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Non-Native Foreign Language Instructors' Teaching Expectations Concerning Intercultural Communication Competence: Communicative Practices in the Classroom.

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NON-NATIVE FOREIGN LANGUAGE INSTRUCTORS' TEACHING EXPECTATIONS
CONCERNING INTERCULTURAL COMMUNICATION COMPETENCE:
COMMUNICATIVE PRACTICES IN THE CLASSROOM

by

Richard Allen Draeger Jr

A Dissertation Submitted in
Partial Fulfillment of the
Requirements for the Degree of

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August 2017

ABSTRACT

NON-NATIVE FOREIGN LANGUAGE INSTRUCTORS' TEACHING EXPECTATIONS CONCERNING INTERCULTURAL COMMUNICATION COMPETENCE: COMMUNICATIVE PRACTICES IN THE CLASSROOM

by

Richard A Draeger Jr

The University of Wisconsin-Milwaukee, 2017
Under the Supervision of Professor Mike Allen

Universities within China recruit thousands of foreign experts to teach Chinese college Students. Generally, institutions require foreigners to be native speakers of languages taught and possess a bachelor's degree. In the 1980s and 1990s, international teachers were hired so students could master native like pronunciation in foreign languages such as English. Institutions within China are now discussing the current status and future of foreign language teaching in university classrooms. Essentially, department heads are debating if students should learn foreign languages for the purposes of communication with foreigners. In the case of Chinese college students, communicative language teaching may need to be supplemented by intercultural language teaching approach. Foreign experts have the opportunity to play a unique role in such discussions, and indeed are stakeholders themselves. In order to find out instructors' opinions concerning Intercultural Communication Competence (ICC) as a learning aim, and the placement of ICC in instruction, this study was designed. Overall, international instructors were favorable towards the inclusion of ICC in their syllabus and weekly lesson plans. However, most pedagogical choices revealed a situational approach to foreign language teaching. In order to make sense of findings, Communication Accommodation Theory (Giles, 2008) was used to analyze and interpret findings.

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Dedication

To the memory of my Father, Richard A Draeger Sr (1955-2016) and
Grandfather Robert O Draeger (1928-2014)

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Chapter 1 Literature Review

Introduction

Non-native Foreign Language Instructors' teaching expectations concerning Intercultural Communication Competence provides the focus of this dissertation. Specifically, how instructor's beliefs and attitudes impacts the communication patterns towards students. Broadly two competing paradigms exist: (a) foreign language teaching (FLT) and (b) communicative language teaching (CLT). Instructors who implement the FLT paradigm work to develop the students' competency concerning pronunciation, grammar, and word usage. Faculty who select the CLT paradigm may not neglect the FLT aspects but pay more attention to developing students' social or intercultural communication competence in regards to L2 learning.

Foreign experts are frequently recruited by Chinese colleges and universities to teach oral components of a foreign language (henceforth, L2). Native speakers of foreign languages should provide examples for students to pattern pronunciation skills. A foreign expert generally need only be a native speakers of a target language (e.g. English, French, Arabic, and others) and possess, at a minimum, a bachelor's degree to obtain employment in most post-secondary institutions in China.

Professionally, foreign experts may possess Bachelor degrees from a variety of fields such as communication, business, science, and others. Instructors' scholastic background could influence interaction with students in the delivery of instruction. Instructors with degrees in business could seek to prepare students to obtain skills needed to succeed in international business. Conversely, teachers with degrees in English literature may seek to prepare students understand cultural nuances, plots, or other themes of literature. Ultimately, the lesson planning and delivery of teaching constitute a form of communication, regardless of degree earned. Occasionally, foreign experts may face resistance in the classroom due to cultural differences in

teaching and learning expectations. Chinese students are passive learners (Chen & Goh, 2011) and may only seek information needed to pass the exam (Ha & Li, 2014). Chinese students, possess no expectation of critical examination of issues inside the classroom (Gu, Mena, & Li, 2012). However, students may need to develop competencies in L2 as China engages economically and politically with the rest of the world.

Chen and Goh (2011) contended that despite years of formal language instruction to Chinese university students, English proficiency particularly in regards to developing communication competence fall short, even with the best efforts of local Chinese instructors. Concerning communication in the classroom, Chen and Goh argued (2011, p. 338) that Chinese teachers felt that some students were reluctant to participate in learning activities. Some students remain unwilling to communicate in order to preserve face (*mian zi*). Other hindrances to speaking in class may include students' inability make a speech in English due to limited vocabulary. Instructional staff face further challenges to conducting effective oral English instruction such as limited teaching resources, time, and large class sizes.

The understanding of classroom processes might shed light on the teaching expectations of foreign experts dealing with intercultural communication competence (ICC). However, reviewed literature for this dissertation was silent on the situation of the foreign expert. Instructors' pedagogical opinions concerning ICC or practices of immediacy are not the only variables to affect the relationship between instructors and students. Teachers' years of teaching foreign language in China or even type of institution provide other variables which may impact teaching expectations. The second influence type of institution might impact the process. Generally, students at public institutions, compared to counterparts at private colleges, might be

less resistant to foreign teaching styles. Public college students might respond quickly and more frequently to teacher's questions during the delivery of instruction.

First, interactions between foreigners and Chinese students will be discussed. Hessler's (2002) and Dutchers (n.d) will be used to frame this study. Second, current problem, general and specific will be discussed. The issue of consideration are foreign experts' pedagogical choices and how those effect ICC's placements in the delivery of instruction. Thirdly, a means to understand the situation of foreign teachers will be offered. Specifically, consideration of the contexts of foreign language teaching (FLT) and communicative language teaching (CLT), in terms of their influence on teaching will be described. For the impact of intercultural variables, e.g. intercultural competence, intercultural competence models, intercultural communication competence, and assessment will be introduced. After the discussion, the dissertation shifts to exploration of a means to explore this phenomenon.

Communication Accommodation Theory will be used to understand the situation of the foreign expert in the Chinese classroom. The remainder of this literature review explores the phenomenon of classroom communication between foreign instructors and Chinese students. The significance of the relationship and study comes first. Essentially, discussions on the status and future of foreign language teaching will be identified. Finally, a research question to guide the conceptualization and technical means to answer the question are provided. This chapter will conclude with a summary.

Teaching and Learning

Hessler (2002) provided anecdotal episodes of teaching experiences in China. Hessler (2002) shared examples of misunderstandings between foreign faculty and Chinese students which occurred inside of the classroom. Hessler's (2002) colleague experienced some difficulties

in classroom communication. Without much explanation or description, Hessler's (2002) colleague asked the students to compose a small essay. He sought substantive compositions but gave students latitude to write about anything. During the activity, students received no guidance. At the end of the session, the teacher's expectations remained unmet as most wrote simple shopping lists or to do lists. Subsequently, he provided more direction the next time the activity was assigned (Hessler, 2002). The examples above provided some insight for the thinking for the proposed study. Foreign teachers assigning learning activities require precision in the introduction and guidance to meet expectations. Failing to offer precise and complete instructions may cause frustrations on part of the teacher.

The experiences of Hessler (2002) and his colleague highlighted some interactions of Chinese college students and non-native teachers. On the one hand, misunderstood instructions, or utterances may cause the students to feel offended. On the contrary, when directions are not clear, student performance may not meet instructor expectations. However, other challenges may arise when instructors and students represent examples that remain culturally heterogeneous. Dutcher (n.d, p. 43) gave several glimpses of interactions with students inside of the classroom. For example, she taught a lesson about Premier Joe and other old heroes engaging with creating a reservoir. During that lesson, she introduced vocabulary and assessed students understanding of what was taught. The learning activity began with Dutcher (n.d) writing vocabulary words on the blackboard. Students, working in pairs, would use provided phrases to create and carry out an interview.

Dutcher (n.d) shared a specific example of the delivery of instruction, beginning with a quote from Churchill. This began the activity, shared below:

*"No."
"Speak short, speak simply. Do you understand that?"*

“Not really.”

“when you start to answer a question, I will hold up both my hands. As you say the word, I will put down a finger. Like this. Once all my fingers are down you must sit down.” (p. 53)

Dutcher’s (n.d) learning goal for students sought an improvement in conciseness when they spoke. She required students to briefly explain the meaning of their given names. Dutcher (n.d) reported that students did well in succinctly describing the meaning of their names. Using these brief narratives, she shared components of the delivery of instruction: introduction, execution, and assessment.

This anecdote has significance for this dissertation. Specifically, in regards to verbal and non-verbal communication in conjunction with the introduction, guidance, and assessment of learning activities. Dutcher (n.d, p. 53) began with a quote from Winston Churchill, “Be brilliant, be brief.” This quote served as an introduction to the activity. Her next step employed a comprehension check and further explanation of the activity. Finally, she used her fingers to guide the students participating in the learning activity.

Dutcher’s (n.d) anecdote included the precise instruction that Hessler’s (2002) anecdote lacked. The former was among the first, in the 1980s, to enter China as a foreign expert. The latter came many years later, and to this day thousands of instructors make the same journey. In light of this, Skow and Stephan (2000, p. 355) argued that the university could be the setting in which, for the first time, most students could come face to face with foreigners. Those foreigners generally may bring to the classroom a host of experiences and views that may challenge the way Chinese college students traditionally learn. However, apart from being an example for students to copy regarding proper pronunciation, foreign instructors could serve as a bridge for students to learn about other cultures (Peng, Wu & Fan, 2015).

Problem Statement

General debate among scholars concerning FLT and CLT approaches has reached China. (Stanley, 2008). Indeed, the Ministry of Education for many years has invested in the expertise of foreigners in so students could learn, in regards to L2, pronunciation and grammar (Stanley, 2008). Universities, which directly employ foreign experts are also stakeholders in conversations concerning foreign language curriculum. Generally, public and private institutions generally look to the Ministry of Education for guidance. On a national and local level, foreign language has been brought by foreigners to China for decades. The situation of foreign experts and Chinese learners, in regards to FLT and CLT needs to be understood for any conversation is to be fruitful.

At the institutional level, guidance from Beijing may not always relevant to the local level needs (). Large universities in urban areas may independently implement directives from the Ministry of Education. Comprehensive institutions may not have such an easy route for implementation. Vocational institutions, may be unable to alter curriculum or to find appropriate faculty. Other stakeholders in this discussion include faculty, both Chinese native and for non-native instructors. Discussion at the national level as well as at lower levels might inevitably be required to improve effectiveness. One critical element for success requires the participation of international faculty participation in this discussion.

Foreign experts' implementation of ICC in the classroom contain two elements, intercultural competence and intercultural communication competence. The former generally involves individuals' cognitive and affective dispositions towards interacting with foreigners. The latter includes many of the former but add a behavioral dimension. The need to understand and appreciate cultural differences provides a basis to effectively interact with foreigners. Essentially, foreign teachers who implement ICC as a learning aim should prepare students to be

flexible in communication with foreigners.

General Problem

Ngai and Janusch (2015) compared pragmatic competence and intercultural competence and their implications on foreign language teaching. Teachers who implement a pragmatics may seek to raise student awareness of the many uses of language. Examples of learning activities generally include role playing, where students may act in a small skit. Once they are finished, instructors may go through a debriefing with the actors as well as classmates. Likewise, practices used by teachers to raising the awareness of students in regards to intercultural communication competence may use similar activities. Thus, while the labels of pragmatic pedagogy and intercultural communication training remain different, the practices become identical. Ngai and Janusch, echoing Byram, wrote, “In the field of teaching ESL/EFL, intercultural communicative competence denotes the ability of second-language speakers to mediate/interpret the values, beliefs and behaviors...of themselves and of other and to ‘stand on the bridge or indeed, ‘be the bridge’ between people of different languages and cultures” (2015, p. 346).

