field c. workshops

10.  What best describes your background in Intercultural Communicative Competence (ICC)?  <u>Choose all that apply.</u>

    a. living abroad b. living on a native reserve c. living in a multi-cultural community d. working with learners from overseas e. post-secondary education f. workshops g. other (please specify)

11. Describe your role as a coordinator (manager/admin). What is your role focused on? (e.g. managing people, writing proposals, teaching part time)

12. What learner needs does your program meet when your instructors teach cultural information and intercultural communication? Name top 3.  (e.g. find employment, social integration)

      1.

      2.

      3.

## Section 2: About "Intercultural Communicative Competence: ATESL Adult ESL Curriculum Framework"
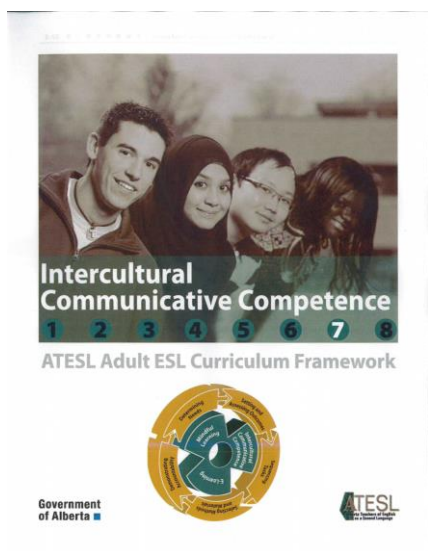


This is the framework proposed by ATESL. ATESL is interested in learning how your program integrates intercultural communicative competence into practice.

13. Are you familiar with this framework?

      a. Yes b. No, but I'm willing to answer questions about what my instructors do to teach cultural information and intercultural communication.

For each of the 7 strands, please read example behaviors and instructional practices/learning activities to answer the questions.

| Strand 1: Analyze everyday behaviors in Canadian cultures and compare and contrast these with their own |
| --- |
| **Example behaviors:** Greetings, farewells, daily routines, dress, eating, personal hygiene, shopping, dating… |
| **Example instructional practice:**<br>• Observe, discuss and reflect on cultural norms in video clips of everyday |

| behaviors |
|---|

13-1-1.Do your instructors teach this strand?

    a. Yes b. No

13-1-2 If you responded yes, approximately how often?

    a. every day  b. every week c. every month d. every semester e. other (please specify)

13-1-3 If you responded yes, what do your instructors do/use to teach this strand?

    Learning activity:        Resource:

| **Strand 2: Recognize cultural stereotypes-favourable and discriminatory – and describe how they impact their own and others' behaviours** |
|---|
| **Example stereotypes:** race, gender, ethnicity, religion, class, nationality, rural/urban, sexual orientation, age… |
| **Example instructional practice:**<br>• Discuss cultural stereotyping and misrepresentations using proverbs, cultural profiles |

13-2-1.Do your instructors teach this strand?

    a. Yes b. No

13-2-2 If you responded yes, approximately how often?

    a. every day  b. every week c. every month d. every semester e. other (please specify)

13-2-3 If you responded yes, what do your instructors do/use to teach this strand?

    Learning activity:        Resource:

| **Strand 3: Identify and describe the significance of cultural images and symbols in Canadian culture and their own** |
|---|
| **Example images:** historical symbols; popular culture images from mass media; folk culture images; |
| **Example instructional practice:**<br>• Ask learners to research or find information about their objects.  Ask learners to present on cultural relevance of object. Have discussion about less obvious aspects of culture the object may embody. |

13-3-1.Do your instructors teach this strand?

    a. Yes b. No

13-3-2 If you responded yes, approximately how often?

> a. every day  b. every week c. every month d. every semester e. other (please specify)

13-3-3 If you responded yes, what do your instructors do/use to teach this strand?

> Learning activity:                    Resource:

| Strand 4: Identify culturally-determined behavior patterns |
| --- |
| **Example behaviors:** small talk, nonverbal communication, taboos, telephone protocol, degrees of familiarity, ways to express emotions, eye contact, use of time and space… |
| **Example instructional practice:**<br>• Role plays – opportunities for learners to practice behaviors (e.g. politeness strategies and related grammar such as modals and the conditional) and how these strategies reflect different degrees of familiarity. |

13-4-1.Do your instructors teach this strand?

> a. Yes b. No

13-4-2 If you responded yes, approximately how often?

> a. every day  b. every week c. every month d. every semester e. other (please specify)

13-4-3 If you responded yes, what do your instructors do/use to teach this strand?

> Learning activity:                    Resource:

| Strand 5: Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures |
| --- |
| **Example values & beliefs:** attitudes about male/female roles, work ethics, corporal punishment, aging, independence, materialism, time, money….<br>(Researcher note: in guide the concrete examples given only relate to male/female roles – would be helpful to broaden this). |
| **Example instructional practice:**<br>• Explore differences and similarities between English proverbs and proverbs from the learners' cultures (discuss values and behaviors in proverbs and relate to differences in historical and cultural backgrounds) |

13-5-1.Do your instructors teach this strand?

> a. Yes b. No

13-5-2 If you responded yes, approximately how often?

a. every day  b. every week c. every month d. every semester e. other (please specify)

13-5-3 If you responded yes, what do your instructors do/use to teach this strand?

Learning activity:                Resource:

| Strand 6: Analyze and describe diversity in Canadian cultures |
| --- |
| **Example categories of diversity:** ethnicity, race, religion, class, gender, sexual orientation, age, urban/rural |
| **Example instructional practice:**<br>• As learners, "What does 'mosaic' mean to you? |

13-6-1.Do you teach this strand?

a. Yes b. No

13-6-2 If you responded yes, approximately how often?

a. every day  b. every week c. every month d. every semester e. other (please specify)

13-6-3 If you responded yes, what do your instructors do/use to teach this strand?

Learning activity:                Resource:

| Strand 7: Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture. |
| --- |
| **Example areas of adjustment and balance:** parental rights and limitations, multilingual/multicultural homes, approaches to health (home remedies), religious and social practices. |
| Example instructional practices:<br>• Compare and contrast cultures |

13-7-1.Do you teach this strand?

a. Yes b. No

13-7-2 If you responded yes, approximately how often?

a. every day  b. every week c. every month d. every semester e. other (please specify)

13-7-3 If you responded yes, what do your instructors do/use to teach this strand?

Learning activity:                Resource:

**Section 3: Support and challenges**

14. What supports your instructors teach cultural information and intercultural communication? <u>Choose all that apply</u>.

      a. existing lesson plans b. coordinator support c. workshops related to ICC d. guest speakers e. other (please specify)

15. What challenges do your instructors face when they teach cultural information and intercultural communication? <u>Choose all that apply</u>.

      f.   They are too busy / they have a full teaching day.
      g.  Intercultural communication is not in current teaching materials (e.g. textbooks)
      h.  There is no intercultural communication outcome in my program
      i.   They are not confident
      j.   Other _____

16. What kind of PD would support your instructors to teach cultural information and intercultural communication?

17. What kind of resources would support your instructors teach cultural information and intercultural communication?

18. What questions do you have about (further) teaching cultural information and intercultural communication?

Thank you!

**Appendix C Interview Questions for Instructors and Coordinators**

<span style="color:#a0522d">**Intercultural Communicative Competence for TESL Instructors**</span>

<span style="color:#a0522d">**Interview Questions**</span>

1. Please respond to the following questions.  For instructors, please respond from the perspective of your own practice. For coordinators, please respond from the perspective of your program where appropriate.
   a. What best describes your program (full, part, drop-in, one-on-one, ESL, Literacy)
   b. Where is it located (Urban and rural)
   c. What is your role in current position (instructor, coordinator)
      c-1. If coordinator, how many instructors work in your program, your organization?

   d. How many  learners do you teach/does your program reach in 1 year
   e. What CLB levels do you teach/does your program offer
   f. How many years you have taught
   g. How many years you have taught ESL
   h. Please describe your education/training
   i. Please describe your background in Intercultural Communicative Competence (ICC) ( education, workplace experience  (living in another country, teaching learners from another country, training sessions, post-secondary education)
   j. How do you understand your role in teaching ESL/coordinating a program?  What is your role focused on?
   k. Please name the top 3 learner needs addressed by integrating ICC into ESL instruction.
2. For each of the 7 strands, please respond to the following questions. [Note for each question, the description of this strand will be provided with the question – see attached Intercultural Communicative Competence document]
   a. Do you teach learning activities related to this strand?  (Y/N)
   b. If you responded yes, please provide 1 or more example of how you have your learners engage with this strand.
   c. How do you choose what learning activities you use for this strand?
   d. What resources do you use to teach this strand?
   e. Please provide 1 or more examples of how you use the resources you use for this strand.
3. What supports integration of ICC in your curriculum/program?
4. What challenges do you face to integrate ICC into practice?
   a. Too busy,
   b. teaching every class slot/full teaching day,
   c. ICC  not in current teaching materials,
   d. no way to assess
   e. Other _____

5. What kind of PD would support you to integrate ICC into your teaching practice? (For responders selecting Coordinator, question is -What kind of PD would support you to integrate ICC into your program?
6. What kind of resources would support to integrate ICC in your teaching practice?  (For responders selecting Coordinator, question is -  What kind of resources would support to integrate ICC into your program?
7. What questions do you have about (further) integrating ICC?
8. Is there anything you would like to add that we have not talked about?