Ngai and Janusch (2015) continued the discussion by comparing terminology used, respectively, in both practical pedagogy and intercultural communication. For example, ‘formal’ was linked to the cultural dimension ‘high power distance.’ ‘Indirect’ was related to ‘high context.’ ‘High Power Distance’ and ‘Indirect, respectively, were drawn from the scholarship of Hofstede (2001) and Hall (1989). In most EFL classes in China, students and teachers may lack a common understanding of those terms. Yet, students and teachers may share a common understanding of ‘formal’ and ‘indirect’ with regard to the roles in communication.

Stanley (2008, p. 72) maintained that foreign language teachers may face resistance in the classroom. Essentially, instructors might find themselves working in teaching contexts where

communicative methods are not frequently used. She went on to argue the “situation, and oral foreign language teaching is erecting barriers to intercultural communication rather than allowing cross-cultural understanding. This problem can arise from Chinese students on their Western teachers distinct although largely implicit theories of language learning. While Western faculty and Chinese student’s views may not always be starkly different, there’s still an intangible schism between the two sides understandings and context under examination” (2008, p. 86, emphasis added). This argument, when joined by Cooper’s and Allen’s (1998) scholarship, form the basis of the problem.

Cooper and Allen (1998) sought to determine whether instructors communicate to students differently based on expectations that the instructor creates for the student. The issues surrounding the hope that educators have about students and the impact of these expectations and subsequent performance are the essential element and process of education. The potential for racial, or cultural, inequality does not require conscious bias on the part of the instructor. Distinctions by student teachers may occur without a conscious recognition of the cause or effect of the variation with interactions among students (Cooper & Allen, 1998, p. 152).

Specific Problem

Hu (2002) argued that it is necessary to conduct an audit of the situation between foreign experts and second language learners in the classroom. Essentially, a way should be found to encourage students’ appreciation of foreign language to communicate outside of class. Instructors might first arouse student’s curiosity towards interacting with foreigners. Second, foreign experts use of learning activities should enable students to bridge cultural gaps (Waldman, 2011). Foreign teachers may face challenges in communication in regards to the introduction, guidance, and assessment of student participation.

Foreign experts' interactions, verbal and non-verbal, with Chinese students inside of the classroom may involve the use of feedback. Liu and Lee (2014) described the role of corrective feedback and the relationship to learning in the foreign language classroom. There exist several ways students may react to corrective feedback from instructors. Cummings, Maddux, and Richmond (2008) suggest that performance assessment activities may not require large blocks of faculty time and therefore not interfere with other academic activities. What is missing from Liu and Lee (2014) as well as Cummings, et al. (2008) are descriptions of the specific communication tactics used by instructors. However, Liu and Lee (2014) recommended that a qualitative study be conducted to fully understand this issue.

The scholarship presented in this literature review explored issues of communication in the classroom. However, no in-depth coverage on the type of actual communication tactics used in the classroom was mentioned. Instructors may use a variety of verbal and non-verbal techniques to introduce, execute, and assess learning activities inside the classroom.

Purpose Statement

This study continues the discussion on interactions inside of the classroom between foreign experts and Chinese Post-Secondary Students. Ngai and Janusch (2015) advocated the possibility that EFL instructors could serve as a catalyst in teaching ICC to foreign language learners. Ngai and Janusch (2015) argued correctly that EFL was growing in popularity for a variety of reasons. The initial push for individuals, especially in China, to learn English was for economic reasons. Students who become competent in using the language possessed an advantage in gaining employment over those who did not. In the past, Chinese universities hired foreigners who would work with students to improve their pronunciation. Ngai and Janusch

(2015) suggested that achieving clarity in communication was not enough. Students need instruction about how to appear socially competent in the use of a second language.

CONTEXT OF THIS STUDY

Communication within the classroom

The relationship of pedagogy and communication can be traced back to the origins of the latter. (McCrosky, Richmond, & McCrosky 2006). They argued that early scholars esteemed teaching and contributed a sizable portion of scholarship to it (p. 15). The emergence of this relationship is not surprising as verbal and nonverbal exchanges occur within the classroom. Teachers must communicate in one way or another for the purposes of delivering instruction, answering questions, and providing an assessment of students.

McCrosky et al., (2006) admitted that the study of communication and pedagogy remains in its youth. Currently, scholars suggest that instructional communication is a sub-discipline. McCrosky, et al. (2006), argued, "...Instructional communication is concerned broadly with the role of communication in the teaching – learning process and all fields of education and training, not just in the teaching of speech or communication. Is an applied sub-discipline within the larger communication discipline – much like other applied areas such as organizational communication, health communication, political communication, relational communication, and so on. Hence it draws theoretical foundation primarily from the discipline of communication, not the discipline of education" (p. 17). McCrosky et al. continued the discussion of pedagogy and communication by describing affective as well as cognitive learning.

The behavioral perspective examines observable behaviors and evaluates them about environmental influences (Young, Plax, & Kearney, 2006, p. 383). Regarding instructional communication, a behavioral perspective would explore how the context and the interactants

themselves shape learning. Finally, the motivational-emotional perspective emphasizes how people's emotions shape their motivations and these motivations, in turn, influence their processing of information (Young, Plax & Kearney, 2006, p. 384).

Rich, Gayle, and Preiss (2006) described cognitivism, regarding instructional communication, as a mechanism which concentrates on the process of students knowing. Cognitivists focus on changes in the way people conceptualize, organize, and understand their environment. Most cognitive theories of learning focus on the learner's internal structure or mind using central metaphors for learning such as information processing. Likewise, Young, Plax, and Kearney (2006) defined cognitive perspective as an approach to learning which focuses on how people acquire, store and access knowledge, as well as various other cognitive functions (2006, p. 382) The learner might use previous experiences to interpret future experiences or reduce environmental ambiguity. Thus, learning is conceptualized as how the new experience modifies the learner's internal structure (Rich, Gayle, & Priess, 2006).

INTERCULTURAL COMMUNICATION

Further Influence on Communication within the classroom

“Culture, as a context consists of the knowledge speakers, have about how the world works and how this is displayed and understood as active communication.” (Liddicoat, 2009, p. 117). One cannot assume that communication behaviors that work well in one culture work just as well in another culture. Roach and Byrne (2001, p. 1) wrote, “Each cultural system generally operates according to its own internally dynamic laws both written and unwritten.” Clouet (2013) defined intercultural communication as the ability to cope with one's cultural background in interactions with others. The interaction of foreign experts and Chinese college students is an act of intercultural communication. Instructors teaching a foreign language may also latently enable

students to interact competently with other foreigners.

Gudykunst and Kim (1984, p. 11) defined culture as, “relatively unified set of shared symbolic ideas associated with societal patterns of cultural ordering.” Societal patterns or organizations may address how groups of people seek to establish predictable behaviors among one another. This process may begin at the personal level when individuals engage in sense-making of their total environment. Examples may include young children who are in kindergarten. Generally, there may be a lot of stimuli in the classroom which may invoke curiosity or nervousness. Sense making continues when individuals begin to share ideas which influence others. For example, a child who learns a new rule may encourage classmates to obey it. Should enough classmates engage in compliance with the new rule, they may develop a similar perspective about classroom interactions and norms. However, when individuals are foreign with each other, cultural ordering may need further clarification.

Intercultural communication describes a “transactional, symbolic process involving the attribution of meaning between people from different cultures” (Gudykunst & Kim, 1984, p. 5). Hessler’s earlier example of classroom interaction provides an example. In the first scenario, his colleague exhibited intercultural insensitivity when complimenting a student in front of her classmates. The next example, when his colleague introduced a classroom activity provides the frame for intercultural communication in action. The first colleague failed in the task to operate as culturally competent when interacting with his Chinese students.

Gudykunst and Kim (1984) argued that over time, people who experience a single culture inevitably becomes part of an individual’s subconscious thought process. They further argued that established traditions, norms, and rules could lead to ethnocentrism. Ethnocentrism for this dissertation will be defined as, “the view of things in which one’s own group is the center of

everything and other are scaled and rated with reference to it.” (1984, p. 5). In order to correct ethnocentric tendencies when delivering instruction, teachers must develop intercultural communication competence.

Intercultural Competence

Scholars have long debated the merits of study abroad and foreign language learning, respectively, on the development of intercultural competence (Pennington & Wildermuth 2005). At the basic level, intercultural competence may be defined as an individual’s predisposition to be either ethnocentric or ethnorelative. Ethnocentrism may manifest when students possess no cognitive acknowledgment of cultural differences or have minimal appreciation of them. Ethnorelativism arguably is the polar opposite. Individuals may recognize and appreciate cultural differences.

Byram’s ICC model contains dimensions such as attitudes, knowledge, and awareness correlated with the cognitive dimension of ICC (Byram, 2009). Essentially, teachers in foreign language classrooms could provide information concerning other cultures. Students could then develop the skills of interpretation and discovery needed for successful intercultural communication. Pennington and Wildermuth (2005) implemented the Bacote-Campina conceptualization in assessing student ICC growth. Where Bryam’s (2009) and Bacote-Campina (Pennington & Wildermuth, 2005) models differ is the location of the student. In the former setting, students could be in a classroom in the home institution. In the latter, learners may be studying abroad outside of the home institution. In both cases, teachers may be able to provide students either the instruction or experience to develop ICC. Corbett (2003, p. 2) defined intercultural communication competence as, "the ability to understand the language and behavior of the target community, and explain it to members of the home community and vice versa." The

individual could be a Chinese professional and international firm, and this is where intercultural competence may transition into intercultural communication competence.

Components of ICC include awareness as well as competence. Intercultural awareness defines a cognitive characteristic of intercultural communication (Chen & Starosta, 2000). Intercultural awareness provides the understanding of the social, how people think, interact, and behave with each other. Intercultural awareness requires individuals to understand that, the cultural perspective, the place within the cultural as persons. The instructor must then use this understanding of the parties to explore distinct characteristics of other cultures to permit students to effectively interpret the behavior of the other during intercultural interactions (Chen & Starosta, 2000). Intercultural competence concerns accomplishing tasks and communication encompasses both verbal and nonverbal behaviors. In other words, intercultural awareness and intercultural sensitivity operate as the prerequisites for competence during intercultural interactions (Chen & Starosta, 2000, p. 407.)

Intercultural Communication Competence

Dai and Chen (2015) agreed that ICC consists of affective, cognitive, and behavioral dimensions. The Cognitive dimension of ICC refers to an individual's intercultural awareness of the others cultural communication patterns (Dai & Chen, 2015). Zhou, Yin, Xu, Xia, Fu and Sun (2013) defined the attitudes dimension, such as students' degree of understanding and tolerance of the values of other cultures. The behavioral dimension of ICC refers to the practical skills for intercultural communication (Dai & Chen, 2015). Individuals who exhibit the behavior dimension includes abilities may engage in interpretation of their own and the target's culture (Zhou, Yin, Xu, Xia, Fu, & Sun, 2013).

Dai and Chen (2015, p. 101) forwarded the idea that the practice of “Interculturality

enables culturally different individuals to relate to each other for a meaningful dialogue”

Student’s practice of interculturality may include the correct usage of a second language (L2) in a socially acceptable way. Interculturality is the process for people with different cultural identities learn from each other and among the various perspectives to become an intercultural speaker (Dai &Chen, 2015, p. 101). Interculturality describes a dialectical process in which people of different cultures endeavor to reduce the cultural distance to establish a harmonious relationship (Dai &Chen, 2015 p. 102). Communicators who use L2 in a culturally competent manner would be an example of the practice defined by Dai and Chen (2015).

Relationship with Pedagogy

Teachers’ implementation of IC or ICC might be contingent on pedagogical choices. The traditional approach to teaching foreign language includes dimensions such as audiolingual and situational approaches. Audiolingual focuses on students using correct pronunciation and syntax. Using these dimensions, in part, prepares students to use the foreign language outside of the classroom. The situational approach, has teachers providing information about the correct use of idioms, utterances, and other forms of verbal communication.

Teaching Approaches

Audiolingual and Situational Approaches

In both the Audiolingual and Situational Language Teaching, instructors disseminate and deliver instruction (Richard & Rodgers, 2000). In these scenarios, the teacher models the target language, controls the direction and pace of learning, and monitors and corrects the learner’s performance. Richard and Rodgers (2000) argued that the teacher must keep the learners attentive by varying drills. Regarding the situational model, tasks designed must represent relevant situations where students may use L2 outside of the classroom. In this regard, the

situational method operates closer to the communicative language teaching model. However, the level of intensity may depend on a student's level. At the beginning level, the situation may seem basic, e.g. ordering a meal in a restaurant. At an intermediate level, students may develop the skills of communicating in the workplace with foreigners.

Before Dutcher (n.d) matriculated to China, there existed a gap in foreign language teaching in China. Chinese students learned aspects of foreign language such as reading, grammar, and writing from local teacher. However, foreigners were recruited to remedy gaps in the spoken aspects of foreign languages. During this time, the audiolingual and situational approaches may have been used in the classroom (Hong & Pawan, 2014). Examples of the former may include students reading dictionaries repeatedly and out loud. Other examples of the audiolingual approach include repeating utterances by the teacher. Learning expectations in this might, generally, might focus on students sounding like foreigners with little regard to the socio-cultural use of language (Hong &Pawan, 2014).

Communicative language teaching

Richard and Rodgers (2000) argued that language use derives mainly from the language system. The behavioral aspect involves the automation of lesson plans so students may effectively communicate outside of the classroom. Richard and Rodgers, (2000) echoing previous scholarship, addressed teacher roles in the communicative language teaching classroom and differed from the audiolingual and situational classroom in several aspects.

Richard and Rodgers (2000, p. 77) argued that in the communicative language teaching classroom, the teacher has two main roles: the first role is to facilitate the communication processes between all participants in the classroom. The second is to act as an independent participant in the learning process. The latter role closely relates to the objectives of the first role

and arises from the application. Achieving learning goals ultimately implies secondary roles for the teacher. First, the teacher becomes an organizer of learning activities as well as a resource while students are engaged in them. Second, the instructor must act as a guide to the classroom procedures and activities.

Rodgers and Richard (2000, p. 71) suggested that characteristics of the communicative view of language follow this pattern. Socially, language is an arrangement for the expression of meaning in verbal and nonverbal communication. The primary function of languages is for interaction and communication. Third, the structure of language refers to functional and communicative uses. Finally, the primary units of language are not merely the grammatical and structural features. Stanley (2008) suggested that implementation of CLT takes an active approach to classroom teaching on the part of instructors and students. Generally, teachers introduce learning activities, and then students might engage in pair or group work. Learning activities might include simulated job interviews, or discussion of idioms. Instructors might monitor and observe students but not directly intervene or guide them.

Intercultural Approach

The line between communicative language teaching and intercultural communication teaching is thin. In the case of Chinese College students, the use of any foreign language in the classroom or potential workplace with foreigners may classify them as intercultural speakers. Teachers might utilize learning activities so students' familiarity with the cognitive, affective, and behavioral aspects of ICC.

Han and Li (2011) maintained that the intercultural approach and communicative approaches to language teaching remain different. For example, the former approach may emphasize cultural aspects such as idioms while the latter may not. Other differences include

intercultural approach where scholars may base lesson plans on theory, such as Hofstede's (2001) cultural dimensions. Regarding the communicative approach, students are encouraged to use language and that they learn in interactions with others. The intercultural approach emphasizes a change in the student's attitude while the communicative approach encourages student's L2 behavior.

Significance of the Study

Lu and Hsu (2008), as well as Myers, Zhong, and Guan (1999), presented a platform to be examined. Internationally, China has joined the world stage and will occupy a space for some time. The inclusion of foreigners into educational institutions is a part of this. Chances are greater that foreigners, for a variety of reasons, are likely to come to their classroom. Such interactions may be harmonious or full of conflict. As discussed in the literature review, learning and teaching expectations are going to be different. Understanding of those then, requires that communication, as initiated by instructors, be examined. Deardorff (2011) offered some thoughts on the inclusion of intercultural communication competence.

Research Design of the Current Study

Deardorff (2011, p. 69) asked, "What does it mean to infuse intercultural competence and global learning into courses? Instructors may discuss the concept of culture in a reading course. However, the responsibility should not be on their shoulders alone. Instructors of courses such as Oral English, or other languages, could also implement the development of ICC into their courses. Deardorff argued that the infusion of intercultural competence and global learning into courses may involve many steps (2011). The first may be finding multiple ways throughout a course to bring in diverse perspectives on issues. Teachers could then help students see issues from multiple cultural perspectives. Finally, instructors may use students' diverse backgrounds

within a course, at the university or college institutions in China. Deardorff (2011, p. 72) continued, “The process of prioritizing various aspects of intercultural competence is an important one and should not be done too quickly or taken lightly. The process itself often involves dialogue and discussion with the principal stakeholders, including students, to determine which specific elements of intercultural competence should be the focus of programmatic efforts and assessment endeavors.” However, no means of accomplishing this were suggested.

Communication Accommodation Theory

In order to understand classroom interactions initiated by instructors, communication accommodation theory will be used for guidance. Broadly, communication accommodation theory can be used to understand relationship maintenance. Convergence techniques such as accommodation may be used to preserve a relationship. Conversely, divergent techniques may be implemented to maintain distance societal or cultural differences. Over, under, and non-accommodation may be utilized in these situations. Within the foreign language classroom, non-native instructors may use a combination of convergence or divergence techniques. A fuller description of each component will be presented in the following discussion.

Dorjee (2009) argued that “intergroup communication scholars have primarily investigated social interactions between members of different social groups in a wide range of intergroup contexts such as multilingual and intergenerational settings. However, in today’s world, many social groups exist outside their original social-cultural environments, and members of such groups are expected to interact not only with members of host groups but also with in group members in their new environments” (p. 104). Foreign teachers in China enter an environment where the communication toolkit, in regards to the introduction, guidance and

assessment of learning activities, may not be suitable. Dorjee suggested that speakers may accommodate the communicative patterns believed characteristic of their interactants. Teachers may accommodate students' needs in order to elicit their, respect, understanding, trust, compliance, and cooperation or to defuse a potentially volatile situation. (Dorjee, 2009). However, Ota, Giles, and Somera (2007), as well as Guan (2009), discussed some challenges to intergroup communication.

Ota, Giles, and Somera (2007) found that individuals closer in an age in three different cultures tended to perceive communication with peers more positively. Conversely, interactants who are not peers may find more difficulty in communication. Essentially they may not engage in accommodation when interacting (Giles et al., 2003). Culture is not the only variable to consider when examining classroom communication between Foreign experts and Chinese students. Generational differences, in conjunction with culture, may frustrate the delivery of instruction (Ota, Giles, & Somera, 2007). Guan (2009) suggested that inter-generational communication may be affected by power imbalances. Individuals may favor their in-group members and treat members of outgroups differently (Guan, 2009). For example, American students may perceive Chinese students as smart, good at math and science, and hardworking. Foreign instructors may also hold these beliefs in an academic context due to their high expectations for them based on their stereotypes (Ruble, 2011). These findings may have several implications for classroom communication. For example, there could be a difference in the usage of stereotypes, rate of speech or exercise of power between novice and veteran instructors.

Convergence and Divergence

Broadly, two main dimensions of Communication Accommodation Theory include convergence and divergence. Convergence, as a practice may include basic accommodation in

communication. Previous scholarship on the matter may include police encounters with civilians (Giles, 2008). As police seek to solicit information, the use of careful listening, question asking, and perspective taking may enable a smooth transfer of information. However, law enforcement who seek to maintain social distance with civilians may utilize divergent communication practices. Communication practices may include non, over, or under accommodation with civilians. These are further described in the following.

Giles (2008) suggested that the dimension of accommodation might manifest when law enforcement officers listen closely, considering the civilian's perspective, as well as acting courteously and respectfully. The police officer may engage in perspective taking in this regard when gathering information. Regarding foreign teachers and Chinese college students, both may have a mutual understanding of face and face work. This might lead teachers to appreciate the impact of corrective impact. So instead of teachers criticizing college students by name or individually with classmates present they may do so later and alone. Competent or veteran instructors might take advantage of attending to accommodation practices to achieve learning objectives (Giles, 2008).

Communicative aspects of accommodation may include perspective taking. Teachers may use questions to assess a response given by a student during a learning activity. Accommodation may take place during various activities in the classroom, such as pair or group work. In such situations teachers may directly interact with students to point out mistakes or guide them during learning activities.

Divergence Practices

Under-Accommodation

Teachers who are blunt with corrective feedback to students in front of their peers would

be an example of under-accommodation (Giles, 2008). Learners who receive such feedback may lose the respect of their classmates who they generally go to class with every day. In such situations, student's communicative needs, e.g. the preservation of face, may go unmet. According to Giles (2008), under accommodation is rarely interpreted as helpful by younger people; older individuals may be oblivious to the destructive under- accommodating premise that such painful divulgements can instill in those more youthful (Giles, 2008).

Other examples of under accommodation, in regards to classroom communication, may be the use of simple words or grammar or the use of slower rates of speech when delivering instruction. Foreign language students, generally, in the beginning four semesters may not progress in any competency when teachers engage in under-accommodation. Learning outcomes in foreign language courses with a speaking component may require students to master upper intermediate competencies by the fourth semester. However, under accommodation, as well as over accommodation by foreign instructors may hinder that.

Over-Accommodation

Teachers' use of over accommodation may use simple grammar, emphatic denunciations, and slowed speech rate, together with continual head nods. Regarding Chinese students, such talk may seem juvenile and learners may consider the teacher incompetent. Even if the foreign expert does this to nurture, rather than to be malevolent in intent, it may not be accepted by students. Hence, accommodating to the individualized needs and attributes of students by foreign experts, and vice versa might be healthy for intercultural and intergenerational communication (Giles, 2008).

Giles (2008), and others suggest that while over accommodation, on part of the receiver, may seem beneficial, it may not actually be. In order for students to attain stronger competencies

in spoken L2, instructors need to meet the needs of learners. Other examples of over-accommodation may be seen between health providers and patients. The latter, like foreign language learners, may feel belittled when their communication needs are un-met. Under and over accommodation are similar in many respects. While non-accommodation may have some similarities.

Non-Accommodation

Regarding non-accommodation, Giles found that so-called “colored” suspects in South Africa who used a Cape Afrikaans accent with a white accented interrogator was judged guiltier of a crime than those who did not do so (Giles, 2008). Regarding the foreign language classroom in China, non-accommodation may be used by foreign teachers for a variety of reasons. Students may interpret those non-accommodating messages as suggesting that they not be worthy of the sender’s respect or positive regard.