**Appendix D Online Survey Instructor Responses**

**# of respondents: 45**

1. What best describes your program? <u>Choose all that apply</u>.

| Full time | 30* |
|---|---|
| Part time | 14* |
| Drop in | 3 |
| Other | 1 |

* 4 answered to offer both full time and part time programs

2. What do you teach? <u>Choose all that apply</u>.

| Provincially funded ESL | 28 |
|---|---|
| Provincially funded literacy | 6 |
| English for specific purposes | 6 |
| English for academic purposes | 13 |
| Other | 19* |

* 12 answered federally funded/ LINC

3. Where is your program/service offered?

| Urban centre | 41 |
|---|---|
| Rural community | 0 |
| Other | 3 |
| No response | 1 |

4. Approximately how many instructors are there in your program?

| 1-4 | 8 |
|---|---|
| 5-10 | 7 |
| 11-15 | 9 |
| 16-20 | 9 |
| 21 and more | 12 |

5. Approximately how many learners do you teach in 1 year (relative numbers)?

| 0-25 | 7 |
|---|---|
| 26-50 | 10 |
| 51-75 | 6 |
| 76-100 | 9 |
| 101-200 | 11 |

| 201-300 | 1 |
|---|---|
| 301-400 | 1 |
| 401-500 | 0 |
| 501 and more | 0 |

6.  What CLB levels do you mostly teach? Choose all that apply.

| Pre-benchmark | 5 |
|---|---|
| CLB Stage 1 (1-4) | 25 |
| CLB stage 2 (5-8) | 25 |
| CLB stage 3 (9-12 | 7 |
| Multi-level mix | 10 |

7. How many years you have you been an instructor (facilitator)?

| 0-5 | 9 |
|---|---|
| 6-10 | 10 |
| 11-15 | 9 |
| 16-20 | 5 |
| 21 and more | 12 |

 8. What is your education/training? Choose all that apply.

| BA or BEd with TESL accreditation | 26 |
|---|---|
| MA or MEd in TESL or related field | 23 |
| Workshops | 11 |

9.  What is your background in teaching cultural information and intercultural communication? Choose all that apply.

| Living abroad | 28 |
|---|---|
| Living on a native reserve | 1 |
| Living in a multi-cultural community | 30 |
| Working with learners from overseas | 37 |
| Post-secondary education | 30 |
| Workshops | 25 |
| Other | 12 |

10. Describe your role in teaching ESL. What is your role focused on? (e.g. teaching grammar and vocabulary, preparing learners for the workplace)

| Language | 35 |
|---|---|

| Settlement and integration | 5 |
|---|---|
| Employment | 5 |
| other | 2 |

11. What learner needs do you meet when you teach cultural information and intercultural communication? Name top 3.  (e.g. find employment, social integration)

| Social integration | 41 |
|---|---|
| Employment | 28 |
| Settlement | 20 |
| Communication / language | 18 |
| Learning/ education | 11 |
| Other | 11 |

**Section 2: About "Intercultural Communicative Competence: ATESL Adult ESL Curriculum Framework"**



12. Are you familiar with this framework?

| Yes | 8 |
|---|---|
| No, but I'm willing to answer questions about what I do to teach cultural information and intercultural communication | 35 |
| No response | 2 |

For each of the 7 strands, please read example behaviors and instructional practices/learning activities to answer the questions.

| **Strand 1: Analyze everyday behaviors in Canadian cultures and compare and contrast these with their own** | |
|---|---|
| **Example behaviors:** Greetings, farewells, daily routines, dress, eating, personal hygiene, shopping, dating… | |
| **Example instructional practice:** <br><br> • Observe, discuss and reflect on cultural norms in video clips of everyday behaviors | |

12-1-1.Do you teach this strand?

| Yes | 33 |
|---|---|
| No | 12 |

12-1-2 If you responded yes, approximately how often?

| Every day | 7 |
|---|---|
| Every week | 16 |
| Every month | 0 |
| Every semester | 8 |
| Other (please specify) | 7 |
| No response | 7 |

12-1-3 If you responded yes, what do you do/use to teach this strand?

Learning activity:

| Discussion | 22 |
|---|---|
| Tasks | 15 |
| No answer | 7 |
| Other | 5 |

Resource:

| No response | 13 |
|---|---|
| Students' and instructors' personal experience | 8 |
| Videos | 7 |
| Internet | 6 |
| Textbooks | 6 |
| Instructor made materials | 5 |
| LINC activity book | 4 |
| Other | 1 |

| Strand 2: Recognize cultural stereotypes-favourable and discriminatory – and describe how they impact their own and others' behaviours |
|---|
| **Example stereotypes:** race, gender, ethnicity, religion, class, nationality, rural/urban, sexual orientation, age… |
| **Example instructional practice:**<br>• Discuss cultural stereotyping and misrepresentations using proverbs, cultural profiles |

12-2-1.Do you teach this strand?

| Yes | 21 |
|---|---|
| No | 23 |
| No response | 1 |

12-2-2 If you responded yes, approximately how often?

| Every day | 2 |
|---|---|
| Every week | 6 |
| Every month | 3 |
| Every semester | 3 |
| Other | 7 |
| No response | 24 |

12-2-3 If you responded yes, what do you do/use to teach this strand?

Learning activity:

| No answer | 25 |
|---|---|
| Discussion | 13 |
| Tasks | 5 |
| Other | 6 |

Resource:

| No response | 28 |
|---|---|
| Students' and instructors' personal experience | 6 |
| Internet | 6 |
| Videos | 3 |
| Other | 7 |

**Strand 3: Identify and describe the significance of cultural images and symbols in Canadian culture and their own**

**Example images:** historical symbols; popular culture images from mass media; folk culture images;

**Example instructional practice:**

- Ask learners to research or find information about their objects. Ask learners to present on cultural relevance of object. Have discussion about less obvious aspects of culture the object may embody.