Non-accommodation, on part of the foreign expert, may manifest in several ways. Student’s request for clarification for a learning activity may be ignored, or be bluntly told to find the answer on their own. Other examples of this practice may be open rebukes to mistakes in class. Such practices may be implemented to maintain social distance between students and foreign faculty. However, communicative aspects of this may be implemented in order to facilitate learning (Giles & Gasiorek, 2015).

Implications of CAT on foreign language teaching

Second-language instructors who understand the impact of non-accommodation might realize that difficulties in acquiring another communication code may not always be due to cognitive or educational deficits but, rather, be due to the social and historical influences (Holmes, 2004). Mindfulness of these identity dynamics in and of themselves could circumvent any feelings

of awkwardness if they are openly acknowledged and the long-term advantages of proficiency in another language clarified for these learners (Giles, 2008). Cargile and Giles (1998) suggested that listening, on the part of foreign language instructors, may influence such assessment.

Cargile and Giles (1998) suggested that Anglo-American listeners might differentiate the rise of Asian accents, Chinese, Thai, the means, Korea, etc., overall Asian sounding speakers evoke a stereotypically consistent pattern of effective evaluative responses similar to the one described here moreover the riddle considering the effects of a dysfluent accent, Asian and otherwise should be addressed in future research.

In the previous paragraphs Giles' (2008) treatment of Communication accommodating theory was examined. These are a variety of tactics foreign experts may use inside of the classroom. Giles, along with Gasiorek (2015) presented several implications on the use of specific communication patterns. For example, instructors who utilize over accommodative communication may be evaluated more positively than their underaccommodative colleagues. Conversely, underaccommodative communication may be received less positive by learners. Students may perceive that under accommodation compared with over accommodative communication is not helpful or appropriate. However, instructors may have a purpose for being under-accommodative to challenge students to help them learn. (Gasiorek & Giles, 2015)

Ling (1991) suggested that in general communicators will attend to communication partners' interaction-related characteristics: (a) productive performance, (b) interpretation competence, (c) conversational needs of content, (d) manner and style, and (d) complementary role relations. Ling further suggested accommodation in interaction is not limited to speech variations, but occurs in all aspects of communication (Ling, 1991, p.90) Finally, communication processes as experienced by participants would certainly enrich CAT as a theory that takes into

serious account internal processes such as motivations and interactional goals (Ling, 1991). Regarding intercultural communication studies, Ling (1991) argued that CAT could be used in intercultural communication research. Studies might focus on "real" interactions between persons of different cultural upbringing. Such scholarship might highlight what intercultural communicators did, and not what they said they did and what they thought they would do in that kind of setting (Ling, 1991). Regarding classroom communication, cultural differences could show to indeed bring along different difficulties to interpersonal interaction, such as the lacking common ground and the impaired comprehension. Communicators were able and did adapt themselves in conversation performance when they encountered a partner from another culture. (Ling, 1991).

Scope

Foreign teacher's communication inside of the classroom is the extent of this dissertation. Particularly, foreign experts' approaches to teaching, foreign language or communicative language teaching is the starting point of this dissertation. Foreign experts' adoption of either of those may influence the emphasis they place on the teaching of culture as well as intercultural communication competence. The choices instructors make may affect the types of activities and or assignments they utilize in class. To understand those choices, and the role of communicating with them, the self-construal theory as well as communication accommodation theory are implemented in this project.

This leads to the research questions:

Research Questions

RQ1: What are non-native instructors teaching expectations regarding Intercultural

Communication Competence?

RQ2: How does ICC influence classroom communication?

Chapter Summary

The transfer of knowledge was presented in the opening paragraphs of this chapter. Following was a brief description of the geopolitical phenomenon which brings together foreign experts and Chinese College students. Next, the relationship of communication and education were considered. In that consideration, previous scholarship on the issue, largely from meta-analysis, was presented. Influences on classroom communication, at the pedagogical level and intercultural level, were discussed next. Other components of this literature review included a presentation of the problem, generally and specifically, along with the research question. Finally, a proposal to answer that question was put forth. As this is an exploratory investigation, the following chapter will be a quantitative pilot study which will assist in developing interview questions for the main study.

Chapter 2 Pilot Study

Introduction

Foreign instructor's implementation of teaching style, FLT or CLT, may affect the status and position of ICC in the syllabus as well as weekly lesson planning. The previous chapter research questions investigate this phenomenon. The 1st question considers teacher's expectations concerning ICC in the classroom. The 2nd question dealt with the impact of ICC on classroom communication. Stanley suggested that professionals with no pedagogical training may rely on personal experience to inform teaching practice. Indeed, many faculties in China may provide no pedagogical training (2008).

This pilot study contains several parts. The first part presents the method section which describes the questionnaire (Appendix A) and the means used to collect data. The third part articulates the results and discusses the answers to the research question. The final part of this chapter involves a summary of this pilot study and the influence on the subsequent study.

Research Questions:

RQ1: What are non-native instructors teaching expectations regarding Intercultural Communication Competence?

RQ2: How does ICC influence classroom communication?

Methods

Faculty teaching expectations were elicited using a questionnaire containing both open and closed questions. Respondents were employed in various institutions in an eastern province of China. For inclusion in this project the instructor must teach a foreign language at a Chinese institution. The responses, regarding classroom communication, were correlated collectively to

provide information. Open-ended responses were analyzed using a two-cycle coding and interpreting system.

Potential respondents received an advertisement asking for participation. Persons responding positively received an electronically distributed questionnaire. The questionnaire was accessed through a link to the study that contained the informed consent statement. Social media was employed to send out the invitation with a link to the online questionnaire. A total of twenty volunteers completed the survey.

A 7 point Likert Scale accompanied items, giving participants the opportunity to express level of agreement or disagreement. Each of the items provided an option to not respond to questions. The survey contained 37 questions pertinent to teaching beliefs, attitudes towards ICC, communication within the classroom, and demographic questions. Item one sought to assess the importance of student's use of L2 to communicate with foreigners in the workforce. Item two asked instructors whether the design of the lesson plans focused on students improving intercultural communication competence. Item three was open-ended and asked participants to define intercultural communication competence (ICC). Questions four and five asked participants to assess the importance of ICC in a foreign language course and the appropriateness of setting it as a learning goal for their students. Questions six through ten asked general questions about instructors' approaches to teaching Chinese college students. Items 11 through 15 sought to determine whether the instructors use of 'communicative approach' to teaching Chinese college students increased curiosity about learning about other cultures.

Items 16 through 26 dealt with communication inside of the classroom. Participants responded to items addressing the complexity and frequency of learning activities regarding ICC

used during a semester. The remaining questions asked specifically about learning activities related to politeness, making requests and refusing requests in an ICC context.

After responding to these items the participants answered several open-ended questions. Participants could provide general or specific answers to the inquiries. Largely, the questions dealt with classroom activities regarding ICC development. Finally, demographic questions sought information about gender identification, age, education, and time spent teaching in China.

Results

Items related to teaching expectations concerning Intercultural Communication Competence (ICC), Table 1, provided a reliability of $\alpha = .87$ (Appendix A, Items 1,2,4,5, 16-25). Regarding actual teaching expectations and classroom concerning ICC, Table 2 (Appendix A, items 16-25), the reliability of the teaching scale was $\alpha = .84$. Regarding divergent and teaching behaviors, Table 3, the reliability of the divergence scale was $\alpha = .84$ (Appendix A, items, 11,12, 16-25) while the reliability of items for the Convergence scale was $\alpha = .85$ (Appendix A, items 8,9,10 and 16-25).

The correlation matrix (Appendix B) highlights Participants opinions concerning ICC as a teaching aim. There was a correlation between ICC and its placement in teaching practices, $r(20) = .68, p < .01$. Instructors may include elements of foreign culture within their class. Examples of this may be explanation of idioms, proverbs, or contextualization of literature. Teachers in writing class may also emphasize the proper use of grammar if students are writing for a foreign audience or recipient. Such practices of teachers may influence student's cognitive development regarding intercultural competence.

Participants indicated the use of divergence and convergence in conjunction with ICC. Correlation between divergence and ICC was $r(20) = .69, p < .01$ while convergence was $r(20)$

= .62, $p < .01$. The latter practice may be used when teachers compare and contrast cultures during learning activities. Students engaged in such discussions may further develop a deeper understanding of cultural differences. Other possible implications of divergent tactics may include how teachers guide and then assess learning activities. However, such implications can only be verified with a follow up study. In regards to convergence tactics, there are several possible interpretations. International teachers may understand Chinese learning and teaching expectations due to long term tenures. In such circumstances instructors, in regards to ICC learning activities, could effectively bridge the student's culture with foreign culture through guidance or assessment during class time. While there were significant correlations concerning ICC in teaching and communication practices, stronger correlations existed between the latter two.

Teachers indicated the use of both divergent and convergent communication styles in regards to teaching practices. Regarding divergent practices, a strong correlation $r(20) = .99$, $p < .01$ was found. Conversely, a correlation of $r(20) = .98$, $p < .01$ was found. These teaching practices involved ICC in both general and specific learning activities, as well as guidance during them. General teaching practices dealt with the complexity and repetition of classroom activities in regard to ICC. Teachers indicated that learning activities regarding general politeness, making and refusing requests evolved in complexity throughout the semester. During learning activities teachers used both questions and direct guidance during them. Teachers use of questions might be culturally ambiguous. Generally, Chinese teachers might make use of review questions concerning previous lessons. However, the remainder of the time might be spent on delivering content. International teachers, however, might use questions to introduce a topic, or guide students during dyadic or group work. In such cases, students may be required to find the

answers (or knowledge) on their own. As correlations were the only source of significance found, the use of questions might be indicative of either convergence or divergence. Likewise, with the use of direct guidance might also be culturally ambiguous. Students in some instances may be given information concerning cultural issues of etiquette. However, as learning activities regarding ICC increase in complexity such information may discourage students from developing a deeper understanding of cultural differences. Conversely, such practices may reinforce or increase cultural differences between international teachers and students.

International Teacher's use of convergence and divergence was significantly correlated, $r(20) = .96, p < .01$. In the case of classroom communication, teacher's understanding and adaptation to Chinese students learning style were examples of convergence. Contextually, this might mean that teachers could use a lecture versus interactive teaching style. Qing (2015), in regards to Chinese pedagogy, described the former communication style as teacher centered. Instructors would normally remain at the front of the room and use class time to disseminate information. Generally, there is little or no interaction with students or the use of learning activities. Interactive teaching styles may be teacher or student centered (Hong and Pawan, 2014). Instructors using these, may devote class time to learning activities, as opposed to lecturing. Students may perceive this as divergence as their learning and communication expectations may not be met. In such cases, students might cooperate or resist foreign teacher's approaches to teaching.

Analysis of Open-Ended Questions

Of the open-ended questions, answers about the teacher's description of ICC, incorporated in this analysis. Teachers definition or description of Intercultural Communication Competence went through two coding cycles. During 1st cycle coding, two persistent themes arose: ability and

awareness. Cycle two coding, sub patterns within ability and awareness, respectively, were scrutinized. Further guidance came from Corbett's ICC (2003) conceptualization.

ICC Ability

Ability is defined as an "understanding of language and behavior of the target community and to explain it to members of the 'home' community" (Corbett, 2003, pg. 2). Responses revealed components of behavioral aspect of ICC. Examples of this are, "To communicate in a proper way and understand the culture you are studying," "the ability to communicate effectively across cultural barriers," and "Ability to communicate verbally and non-verbally about the given foreign culture with relative ease." These respondents did not mention the cognitive nor the affective dimension of ICC. This may explain why no correlation existed among questions regarding the suitability of ICC as a learning aim, Questions 1 and 2.