12-3-1.Do you teach this strand?

| Yes | 27 |
|---|---|
| No | 17 |
| No response | 1 |

12-3-2 If you responded yes, approximately how often?

| Every day | 1 |
|---|---|
| Every week | 8 |
| Every month | 5 |
| Every semester | 7 |
| Other | 9 |
| No response | 15 |

12-3-3 If you responded yes, what do you do/use to teach this strand?

Learning activity:

| No response | 14 |
|---|---|
| Discussion | 10 |
| Tasks | 10 |
| Guest speakers | 2 |
| Videos | 1 |
| Other | 14 |

Resource:

| No response | 21 |
|---|---|
| Internet | 8 |
| Textbooks | 6 |
| Videos | 2 |
| Reading | 2 |

| Students' and instructors' personal experience | 2 |
| --- | --- |
| Other | 3 |

| Strand 4: Identify culturally-determined behavior patterns |
| --- |
| **Example behaviors:** small talk, nonverbal communication, taboos, telephone protocol, degrees of familiarity, ways to express emotions, eye contact, use of time and space… |
| **Example instructional practice:**<br><br>• Role plays – opportunities for learners to practice behaviors (e.g. politeness strategies and related grammar such as modals and the conditional) and how these strategies reflect different degrees of familiarity. |

12-4-1.Do you teach this strand?

| Yes | 37 |
| --- | --- |
| No | 7 |
| No response | 1 |

12-4-2 If you responded yes, approximately how often?

| Every day | 7 |
| --- | --- |
| Every week | 15 |
| Every month | 4 |
| Every semester | 10 |
| Other | 4 |
| No response | 5 |

12-4-3 If you responded yes, what do you do/use to teach this strand?

Learning activity:

| Task | 28 |
| --- | --- |
| Discussion | 12 |
| No response | 7 |
| Other | 5 |

Resource:

| No response | 15 |
| --- | --- |
| Students' and instructors' personal experience | 9 |
| Textbooks | 6 |

| LINC activity book | 6 |
|---|---|
| Internet | 4 |
| Other | 5 |

| **Strand 5: Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures** |
|---|
| **Example values & beliefs:** attitudes about male/female roles, work ethics, corporal punishment, aging, independence, materialism, time, money…. (Researcher note: in guide the concrete examples given only relate to male/female roles – would be helpful to broaden this). |
| **Example instructional practice:**<br>• Explore differences and similarities between English proverbs and proverbs from the learners' cultures (discuss values and behaviors in proverbs and relate to differences in historical and cultural backgrounds) |

12-5-1.Do you teach this strand?

| Yes | 25 |
|---|---|
| No | 19 |
| No response | 1 |

12-5-2 If you responded yes, approximately how often?

| Every day | 2 |
|---|---|
| Every week | 10 |
| Every month | 2 |
| Every semester | 4 |
| Other | 13 |
| No response | 14 |

12-5-3 If you responded yes, what do you do/use to teach this strand?

Learning activity:

| No response | 19 |
|---|---|
| Discussion | 10 |
| Tasks | 8 |
| Other | 8 |

Resource:

| No response | 23 |
|---|---|
| Students' and instructors' personal | 9 |

| experience | |
|---|---|
| Videos | 5 |
| Textbooks | 4 |
| LINC activity book | 3 |
| Other | 9 |
| | |

| **Strand 6: Analyze and describe diversity in Canadian cultures** |
|---|
| **Example categories of diversity:** ethnicity, race, religion, class, gender, sexual orientation, age, urban/rural |
| **Example instructional practice:**<br>• As learners, "What does 'mosaic' mean to you? |

12-6-1.Do you teach this strand?

| Yes | 27 |
|---|---|
| No | 18 |

12-6-2 If you responded yes, approximately how often?

| Every day | 2 |
|---|---|
| Every week | 8 |
| Every month | 1 |
| Every semester | 6 |
| Other | 9 |
| No response | 19 |

12-6-3 If you responded yes, what do you do/use to teach this strand?

Learning activity:

| No response | 22 |
|---|---|
| Tasks | 8 |
| Other | 5 |
| Videos | 2 |
| Guest speakers | 1 |

Resource:

| No response | 29 |
|---|---|
| Students' and instructors' personal | 5 |

| experience | |
|---|---|
| Internet | 3 |
| Instructor made | 2 |
| Videos | 2 |
| LINC activity book | 2 |
| Other | 8 |

| **Strand 7: Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture.** |
|---|
| **Example areas of adjustment and balance:** parental rights and limitations, multilingual/multicultural homes, approaches to health (home remedies), religious and social practices. |
| Example instructional practices:<br><br>• Compare and contrast cultures |

12-7-1.Do you teach this strand?

| Yes | 27 |
|---|---|
| No | 18 |

13-7-2 If you responded yes, approximately how often?

| Every day | 0 |
|---|---|
| Every week | 9 |
| Every month | 4 |
| Every semester | 9 |
| Other | 9 |
| No response | 14 |

12-7-3 If you responded yes, what do you do/use to teach this strand?