Regarding other definitions of ICC, respondents answered, "The ability for people of different cultures to understand and speak the non-native language," and "Capacity to communicate effectively with people from other cultures which means not only an understanding of the tongue but also the culture." Respondents provided definitions incorporated a cognitive, as well as behavioral dimension, to the definition of ICC. The use of the word 'understanding' may correlate with the cognitive dimension rather than the affective dimension, of ICC as there is no indicator of appreciation in these responses.

Only two responses could be interpreted to contain all three dimensions of ICC. "I define ICC as the knowledge of another culture and the ability to use what you know about it to intentionally influence communication with those from a culture foreign to yourself." Another participant wrote: "Capacity to recognize major and subtle differences between cultures and respond in an appropriate manner. this would involve being able to avoid cultural 'faux pas'

and to recognize when someone has inadvertently caused you offense because of your cultural background and his lack of ICC.” Several components of this statement relate to the cognitive, affective, and behavioral dimensions of ICC. The use of ‘recognize’ might be indicative of the cognitive aspects. For example, a foreign teacher might cause offense if they ask students about the independence of Taiwan, Tibet, or if they grew up with siblings. Cognitively, teachers should recognize the level of discomfort these questions would raise. Affectively, they should be aware of the sensitivity of those issues regarding Chinese history. Potentially, instructors should implement this knowledge and understanding to exhibit proper behavior.

ICC Attitude

Dimensions of Attitude include curiosity and openness as well as readiness to suspend disbelief to one’s and other’s cultures (Spitzberg and Changnon, 2009). Regarding awareness, several themes were depicted in written responses to question 3. Awareness, broadly, might correlate with the cognitive and affective dimensions of ICC. An example of this view was made by one person, “Possessing sufficient comprehension of a foreign culture to understand and appropriately use idioms and gestures,” “When the student has proficiency in L2 and has an awareness of the cultural context”, and “Being empathetic to different cultures and their people.” Only two of the responses provided by teachers, e.g., the student should ‘possess sufficient comprehension’ or ‘awareness’ could be indicative of the cognitive and effective dimensions of ICC. Teachers or Students practice of “Empathy” might also correlate with the affective aspect of ICC.

Other responses provided with respect to awareness include, “Not just understanding the language, but understanding how to communicate in a way that makes sense to the other culture”, “an individual's awareness of cultural and linguistic difference between himself and

persons of foreign nationality” and finally, ‘Cultural context, as well as the differences in which things are said in different languages, must also be considered.’ There are several ways these responses could correlate with the cognitive and affective dimensions of ICC. The use of ‘understanding’ and ‘awareness’ would be indicative of this. Regarding the last definition, ‘must be considered’ may be added to the list as well.

RQ1: Non-Natives Teaching Expectations concerning ICC.

RQ1 asked what are foreign experts teaching expectations concerning ICC in the foreign language classroom. Responses provided by participants revealed a general approach to ICC, as a teaching aim, inside of the classroom. Question two asked them if lesson plans were designed so students could attain ICC. There were many correlations with questions four and five. However, regarding learning activities the only correlations were the frequency and complexity. There were no significant relationships with specific learning activities. The oddity about teaching expectations comes from the various responses to question three. Participants were asked to define ICC. Broadly Instructors’ answers indicated that students should either develop awareness or mastery of ability. In regards to the former, students were to be aware of the cognitive and effective dimensions of ICC. These include an understanding and appreciation of cultural differences. Student’s mastery of ability indicated the behavioral dimension of ICC.

There may be a general expectation of student development of ICC. Participants also provided responses concerning actual teaching practices in regards to ICC. They reported an eclectic approach to ICC as a teaching aim. Instructors used indirect as well as direct means of guiding students in learning activities. The use of questions could be indicative of a situational, communicative, or intercultural approach to foreign language pedagogy. Students targeted by such questions may be forced to make meaning of language used in the classroom during

learning activities. Conversely, those who receive direct guidance may be exposed to the Situational foreign language pedagogy.

Participants indicated the use of both approaches to communicating during learning activities. The use of indirect, e.g. questions, correlated with making and refusing requests. Instructors also indicated the direct supply of information regarding idioms and phrases regarding the same activities. With this data, we are at a point where RQ 1 can be partially understood. The correlations and reliabilities of this pilot study provide the basis for the formulation of interview questions for the follow up study concerning foreign experts teaching expectations concerning ICC.

RQ2: How does ICC influence classroom communication?

CAT contains two dimensions: convergence and divergence. Instructors who seek to maintain prosocial relations with students may be an example of convergence. Prosocial behaviors may be defined as verbal and non-verbal actions deemed acceptable by interlocutors (Griep, Mae Gayle, Preiss, 2006, p. 140). Alternatively, educators who seek to maintain social, or cultural distance, might engage in divergence. In the case of this study, these behaviors will be used to examine cultural dimensions of the relationship between foreign experts and Chinese students.

Foreign experts use of convergence tactics may engage in accommodative communication behavior. Generally, instructors seek to actively meet the communication needs of students. Teachers neglecting or ignoring student's communication needs might engage in over, under, or non-accommodation. In the case of college students, practices of using simple grammar or slowed speech might indicate divergent practices.

Discussion and Limitations

Participants' opinions on teaching expectations and ICC in general served as the foundation of the follow up study. Their responses, and possible implications, were described in previous paragraphs. Beyond the correlations there was no significance in the rest of the data. However, responses from participants might only be useful if assessing Instructor's disposition towards ICC as a learning aim. This is why open ended questions included in the survey to find out how participants would define ICC and use of learning activities.

Multicollinearity was an issue with the data. Katrusta and Strijov (2016) argued that Multicollinearity can happen when correlations are .8 and indicate complexity within variables. In the case of this pilot study, teaching practices correlation with divergent was $r(20) = .99$, and convergent $r(20) = .97$. Perhaps specific questions relating to teaching practices could have dealt with the issue of how instructors interacted with students in the pilot study. International Teachers may use inclusive language when attempting to minimize psychological distances with students. Instructors could also seek to maintain cultural or psychological distances with students. In order to find out teachers interact with students, a qualitative follow up study where communication used in the teaching process will be explored.

There are several implications for the follow up study. International teachers bring both their culture and native language into the classroom. Generally, they are employed to help students develop the latter. Teachers may use utterances, "in my country we..." when introducing, guiding, or assessing student participation in learning activities. So, latently, culture is being brought into the classroom. Participants described how learning activities were introduced, implemented and assessed as a part of the open-ended questions. However, the responses did not reveal any in-depth attention to those details. Moving forward, a qualitative

follow up will be designed and carried out. Patton (2015) argued that qualitative methods are useful in collecting data from the sample. The next section explores the means of arranging interviews, collecting, and analyzing data.

Chapter 3 Methods

RQ1 was created in order to seek to instructor's actual communication behaviors inside the classroom. This question will remain in the study at hand. RQ2 explores how the non-native foreign teachers interact with students in the classroom. The first element considers the influence of ICC on teacher's expectations. The second element explores ICC as a teaching and learning objective. To investigate these questions, a qualitative approach will be used to collect the data.

Research Question

Guiding Research Questions:

RQ1: What are non-native instructors teaching expectations regarding Intercultural Communication Competence?

RQ2: How does ICC influence classroom communication?

Description of the Qualitative Research Design

Answering the research questions involved employing a multi-case study design. This chapter describes the actions taken to collect and analyze the collected data. The components or steps taken to project potential participants' identities, data collection tasks, analysis, and presentations are presented.

Suggestions concerning conceptualization of the larger project were derived from the scholarship of Merriam (2009), Flyvbjerg (2011), and Austin (2015). In order to understand the situation of foreign EFL teachers in the designated region of China, a multiple case study was implemented. Merriam (2009) and Flyvbjerg (2011) suggested that case studies may be useful when a phenomenon is intrinsically bounded. The sample population is bounded in many respects. The first is that foreign EFL teachers may be native speakers of English working at the

same location. They and their interactions with Chinese students become the units of analysis (Merriam, 2009; Flyvbjerg, 2011).

Other characteristics of case study include the development of a description of a phenomenon (Flyvbjerg, 2011; Merriam, 2009; Yin, 2014). Essentially, the development of a case study gives scholars the opportunity to tell a full story. The characteristic of the shared story includes how instructors introduce, facilitate, and then assess student participation in classroom activity.

The final characteristic of Case Studies, according to Merriam, is the practice of heuristic (2009). Essentially, the presentation of findings should accomplish four tasks. The first is creating a link between the data with the common experience of the reader. Second is the contextual framing of the situation which enables readers to locate the study either spatially or chronologically. The last two characteristics are when readers are able to use the data to understand or make informed generalizations about the phenomenon under investigation.

Description of Data Collection Tools

For the investigation, data was gathered from the pilot study and semi-structured interviews, and audio recordings. Data from the pilot study permitted the researcher to use the data to create interview questions. Semi-structured interviews gave international teachers an opportunity to reflect on their interactions with students.

Instrumentation

Interviews were created to collect data in order to answer both research questions, stated above (Lewis & Nicholls 2014; Yeo, Legard, Keegan, Ward, Nicholls, & Lewis, 2014). They were designed so interviewees could share their opinions concerning the suitability of ICC as a

teaching aim (Yeo, et al, 2014). Probing questions elicited more information from Interviewees in order to gain in-depth understanding of their situations (Lewis & Nicholls, 2013).

Purposive sampling was also used to recruit interviewees (Patton, 2015; Ritchie, Lewis, Elam, Tennant, & Rahim, 2013). Specifically, non-native foreign language teachers were recruited for two reasons. Inside of the class they provide, latently, students the opportunity to communicate with foreigners. Second, international instructors are stakeholders in pedagogical discussions in China.

In regards to semi-structured interviews, three artifacts were examined. The first was the introduction and description of the activity by the teacher to students. Second, interactions between teachers and students during the activity were explored. Finally, teacher assessment of student performance was sought.

The practices of Austin (2015) in regard to interviews were used to collect data, with some modification. Austin utilized field notes and semi-structured interviews to collect data. In regards to the latter, those were audio recorded and transcribed. Austin's (2015), collection of data included audio recording as well as a transcription of the 20 interviews. A further collection of data were the field notes taken during the interviews. Where this study differs is the use of mixed methods for the pilot study and the transcription of transcripts for data. This study is predominately an interpretive project into the communication practices of international teachers in China.

Data collected from interviews was recorded digitally and transcribed. In order to protect the identity of participants, fictitious names were used in the transcription. The goal of this collection and management of information is to transform it into data which was analyzed.

Selection of Participants

Convenience sampling was used to find interviewees. Participants (n = 28) were foreign experts employed in China. Arrangements were made with those who indicated agreement to be interviewed in the pilot study. Further arrangements were also made with faculty in China who did not participate in the pilot study. They taught courses where students are required to talk or create compositions. Such classes may include Oral English, Business English, or International Negotiation.

Informed Consent

As contact was established with the appropriate teachers, they were provided an informed consent document which contained several components. The first was a brief description of the project. The second were the benefits of the project to the instructors and latently, administrators. The third permitted them to choose a fictitious name or create one which to be used in all write-ups of drafts and final copies of the report. The fourth component was a statement, ensuring them of voluntary nature of their participation.

Protection of Participant Identity

Participants were informed that their contributions to the project were kept confidential in regards to interviews. Step one was the substitution of pseudonyms for the actual names of instructors. In regards to data on classroom discussion, similar measures were taken to maintain the confidentiality of instructors. For example, official course name was substituted with a general designation.