Learning activity:

| No response | 14 |
|---|---|
| Tasks | 13 |
| Discussion | 13 |
| Other | 7 |

Resource:

| No response | 24 |
|---|---|

| Students' and instructors' personal experience | 4 |
|---|---|
| Internet | 3 |
| Reading | 2 |
| Textbooks | 2 |
| Videos | 2 |
| Other | 2 |

**Section 3: Support and challenges**

13. What supports you teach cultural information and intercultural communication? Choose all that apply.

| Existing lesson plans | 31 |
|---|---|
| Coordinator support | 7 |
| Workshops related to ICC | 14 |
| Guest speakers | 21 |
| Other | 17 |

14. What challenges do you face when you teach cultural information and intercultural communication? Choose all that apply.

| I'm too busy / I have a full teaching day | 10 |
|---|---|
| Intercultural communication is not in current teaching materials (e.g. textbooks) | 13 |
| There is no intercultural communication outcome in my program | 15 |
| I'm not confident | 2 |
| Other | 16 |

15. What kind of PD would support you to teach cultural information and intercultural communication?

| No response | 10 |
|---|---|
| Workshops/ webinars/ guest speakers | 17 |
| Resources/ example activities/ videos | 13 |
| Other | 6 |

16. What kind of resources would support you teach cultural information and intercultural communication?

| Level specific lesson plans/ teaching activities | 12 |
|---|---|
| No response | 10 |
| Videos | 8 |
| Translators for all languages in class and multilingual resources | 3 |
| Other | 17 |

17. What questions do you have about (further) teaching cultural information and intercultural communication?

| No response/ no question | 30 |
|---|---|

- Who is really the "expert"? I do not believe that a group of newcomers need to listen to one ESL teacher and expect to be enlightened. I know many more students who are culturally savvy than their instructors or intercultural facilitators.
- Wouldn't discussions be more revealing and honest if men and women were in separate classes at least for some sessions??
- Is it my role to teach some of the areas of intercultural communication?  It seems to me that a lot of this takes place in the classroom when there is diversity amongst the students.
- Teaching or covering these will obviously lead to race or cultural stereotyping.  Some may feel very sensitive to be compared to other cultures.
- I would like to know how students feel about being taught cultural information and intercultural communication. Do they find it effective, useful and practicable? Or irrelevant to or intrusive in their lives, whether in or out of class? How salient should ICC be relative to other curriculum?
- I question why 'culture', undefined as it is in this study, is being brought to the forefront of ESL in this survey? Canada is a multi-cultural nation and is unique for this reason - outside of the government's continual urgent need to populate the nation for its economic benefits. Just let the students decide 'how much' of their own culture to let go of after living here for awhile - who are better to engage and weight the differences between cultures? This 'Canadian Test' should help Canada decide if our multicultural 'experiment' really works.
- It is unclear to me this notion of "strands" and whether or not I teach these "strands."  The nature of this questionnaire is a bit bizarre in that it assumes I am familiar with the underlying theoretical framework upon which the questions are based.  The notions of cultural information and intercultural

communication are context dependent. I would assume, based on both training and experience, that there are generalities that one could learn/become familiar with, etc., but it is hard to frame a "question" to put in this text box without providing specific, culturally dependent context.

- Just a comment. It currently fits well into a LINC type of class, but as soon as the program has a different focus (such as academic purposes), it can easily get pushed aside as there is just so so much that we need to cover with the students, so we don't necessarily make it a priority.
- How do I measure learning outcomes?
- Many students are anxious to learn about cultural information, but a significant minority are very comfortable in their little ex-pat communities, and have little or no interest in learning a "foreign" culture. How can information be presented in a way that these students do not take offence?
- how to teach, what to use, how much to teach, when doe sit become too overwhelming, where is the line we have to draw so as not to sound too preachy.
- Teaching language is teaching culture the challenge is to work to blend the various cultures within a single classroom. How do ESL teachers work within this frame and achieve the language goals as well as the desired cultural blending.
- Personal Hygiene is hard because we can offend students if it's a "goverment" handout we can blame the offense on the goverment or some other body. This would be helpful. It would be nice to have a pictographic presentation of how to wear deoderant or change clothes after cooking spicy foods.

## Appendix E Online Survey Coordinator Responses

**# of respondents: 8**

1. What best describes your program? Choose all that apply.

| Full time | 2* |
|---|---|
| Part time | 6* |
| Drop in | 2 |
| Other | 0 |

* 1 answered to offer both full time and part time programs

2. What does your program offer? Choose all that apply.

| Provincially funded ESL | 5 |
|---|---|
| Provincially funded literacy | 4 |
| English for specific purposes | 2 |
| English for academic purposes | 2 |
| Other | 4* |

* 1 answered federally funded/ LINC

3. Where is your program/service offered?

| Urban centre | 6 |
|---|---|
| Rural community | 1 |
| Other | 1 |

4. Approximately how many instructors are there in your program?

| 1-4 | 2 |
|---|---|
| 5-10 | 1 |
| 11-15 | 1 |
| 16-20 | 0 |
| 21 and more | 4 |