Data Analysis & Interpretation

Saldana suggested that a two cycled coding approach could be used in analyzing qualitative data (2013). First cycle coding can be used to mark words, utterances, and phrases

which may be pertinent to the investigation at hand. Provisionally, data regarding classroom learning activities could be coded. Second cycle coding involves the development of themes among data coded. Potential themes may include students' use of their second-language, methods used by teachers to correct student's mistakes, or the physical location of the teacher (e.g. closely monitoring students or doing so from a distance) during learning activities.

A further coding and analysis of data would be a comparison and contrast between the interviewees. For example, the experience of a Canadian teacher could be compared with an American teacher. There are other means to understand the situation of teachers. Hypothetically, a new teacher whose undergraduate major was English literature versus one who studied business could be compared.

Reflexivity in the Research Process

Kirkland (2014), in regards to reflexivity, suggested going beyond traditional and used theories. In his case, he sought to find where the young men he interacted to locate their literacy (Kirkland, 2014). His search began in a classroom but ended up in another location. Such should be the attitude of contemporary scholars when conceptualizing projects; they should not immediately assume that 'x marks the spot' but rather ask, "What does x lead to?" Researchers should strive, ultimately, to learn something new when engaging in scholarship.

The process of reflexivity should be exercised in all points of conducting research. Beginning with conceptualization, collection of data, analysis, finishing up with the write up (Berger, 2013; Gilgun, 2010; Kirkland, 2014) scholars understand their influence on the process. Suggestions for doing so come from a variety of scholars. In regards to collecting data, storying is a means to practice reflexivity which gives interviewees a chance to fully share their stories, according to Pedro and Kinloch (2014). Kinloch and San Pedro (2014) suggested that storying

requires actual observation and occasional feedback or affirmation by interviewers. During these times, the scholar should engage in active listening and observation of non-verbal cues.

However, advice given by Kinloch and San Pedro is only one aspect reflexivity.

Regarding reflexivity, Austin made some suggestions. One is in the selection of a research method. He wrote, "...the intent of this study to explore a complete range of factors that stem from multiple causes" (2015, p. 12). Essentially, this was chosen for the purpose of privileging the interviewee's voice. He also wrote, "This study is intended to give a voice to students who are seldom asked to offer an opinion..." (2015, p. 12). He further described the utility of various qualitative methods, e.g. field study, ethnography, case study. This was followed by an explanation of why case study was selected as the means for data collection (p. 15).

Chapter Summary

The working relationship between foreign FL teachers and Chinese students is complex. Respectively, the background of each is different, in regards to communication, behavior, learning and teaching expectations. Understanding these issues is critical as universities and colleges in China continue to recruit foreigners. Comprehending how foreign EFL teachers deliver instruction will have implications both spatially and chronologically. Spatially would involve their presence on campuses, in classrooms, and interactions with students in them. Chronologically would involve the continued recruitment of foreigners to teach in China.

Many audiences might benefit from the study proposed in previous pages. The administration might develop plans to assist new foreign teachers in developing and delivering course content to their students. Department heads and colleagues, potentially, might intervene when foreign EFL teachers are overwhelmed by the cultural differences in the classroom.

Potential foreign teachers might be prepared for the environment in the Chinese classroom. Finally, findings might continue a line of research already begun. In this way, a scholarship might find that intercultural communication competence, and practical pedagogy has more in common, theoretically.

Chapter 4 Results

To understand the teaching practices interviews were arranged with 35 international teachers in China. The first section provides a description of the regions where individuals work and live. Included in that graph provides a regional breakdown of courses taught and the average of years working in China. Professionals from China's East Coast and Midwest regions participated in interviews. The next section presents interviewees opinions concerning questions used to answer Research Question 1. To answer Research Question 2, the responses to questions six through nine were analyzed.

Data from the pilot study revealed that ICC, as a teaching aim, correlated with overall learning activities. Several questions dealt with the frequency and complexity of ICC in learning activities. Teacher's disposition concerning ICC as a teaching aim was not significantly correlated with specific learning activities in regards to ICC, e.g. general politeness, making and or refusing requests. In order to explore international teacher's opinions concerning pedagogical choices interview questions were formulated and a follow up study was carried out.

Using data from the pilot study two sets of questions emerged. The first dealt with teachers' dispositions concerning ICC. Participants answers to questions concerning ICC placement and suitability served to answer RQ1. The second set of questions explored specific learning activities regarding ICC interview questions were constructed. Responses by the interviewees serve as the basis for answering RQ2.

Respondents responded to three demographic questions. The question dealt with language, courses taught, and years spent in China. The majority taught Oral English classes (a sample syllabus is located in Appendix F). Teachers in the courses may create syllabi and lesson plans to improve student oral competency. Other interviewees taught a Survey of Western

Culture, English Listening, or Writing courses. Regarding Survey of Western Culture, students may be introduced to various aspects of Western Culture such as holidays, religion, or social issues. In English Listening or writing courses, instructors work with students to develop the respective competencies in listening and writing. Only one respondent, Lex, taught a unique course, e.g., a Comparative Language course. In this course, he lectured students on various aspects of the Chinese and English language. Peter and Angela were the only two to teach languages other than English (e.g. Russian and German, respectively).

Respondents answered how many years spent in China followed by region. Sanders and Arthur were the only two whose tenure extended beyond 10 years. Likewise, Jordan and Lex were the only two who were in the first semester in China. The rest of the instructor tenures ranged from one to seven years. The last column of what? provides the regions in which the interviewees lived. The Large Eastern Metropolitan Area constitutes an urban area on the coast of the East China Sea, four instructors lived and worked in that region. The majority of instructors lived in several cities in the Yangtze Delta Region adjacent to the Large Eastern Metropolitan Area. The Mid-West Region was located further inland from China's east coast. Instructors in this area lived in both large and small cities. Within this region, the majority of teachers, five, lived in a large urban area. Three lived in a small town while the final lived in the far west of this region.

RQ1 asked for a description of foreign experts teaching expectations about Intercultural Communication Competence in the foreign language classroom. Interviews were analyzed using a first then second cycling techniques (Saldana, 2013). Using the first cycling technique, teachers' responses were interpreted as "Strong ICC Focus," "Situational," or "Audiolingual" respectively.

Strong ICC Focus

Bismarck, India, Edward, Bob, Alice, Jerry, Lex and Peter provided responses classified into this category. Bismarck, for example, used perspective taking activities with students. He said, “The role of the family over here is very strong. The role of the family in North America is pretty; I wouldn't say benign, but pretty reduced. Some students, in their texts, said what in Chinese context would be totally acceptable. ‘My father suggested that I contact you. In a North American context, he wouldn't talk like that. Or my dad told me that you work for a good company.’ Generally, when students pursue employment will use family connections to find a job. Potential Chinese employees might either directly or indirectly communicate with employers.”

The competition for employment is fierce, before students' matriculate to college (Fish, 2015). After graduation students might rely on family and friend connections to find employment. Others may have the possibility to work for parents or relatives owning businesses. In terms of Chinese culture, Bismarck's pedagogy stands in stark contrast to the cultural norms. Instead of engaging system of guanxi, Students employ an individualist approach to finding employment.

In regards to the question three India said, “We teach American journalism style where they follow a piece style, and it's very geared towards the way they're structured in the United States, and we tell them that they're writing for a Western audience.” Peter in regards to question three said, “Actually yes because language is a huge part of the culture and if you teach language there is no way you cannot teach culture. There is no way you can't omit teaching culture. Even with "How are you?", question. It's often regarded by non-natives because as like "Oh, how are you doing? Tell me more.", whereas it can be just "Hello." Even like from the very first lesson

where you teach "Hello" you can say that there are different ways of saying "Hello" and it can be different in many ... Obviously.” Peter made use of phatic questions when describing the relationship between culture and language. He suggested that the utterance “Hello” provides the potential for a variety of interpretations. In some instances, hello may be the start of a conversation, in others just a means of politeness.

Students in India’s and Peter’s classrooms are exposed to ICC in different ways. Students in India’s class students engage in task based dimension of ICC. India’s remarks concerning adherence to strict schedules when completing assignments reflect the task dimension. In her class students are exposed specifically to short time orientation. In Peter’s class students are exposed to relational dimensions of ICC, such as salutations. The Chinese language contains both “你好吗” (How are you?) and, “你吃了吗?” (Have you eaten?). Generally, the latter is used in conversations. Students who hear, “How are you?” may not understand the question or how to respond to it if asked by a foreigner. In both classes, students may develop the cognitive, affective, and behavioral dimensions of ICC in regards to time orientation or salutations, respectively.

Audio Lingual Teaching Focus

Responses of teachers who did not consider ICC a teaching aim went through a second analytic cycle. Those resistant to an ICC view of this educational aim included Arthur, Angie, Linda, Wang Dee, Randy, Lucy, Sanders, and Larry. Generally, they engaged in Audiolingual approach to foreign language training. This teaching approach is teacher centered; students may be expected to master fluency in the pronunciation of a foreign language. In regards to this Arthur said, “It’s (ICC) not a specific aim because most of the language that the students are going to be required to use are for a very specific one-day circumstance, i.e. a 10 to 15-minute

chat with an examiner/examination. Sanders didn't see any utility in implementing ICC as a learning aim because students may not use their foreign language after graduation. In regards to question four, Larry said, "I would say first the focus is fluency and up to 2010 most Chinese students of English had only basically the local knowledge and having heard their Chinese English teachers speak and try to imitate their Chinese English teachers. So there was a lot of technical 'how do I pronounce these words?' and as well as confidence issues."

Teachers disposed to audiolingual pedagogy may influence student's eventual development of ICC. In regards to teaching expectations student's mastery of cultural competency becomes secondary to mastery of pronunciation. In Arthur's class listening to students becomes necessary preparing for a test. In the case of the IELTS examination, students face an academic as well as economic challenge. In terms of the academic, they must be prepared to fluently and accurately answer interview questions. Thus, in Arthur's class, students must be able to hear the questions correctly and answer them sufficiently. In Larry's and Sander's respective tenures, before 2006, student's mastery of pronunciation was the primary teaching aim. The goal may reflect the geography as the students may not leave the hometown.

Students might be comfortable with the audio-lingual method of teaching. Generally, audio-lingual represents a teacher centered pedagogy. Examples of activities include reading passages out loud, or repeating the teacher. In regards to the former activity, students receive a passage, idiom, or tongue twister. An instructor might follow a student reading such passages while the teacher listens to the recitation. In the latter activity students may repeat the teacher. Other examples of learning activities include listening to audio clips in order to complete activities in a workbook.

Clearly, learning to pronounce words, sentences, and other utterances are important in communication. Students may be able to recognize words and respond quickly to conversational partners. Students may lack the competencies to understand other aspects of communication such as context of conversations, or the meaning of non-verbal cues. In such cases, more training and experience with those words, utterances and sentences may enable students to develop communicative competencies. Teachers adhere to a situational pedagogy may better serve to develop student's cultural competence.