5. Approximately how many learners do you teach in 1 year (relative numbers)?

| 0-25 | 2 |
|---|---|
| 26-50 | 1 |
| 51-75 | 0 |
| 76-100 | 0 |
| 101-200 | 0 |
| 201-300 | 1 |

| 301-400 | 2 |
|---|---|
| 401-500 | 0 |
| 501 and more | 2 |

6.  What CLB levels does your program offer? <u>Choose all that apply.</u>

| Pre-benchmark | 5 |
|---|---|
| CLB Stage 1 (1-4) | 5 |
| CLB stage 2 (5-8) | 6 |
| CLB stage 3 (9-12 | 1 |
| Multi-level mix | 3 |

7.1 How many years have you taught?

| 0-5 | 2 |
|---|---|
| 6-10 | 2 |
| 11-15 | 0 |
| 16-20 | 0 |
| 21 and more | 4 |

7.2 How many years have you been a coordinator?

| 0-5 | 3 |
|---|---|
| 6-10 | 4 |
| 11-15 | 1 |
| 16-20 | 0 |
| 21 and more | 0 |

8. What is your education/training? <u>Choose all that apply.</u>

| BA or BEd with TESL accreditation | 5 |
|---|---|
| MA or MEd in TESL or related field | 1 |
| Workshops | 4 |

9.  What is your background in teaching cultural information and intercultural communication? <u>Choose all that apply.</u>

| Living abroad | 5 |
|---|---|
| Living on a native reserve | 1 |
| Living in a multi-cultural community | 5 |
| Working with learners from overseas | 8 |
| Post-secondary education | 5 |

| Workshops | 8 |
|---|---|
| Other | 3 |

10. Describe your role in teaching ESL. What is your role focused on? (e.g. teaching grammar and vocabulary, preparing learners for the workplace)

| Program management | 8 |
|---|---|

11. What learner needs do you meet when you teach cultural information and intercultural communication? Name top 3.  (e.g. find employment, social integration)

| Social integration | 7 |
|---|---|
| Communication/ language | 6 |
| Employment | 5 |
| Other | 6 |

## Section 2: About "Intercultural Communicative Competence: ATESL Adult ESL Curriculum Framework"
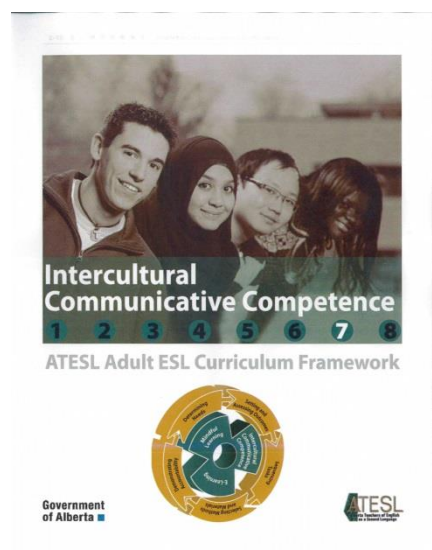


12. Are you familiar with this framework?

| Yes | 1 |
|---|---|
| No, but I'm willing to answer questions about what I do to teach cultural information and intercultural communication | 7 |

For each of the 7 strands, please read example behaviors and instructional practices/learning activities to answer the questions.

| **Strand 1: Analyze everyday behaviors in Canadian cultures and compare and contrast these with their own** |
|---|
| **Example behaviors:** Greetings, farewells, daily routines, dress, eating, personal |

hygiene, shopping, dating…

**Example instructional practice:**

- Observe, discuss and reflect on cultural norms in video clips of everyday behaviors

12-1-1.Do your instructors teach this strand?

| Yes | 8 |
|-----|---|
| No | 0 |

12-1-2 If you responded yes, approximately how often?

| Every day | 1 |
|-----------|---|
| Every week | 6 |
| Every month | 0 |
| Every semester | 0 |
| Other (please specify) | 1 |

12-1-3 If you responded yes, what do they do/use to teach this strand?

Learning activity:

| Discussion | 4 |
|------------|---|
| Tasks | 2 |
| I don't know | 1 |
| No answer | 1 |

Resource:

| No response | 4 |
|-------------|---|
| Internet | 2 |
| Various | 1 |
| I don't know | 1 |

**Strand 2: Recognize cultural stereotypes-favourable and discriminatory – and describe how they impact their own and others' behaviours**

**Example stereotypes:** race, gender, ethnicity, religion, class, nationality, rural/urban, sexual orientation, age…

**Example instructional practice:**

- Discuss cultural stereotyping and misrepresentations using proverbs, cultural profiles

12-2-1.Do your instructors teach this strand?

| Yes | 4 |
|---|---|
| No | 4 |

12-2-2 If you responded yes, approximately how often?

| Every day | 0 |
|---|---|
| Every week | 1 |
| Every month | 0 |
| Every semester | 0 |
| Other | 4 |
| No response | 3 |

12-2-3 If you responded yes, what do they do/use to teach this strand?