Situational Language Teaching

Other instructors, e.g. Denise, Ann, Peter, Laura, Jordan, Michael, Wilson, and Fiona, as well as Jennifer, Bonnie, and Claude, engaged in situational language teaching. Situational language approaches may mimic communicative language teaching. However, the strategy remains teacher centered. Instructors generally provide students information on the correct usage of language in various context, e.g. job interview, ordering in a restaurant, etc., which may invoke cultural influence. In regards to this Crystal said, "In my class, I always speak in English, and I encourage them to always speak in English too. This helps them right away, just be able to think quicker in English. I think that's one of my main goals, is to work more on fluency with them. Having them be able to respond quicker to a question..." In concluding her response to another question, she reiterated that speed and accuracy of speech remained important in her class. Laura discussed both her opinion concerning ICC as well as general teaching aims in the classroom. In response to one question she commented, "I feel like it's not ... it's important in the sense of talking casually because I'm trying to teach them practical English, not a lot of business or ... not a lot of English for the business world." On the one hand, explicit development of ICC was not a teaching goal, according to Laura.

Teachers adhering to Situational Pedagogy, in the case of this study, may enable students to develop cognitive competencies to ICC. With the exception of Jennifer, Bonnie and Claude, the remaining respondents lived and worked in larger cities in an eastern area of China. Generally, students in this region may find employment in international businesses such as importing and exporting, or as interpreters of such firms. Thus, students must develop audiolingual as well as situational competencies.

Wilson required the students to prepare for a job interview. Students worked in groups to accomplish three tasks. The first was to select one of several jobs such as hotel clerk, secretary of a firm, or an instructor at an elementary school. The second was to prepare a dialogue for the interview. The final task required students to act out the dialogue. Conversely, Laura used pictures as prompts to influence students' conversations. The setting of one picture was a business setting while the other a casual setting. Based upon these images, students were required to work in groups to create a small dialogue. Wilson's and Laura's learning activities remained teacher centered on several fronts. The first was the introduction of new vocabulary, idioms, and other phrases. In this phase, teachers may engage in audiolingual pedagogy to ensure students can pronounce new content. The second involves the teacher's description of scenarios where students (e.g. casual or business) might use them.

Student's development of cultural competence may have a stronger beginning within this ICC pedagogy. Hall (1989) suggested that culture's building blocks may begin with context and situation. Teachers such as Crystal, Bonnie, or Claude, frame learning activities around situations. Students may use L2 in a variety of context outside of the classroom. As China continues to welcome the world, as far as business and tourism goes, students may be prepared to communicate with them.

Teachers who engage in Situational Pedagogy, prepare students partially to master cultural competencies. Specifically, students may acquire the means to communicate in a variety of situations. However, there is no explicit development of students' cognitive, affective, or behavioral competences regarding ICC.

Communication Practices in Regards to Teaching and ICC

Data from interviews in regards to questions from the second set went through a 1st and 2nd cycle coding. The question considers the use of classroom activities to introduce, guide, and assess the development of students ICC.

The first cycle coding consisted of marking utterances as either convergent or divergent. Convergence as a practice is defined as the maintenance of a relationship (Vatamanescu, & Andra, 2010, p. 281). Divergence is defined as the maintenance of social and/or cultural differences (Vatamanescu, & Andra, 2010, p. 281). Second cycle coding involved categorizing remarks on two fronts: general teaching practices and those who might not be conducive to developing students' ICC.

Teachers seeking to bridge cultural gaps, in writing and spoken form, would be an example of convergent communication. Other examples might include the use of questions to introduce topics or asking students to engage in pair or group work. In the case of an Oral English class, students might collaboratively and briefly discuss the meaning of idioms or phrases. Other examples of convergent practices might include the use of media (e.g. *YouTube.com* clips, TED talks) so students can visually see or observe differences in culture.

Some instructors may not employ activities designed to develop a student's ICC, not seeking to close cultural gaps or simply ignore the cultural differences. With the exception of

interpreters, the other activities might maintain or extend cultural differences. One example of the lack of convergence may involve the use of blunt feedback.

This analysis begins examining three categories of convergence: (a) Explicit closure of cultural gaps, (b) General closure of those gaps, and (c) Other means of closing the gaps. Guidance, but with some modification, for the development of these codes came from Waldman (2011). Specifically, the coding teacher's responses for analysis involved three steps. Step one consists of teachers' understanding of own culture (Waldman, 2011, p. 311). Step two, becomes an assessment of the teacher's understanding and familiarity with the other culture (Waldman, 2011, p. 312). The third step becomes taking action to bridge the cultural gaps (Waldman, 2011, p. 312). Most of the teachers came from either North America or Western Europe whose cultures may be described as individualistic (Hofstede, 2001). Conversely, Chinese culture is generally described as collectivistic and high powered (Hofstede, 2001).

Thus, teachers taking all three steps in bridging cultural gaps were coded as explicit closure. This coding reflects explicit teaching practices which may lead to student's development of ICC. Instructors engaged in part of those steps were coded as General Minimizing of Cultural Gaps. This coding was contingent on student's partial development of ICC. The final group was coded as, Ignoring of Cultural Gaps; teachers may seek to develop students ICC, by bypassing Waldman's first step (2011).

Explicit closure of Cultural Gaps

Bismarck, Angela, Denise, Ann, Lex, Jennifer and Randy teaching practices involved three steps. The first issue becomes how the students understand the native culture. The second part of the process involves understanding the foreign culture and finding ways to close those gaps. Bismarck used perspective taking activities with students. He said, "The role of the family

over here is very strong. The role of the family in North America is pretty; I wouldn't say benign, but pretty reduced. Some students, in their texts, said what in Chinese context would be totally acceptable. My father suggested that I contact you. In a North American context, he wouldn't say that. Or my dad told me that you work for a good company.” Generally, students pursue employment by using family connections to find a job. Potential Chinese employees might either directly or indirectly communicate with employers. From this example, Bismarck described the beginnings of the perspective taking activity. Denise said, “Yeah, so for, let's see, for international business and for my Oral Major students, we have a section where we're focusing on career planning, and so we'll go through interviews and how to interview. Preparing Resumes, what types of things that might be expected in an American interview, that wouldn't be so expected in a Chinese interview and discussing differences between the cultures. Lex said, “So it's like you go, you're like launching- These teachers they're gonna be put in a position where it's going to be not just, ‘Oh I'm teaching you Chinese.’ It's like, ‘I'm teaching you Chinese culture.’ And furthermore, they can understand American culture and how to cross-culturally communicate in a sensitive way. I'm hoping that that will translate into them being able to very distinctly, very clearly communicate their own culture, but also in a delicate way, so they're not saying, ‘Well we do it this way because it's better’.” The appropriateness comes from students developing cultural sensitivity. Those employed as Chinese Instructors not only teach language but culture as well.

Remarks given by Bismarck and Lex stand out for several reasons. Regarding ICC teaching, they were familiar with the dyadic cultures in the classroom (theirs and students’). The main characteristic of instruction included convergent communication in the comparison and contrasting of cultures. Essentially, instructors guided the students from communication styles

indicative in China to ones more international. Denise and Ann took the means to help students bridge cultural gaps. The Denise and Ann had students compare and contrast the writing of resumes and cover letters. Ann, recognizing the popularity of household pets in China, engaged in similar activities. Teachers using accommodative communication may recognize the cultural differences students may encounter.

Several implications exist, both culturally and economically, that may affect students. Success of Chinese entrepreneurs in international business may be contingent on their bridging cultural gaps. Students made aware of explicit cultural differences inside of the classroom may use that knowledge in the workforce. Thus, students aware of cultural differences when interacting with business partners or clients do well. The explicit development of ICC may enable instructors to provide explanations of Chinese culture to potential students.

General Minimizing of Cultural Gaps

Edward, Crystal, Fiona, and Michael engage in minimizing of cultural gaps. Edward said, "Sometimes I try to do that ... that's good, but I try to talk about it with China. I'll say, "If you ask an American what we know about China?" We know Bruce Lee when we think of ... or Jackie Chan if we're talking about movies. And then they'll say, "Oh, so you know this about us!" "What do you guys know about America?" I try to give them the reverse; the mirror image of it what Americans might think of China, just to what Chinese are thinking or know about America. I introduce it by showing what ... on behalf of all Americans, I guess. I'm a behalf of all Americans, what I've heard people talking about China." Regarding question seven Crystal said, "Usually I will have a tongue twister for a question on the board, or in a slide. Usually I will ask them a question, for example, the tongue twister we learned was, 'what makes you happy as a clam?' So, I'll ask them the question first and maybe have them sit next to their partner and talk

about, what do you think it means? Is there another meaning to this? Usually, then, some of them know, 'Oh, yeah. It means this,' or, 'I think it might mean that.'" Michael, responding to question nine said, "Finally, responding to question nine ""Well what I'm listening for is ... I think what I'm most listening for, first and foremost, is, did they really understand what we were talking about, did they get it? Did they understand that this was an interview? Then I'm listening for their vocabulary, the general sense of the questions, were they decent good questions or good answers. And third, finally, I'm trying to help them with the grammar."

Edward's comments stand out for several reasons. Primarily he taught American Culture courses. Teachers of such courses may not emphasize student's development of either speaking or listening. Largely, course content introduces students to other cultures. Instructors in such courses may enable students to develop cognitively and affective dimensions of ICC. However, Edward's main method of teaching employs discussion focused based on the current status of western culture. Edward attempts to bridge cultures through the comparison of pop culture in China and abroad. Crystal's response concerning introduction of learning activities also stood out. The first step in this learning activity dealt with student's personal understanding of idioms (e.g. 'happy as a clam'). Where Edward and Crystal's pedagogies synthesize is the general disposition of ICC in the classroom. There exists attention given to students understanding of Chinese and foreign culture. Students may use knowledge to learn more about foreign cultures.

There are several implications, theoretically and pedagogically, that may affect students in Edwards and Crystal's classrooms. Students may be aware of cultural differences at the surface level, e.g. simple compare and contrasting of Chinese and foreign cultures. Such understanding may be useful only if students are able to develop deeper understanding of other cultures. However, since Edward and Crystal don't take the measures that Bismarck and Lex use,

students may have to figure out effective means of communicating on their own. In regards to pedagogy, students may be silent when Edward is requiring active participation. In Crystal's situation, correct pronunciation and use of grammar is given more attention. However, students in such classes may still develop a curiosity serving the students well in interactions with foreigners.

Personal and Mediated Means of Minimizing Cultural Gaps

Alice said, "I have a lot of discussions like maybe I'll show them a video about American culture or British culture. I give them some kind of topic to think about, and I provide them with a few minutes to kind of reflect and kind of think about what their reaction is. Then I give them a question to discuss with a partner. Then I ask them to share some of their responses. Bonnie commented, "The students often comment how Clyde's and my relationship is, and a husband and wife, like, "You say 'please' to your spouse. In China we don't say 'please' to a close person, or 'thank you.'" So we do some of that kind of stuff because they watch us in action. Claude elaborated on her comment, "Yeah, yeah, actually we both do that. I do a lot about how Americans interact with each other and also a lot of times it's useful to use our relationship as a model." She further said, "She said, "Well, my son's family, he has three daughters, so my son has a car, his wife has like a car, his three daughters have cars, so in this home there are five cars, and they all get up and leave and go to work at different times." Kind of that thing, just like what life is like where we are."

Bonnie and Claude are both instructors at a small institution. Students may observe family interactions or read the material in books or online. Byram suggests that curiosity may be a bridge to developing cultural competency. In regards to Waldman (2011) students see cultural differences in actual situations. Students possess the unique opportunity to compare the home

culture with Bonnie and Claude's. Students may further benefit as they hear about other aspects of American culture, e.g. the use of private transportation.

Conversely, Jordan's and Alice's use of mediated prompts may too arouse curiosity in their students. However, the influence of real time interactions versus mediated content may have different affects. At best, students may be given a glimpse of foreign culture through mediums such as Ted Talks (as *Youtube.com* is not available). Thus, in regards to Waldman's (2011) suggestions, Jordan's and Alice's lesson plans may not permit students to bridge cultural gaps.