Learning activity:

| Discussion | 3 |
|---|---|
| Various | 3 |
| Writing | 1 |
| Various | 1 |
| I don't know | 1 |

Resource:

| No response | 4 |
|---|---|
| Students' and instructors' personal experience | 1 |
| Internet | 1 |
| Textbooks | 1 |
| I don't know | 1 |

| **Strand 3: Identify and describe the significance of cultural images and symbols in Canadian culture and their own** |
|---|
| **Example images:** historical symbols; popular culture images from mass media; folk culture images; |
| **Example instructional practice:**<br><br>• Ask learners to research or find information about their objects. Ask learners to present on cultural relevance of object. Have discussion about less obvious aspects of culture the object may embody. |

12-3-1. Do your instructors teach this strand?

| Yes | 4 |
|---|---|
| No | 4 |

12-3-2 If you responded yes, approximately how often?

| Every day | 0 |
|---|---|
| Every week | 0 |
| Every month | 1 |
| Every semester | 1 |
| Other | 2 |
| No response | 4 |

12-3-3 If you responded yes, what do they do/use to teach this strand?

Learning activity:

| No response | 4 |
|---|---|
| Research | 2 |
| Discussion | 1 |
| Oral presentation | 1 |

Resource:

| No response | 5 |
|---|---|
| Instructor made | 2 |
| Textbooks | 1 |
| Map of Canada | 1 |

| **Strand 4: Identify culturally-determined behavior patterns** |
|---|
| **Example behaviors:** small talk, nonverbal communication, taboos, telephone protocol, degrees of familiarity, ways to express emotions, eye contact, use of time and space… |
| **Example instructional practice:**<br><br>• Role plays – opportunities for learners to practice behaviors (e.g. politeness strategies and related grammar such as modals and the conditional) and how these strategies reflect different degrees of familiarity. |

12-4-1. Do your instructors teach this strand?

| Yes | 7 |
|---|---|
| No | 1 |

12-4-2 If you responded yes, approximately how often?

| Every day | 1 |
|---|---|
| Every week | 3 |
| Every month | 2 |
| Every semester | 0 |
| Other | 2 |

12-4-3 If you responded yes, what do they do/use to teach this strand?

Learning activity:

| Discussion | 4 |
|---|---|
| Activity | 2 |
| I don't know | 1 |
| No answer | 1 |

Resource:

| No response | 4 |
|---|---|
| Videos | 1 |
| Instructor made | 1 |
| I don't know | 1 |
| Various | 1 |
| Internet | 1 |

| **Strand 5: Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures** |
|---|
| **Example values & beliefs:** attitudes about male/female roles, work ethics, corporal punishment, aging, independence, materialism, time, money…. (Researcher note: in guide the concrete examples given only relate to male/female roles – would be helpful to broaden this). |
| **Example instructional practice:**<br>• Explore differences and similarities between English proverbs and proverbs from the learners' cultures (discuss values and behaviors in proverbs and relate to differences in historical and cultural backgrounds) |

12-5-1. Do your instructors teach this strand?

| Yes | 6 |
|---|---|
| No | 2 |

12-5-2 If you responded yes, approximately how often?

| | |
|---|---|
| Every day | 0 |
| Every week | 2 |
| Every month | 3 |
| Every semester | 0 |
| Other | 1 |
| No response | 2 |

12-5-3 If you responded yes, what do they do/use to teach this strand?

Learning activity:

| | |
|---|---|
| No response | 3 |
| Discussion | 4 |
| Tasks | 3 |

Resource:

| | |
|---|---|
| No response | 5 |
| Students' and instructors' personal experience | 1 |
| Textbooks | 1 |
| Internet | 1 |
| Various | 1 |

| **Strand 6: Analyze and describe diversity in Canadian cultures** |
|---|
| **Example categories of diversity:** ethnicity, race, religion, class, gender, sexual orientation, age, urban/rural |
| **Example instructional practice:**<br>• As learners, "What does 'mosaic' mean to you? |

12-6-1. Do your instructors teach this strand?

| | |
|---|---|
| Yes | 7 |
| No | 1 |

12-6-2 If you responded yes, approximately how often?

| | |
|---|---|
| Every day | 0 |
| Every week | 1 |
| Every month | 0 |
| Every semester | 4 |

| Other | 2 |
|---|---|
| No response | 1 |

12-6-3 If you responded yes, what do they do/use to teach this strand?

Learning activity:

| No response | 4 |
|---|---|
| Discussion | 2 |
| Depends on the theme | 1 |
| I don't know | 1 |

Resource:

| No response | 2 |
|---|---|
| Students' and instructors' personal experience | 1 |
| Internet | 1 |
| Textbooks | 1 |
| Lectures | 1 |

| **Strand 7: Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture.** |
|---|
| **Example areas of adjustment and balance:** parental rights and limitations, multilingual/multicultural homes, approaches to health (home remedies), religious and social practices. |
| Example instructional practices: <br> • Compare and contrast cultures |

12-7-1. Do your instructors teach this strand?

| Yes | 4 |
|---|---|
| No | 4 |

12-7-2 If you responded yes, approximately how often?

| Every day | 0 |
|---|---|
| Every week | 1 |
| Every month | 0 |
| Every semester | 1 |
| Other | 5 |

| No response | 1 |
| --- | --- |

12-7-3 If you responded yes, what do they do/use to teach this strand?

Learning activity:

| No response | 4 |
| --- | --- |
| Discussion | 2 |
| Various | 2 |

Resource:

| No response | 5 |
| --- | --- |
| Various | 1 |
| Internet | 1 |

## Section 3: Support and challenges

13. What supports your instructors teach cultural information and intercultural communication? <u>Choose all that apply</u>.

| Existing lesson plans | 4 |
| --- | --- |
| Coordinator support | 4 |
| Workshops related to ICC | 2 |
| Guest speakers | 2 |
| Other | 4 |

14. What challenges do your instructors face when they teach cultural information and intercultural communication? <u>Choose all that apply</u>.

| I'm too busy / I have a full teaching day | 0 |
| --- | --- |
| Intercultural communication is not in current teaching materials (e.g. textbooks) | 3 |
| There is no intercultural communication outcome in my program | 1 |
| I'm not confident | 0 |
| Other | 5 |

15. What kind of PD would support your instructors to teach cultural information and intercultural communication?

| Teaching materials | 3 |
|---|---|
| Discussion samples | 1 |
| Curricular outcomes | 1 |
| Videos | 1 |
| Training | 1 |
| Culture specific information | 1 |
| Internet | 1 |
| No response | 1 |

16. What kind of resources would support your instructors teach cultural information and intercultural communication?

| Level specific lesson plans/ teaching activities | 12 |
|---|---|
| No response | 10 |
| Videos | 8 |
| Translators for all languages in class and multilingual resources | 3 |
| Other | 17 |

17. What questions do you have about (further) teaching cultural information and intercultural communication?

| No response/ no question | 7 |
|---|---|

- Comment: This cannot be taught separately.  It needs to be incorporated into a theme and a context.

**Appendix F Face to Face Consultation Session Responses**

**# of respondents: 20**

1. What do you think will support integrating ICC into practice?

| What? | # of votes |
|---|---|
| Instructor training/ support | 28 |
| Curriculum/ topics/themes | 12 |
| Resources/ guest speakers | 10 |
| Coordinator training/ support | 6 |
| Diversity | 3 |
| ICC general | 2 |
| Learner support | 1 |
| PBLA | 1 |
| Collaboration with community stakeholders | 1 |

2. Which of the 7 strands are appropriate to teach in ESL?

| Strand # | # of votes |
|---|---|
| All 7 strands | 18 |
| Strand 1 | 3 |
| Strand 3 | 3 |
| Strand 4 | 1 |
| Strand 5 | 1 |
| Strand 2 | 0 |
| Strand 6 | 0 |

**Appendix G Online Consultation Session Responses**

**# of respondents: 13**

1. What do you think will support integrating ICC into practice?

| What? | # of votes |
|---|---|
| workshops | 3 |
| webinars | 2 |
| How to integrate ICC into existing lesson* | 1 |

*comment: I think one of the ideas ATESL had after the original document was how would this look in the classroom. So another workshop on what ICC is isn't what I would look for. More the application in the classroom. (Sheri, past ATESL president)

2. Which of the 7 strands are appropriate to teach in ESL?

| Strand # | # of votes |
|---|---|
| ICC that is audience appropriate (content and level) | 6 |
| All 7 strands | 1 |

**Appendix H Interview Responses**

**# of respondents: 8**

| Instructors | 3 |
|---|---|
| Coordinators | 5 |

1. What best describes your program? <u>Choose all that apply</u>.

| Full time | 5* |
|---|---|
| Part time | 5* |
| Drop in | 1 |
| Blended | 1 |

* 4 answered to offer both full time and part time programs

2. What does your program offer? <u>Choose all that apply</u>.

| Provincially funded ESL | 5 |
|---|---|
| Provincially funded literacy | 4 |
| English for specific purposes | 2 |
| English for academic purposes | 2 |
| Other | 4* |

* 1 answered federally funded/ LINC

3. Where is your program/service offered?

| Urban centre | 7 |
|---|---|
| Rural community | 1 |
| Online | 1 |

4. How many years have you taught?

| 0-5 | 3 |
|---|---|
| 6-10 | 2 |
| 11-15 | 1 |
| 16-20 | 1 |
| 21 and more | 1 |

5. What is your education/training? <u>Choose all that apply.</u>

| BA or BEd with TESL accreditation | 2 |
|---|---|

| MA or MEd in TESL or related field | 4 |
|---|---|
| College | 2 |

10. What is your background in teaching cultural information and intercultural communication? <u>Choose all that apply.</u>

| Living abroad | 4 |
|---|---|
| Living on a native reserve | 1 |
| Living in a multi-cultural community | 1 |
| Working with learners from overseas | 6 |
| Post-secondary education | 3 |
| Workshops | 3 |
| Inter-racial/cultural marriage | 1 |

11. Describe your role. What is your role focused on? (e.g. teaching grammar and vocabulary, preparing learners for the workplace)

| Program management | 3 |
|---|---|
| Students | 2 |
| Bridging | 1 |
| Settlement | 1 |
| Curriculum | 1 |
| Language | 1 |