Ignoring the closure of Cultural Gaps

India, Angie, and Bob's learning assignments at the surface level disregarded the closure of cultural gaps. In response to question six India said, "I talk to them. We talk about it in class. I have a clear outline of what it is. I'm very strict. They know that by now that I'm very focused driven, I'm very target driven. I tell them that this is what is required. Regarding question seven. "Say for month one the target is to come up with. The group has to be cohesive or the group editor. I have that very clearly outlined. They have a monthly target to hit. Month four is when the actual will come out, and their presentations will be done. It's very target driven. Unless you're target driven, it doesn't work." Angie said, "In response to question eight, "In the next hour, I sit down with every pair, and I go over the questions and the answers with them, and I tell them, "This is not how you say it. She just asked you for your work experience, and you need to make up some work experience. You don't just say, "I've never had a job." I want answers that are more detailed that. When you're telling her about the jobs you have had, that's your work experience, even if you have to make them up, sell yourself," and they look puzzled at me. Selling yourself is telling your professional experience to an interviewer with enthusiasm."

In response to question six Bob said “One of my main focuses in class is trying to make them expand their horizons. Not think so much like a Chinese student, which is extremely close minded. To make them think more independently and be more open minded about things. A lot of my questions are directed that way, and I realize how hard it is for a lot of them to answer, but some of them are pretty competent at that, and they are freer minded in a sense.”

India, Angie and Bobs’ comments stand out for several reasons. Broadly, no attempt to understand student’s native culture become evident. With the exception of India, the other two showed no sensitivity to student’s learning or teaching expectations. Largely, classroom activities target the goal of students’ mastering Western communication skills and thinking styles. By contrast, India indicated an appreciation for the culture of her students, but still required students to adhere to a monochromic orientation to time. Individuals monochromic may engage in one task at a time and may not engage in others (Hofstede, 2001).

However, divergence within the foreign language classroom in China may be needed. Gasoriek and Giles (2005) suggested that such measures may force students to wrestle, cognitively, with concepts they may not immediately or quickly understand. Thus, students within India, Angie's, or Bob’s respective classrooms, may be explicitly aware of foreign culture. Students, though, may lack the opportunity to develop the cognitive, affective or behavioral dimensions of ICC.

Simple Activities & Interpreters

In regards to guidance during learning activities, Sanders said, “If they're heading off in the wrong direction, maybe sometime I would adjust or just let it be. Then later if they give a response, let the other students respond, give their opinion, whether it was part of what, if they understood the assignment. I'm realizing now that I also need to find somebody who can be a

good translator if the students don't know what I'm saying. If they do it in Chinese, no problem, because then if I find somebody to translate, then the translator's getting experience doing that.” Wilson, answering question seven said, “Often, if it's a (learning activity) is a little complicated there are times when I've gotten the best student in the class to get up and take my instructions, either written or verbal, and provide them in Chinese back to the students. I find that works, I don't use it very often, I try to keep the activities relatively simple.”

Wilson and Sander's pedagogies may be under accommodative in regards to foreign language teaching and student's development of ICC. The use of student interpreters may have few benefits for students who are majoring in a foreign language. In regards to underaccommodation, both teachers may pass the use of basic vocabulary and rely on students to fill in language gaps. Wilson's use of simple activities, with the exception provided before, may not enable students to develop deeper competencies with their L2. Conversely, Sander's approach to guiding students during group work may provide an example of underaccommodation. Students during the first or second year of college, may develop skills related to dealing with issues, but not necessarily in the foreign language.

Discussion

Teachers opinions concerning the appropriateness and activities revealed their expectations concerning ICC. A majority of teachers taught spoken English. A majority of them engaged in situational pedagogy in regards to FL teaching. Generally, ICC as an educational aim was not a goal. At best students could themselves be prepared to communicate in a variety of situations. Pedagogically, positional approaches might include making travel plans, ordering in a restaurant or applying for a job. In these scenarios, students may not be aware of the cultural nuances involved in those interactions. An argument could be made concerning that situational

pedagogy is a stepping stone to the student to deeper development or ICC. However, according to Byram and others, the situations approach is the same at the intercultural approach in several aspects. Situational approaches become teacher centered where the instructors provide all of the relevant information and guidance (2009). Students largely operate as passive learners in the situation. The intercultural approach much like the communicative approach is student centered. In these, the teachers serve as facilitators rather than disseminators of knowledge.

RQ 1 Analysis

The first research question sought to understand International Teachers' teaching expectations concerning Intercultural Communication Competence. Instructors pedagogical choices revealed three emergent themes: (a) Strong ICC Focus, (b) Situational, and (c) Audiolingual Pedagogy. Remarks given by Bismarck and India were representative of a Strong ICC Focus. Students in the course were expected to master skills such as applying for employment internationally, or select article topics which would appeal to foreign readers. Laura and Ann engaged in situational language teaching with students. Students in Laura's class prepared to communicate in business and casual settings. Ann used activity so students could learn how to apply for a part time job. Arthur and Larry chose to focus on students' mastery of native pronunciation of English. Learning Activities within Arthur's class consisted of brief student presentations, pair work, and interviews. During the activities, Arthur would focus on students' pronunciation of words, and correct usage of grammar and syntax. Larry's pedagogical choices may reflect the perception of students' basic needs during the period of instruction, 1998-2006. Larry's learning activities were designed so students could attain native pronunciation of English.

Han and Li (2011) argued that Intercultural approaches to foreign language teaching may change students' attitudes. Students in Bismarck's class were exposed to western culture in a variety of ways, such as applying for jobs or expressing disagreement with classmates. Bismarck's implementation of convergence may begin with students applying for a job locally. Students might be familiar with the method of engaging social networks to obtain employment. Bismarck use of divergent tactics requires students to compose employment letters with an individualistic cultural dimension. Essentially, students would interact directly with potential employers without mentioning of social networks (e.g. family or friends). Richards and Rodgers (2000) argued that the situational approach to foreign language teaching is meant to prepare students to interact in various situations. Laura and Ann's use of learning activities required students to use English outside of the classroom. Laura use of pictures, in business or casual settings, would influence student's pair or group work conversations. Likewise, Ann's use of pictures would influence students' ability to compare and contrast part time jobs. Ann required students to apply as a pet walker, instead of a traditional job in restaurant, in a large city. Teachers use of the situational approach becomes contingent on the student's level. Laura, Ann, or other interviewees might use basic situations such ordering in a restaurant, with freshmen. Likewise, instructors might increase activity intensity as students' progress from first to fourth semester oral English courses. Students might be receptive to the teacher centered nature of the situational approach. Instructors, to accommodate students, may use a hands-on approach to designing, implementing, and guiding students through learning activities. Teachers during the activities use of observation, listening, and correcting may indicate a desire to generate convergent or divergent behavior. Regarding convergent behavior, teachers listening and observation may be intent on understanding students engaged in pair or group work (Buller &

Aune, 1992). Teacher's use of feedback may indicate divergent tactics when providing guidance to students concerning pronunciation or grammar (Beebe & Giles, 1984, Richard & Rodgers, 2000).

Students might express being comfortable with teacher's use of audiolingual pedagogy. Richard and Rodgers (2000) argued that the audio-lingual pedagogical approach reflects a teacher centered approach. International Instructors model the language for students through classroom interaction. Teachers may use audio clips or employ an activity where students read a passage out loud. Students in Arthur's class engage in such activities in preparation for the IELTS examination. His use of learning activities was meant to prepare students for the 10-15-minute interview which concludes that test. When students are engaged in pair or group work, Arthur listens for mistakes in pronunciation and grammar. His comments revealed that beyond the interview, students in his class are not prepared to interact in either business or social settings. Likewise, Larry worked with his students so they could gain confidence in pronunciation. He suggested that students could learn the mechanics, grammar, and syntax, in other classes. Students engaged in learning activities such as reading passages aloud, or repeating the teacher may be satisfied with the audiolingual approach to foreign language learning. Reasons for this may do with preservation of face (*main zi*). Students engaged in learning activities which involve the whole class face less risk of face loss, unless called out for a mistake. However, when students perceive a high risk of losing face, due to audiolingual learning activities they may resist by being silent, in order to avoid making a mistake.

In regards to ICC teaching, there exists a variety of approaches. However, not all techniques could meet the basic requirements of students' mastery of the cognitive, affective, or behavioral dimensions. Instructors pedagogical focus may provide students with the means to

communicate fluently and in various circumstances. Learning skills may equip students with basic approaches to ICC. Instructors focusing on ICC as a teaching aim may be aware of the basic dimensions. Students in those classes and become familiar with theory (e.g. Hofstede, Hall) may be better prepared to communicate interculturally.

Students who master the development of ICC dimensions, cognitive, affective and behavioral may have an easier time in communicating with foreigners on several levels. Students who are aware and appreciative of differences in culture may be able in bridging cultural gaps with international customers or business partners. Students who may not be familiar with ICC dimensions, however, may still possess the skills to communicate effectively with foreigners.

RQ2 Analysis

The second research question explored the influence of ICC within the classroom. Teachers' responses concerning learning activities inside of the classroom revealed four themes. The first was instructors explicit closure of cultural gaps. Lex, in his comparative language course would be an example of this. Second was the personal or mediated means of closing cultural gaps. Bonnie and Claude, in their respective oral English courses are representative of this. Third was the general shortening of cultural gaps, Crystal engaged in this. Finally, there were no attempts by instructors to shorten or minimizing of cultural gaps. India, Sanders and Wilson would be representative of this approach.

A modification of Waldman's four step closure of cultural gaps was used for guidance in coding responses (2011). Step one consists of student's familiarization of their own culture (Waldman, 2011, p. 311). Step two is student's recognition and appreciation of cultural differences (p. 312). The final step is student's attempt to bridge cultural differences (p. 312). Teachers whose pedagogy enables students to accomplish all, or two of these tasks, were labeled

as accommodative. Conversely, Instructors whose learning activities maintained social or cultural differences were assessed as divergent.

Lex sought to explicitly close cultural gaps in his comparative language course. In learning activities, Lex compared the role of communication in tasks such as renting an apartment abroad, or engaging in salutations. Lex encouraged his students to develop an ethnorelative mindset when learning how to close cultural gaps in language in the class. Ethnorelativism is defined as worldview where an individual understands, appreciates, and accepts cultural differences (Gudykunst and Kim, 1984). Conversely, Bonnie and Claude's relationship was a means to help students bridge cultural gaps in regards to family communication patterns. Primarily, students were able to compare the use of Lex, as well as Bonnie and Claude used language as well as family communication to accommodate students' ICC development. Lex utilized his competency of the Chinese language during learning activities. Bonnie and Claude were able to serve as models of native English speakers in a specific context of family communication. Students in either school had the opportunity to compare, contrast, and bridge culture in regards to language mechanics and family interactions.

Instructors such as Jordan and Crystal made efforts to minimize cultural gaps. Jordan made use of video clips and reality based broadcasting during learning activities. Using media as a means to minimize cultural gaps serves two purposes. The first was to give students a visual of a mediated image pertinent to learning activities. Jordan described the use of Survivor broadcast where participants engaged in tasks in order to remain on the show or win a monetary prize. The second reason was to expose students to heterogeneous pronunciations of English as contestants on the show. Crystal asked 'what makes you happy as a clam?' and asked students to discuss the meaning of the utterance. Jordan and Crystal used media and idioms, respectively, to minimize

cultural gaps. Jordan's students do have limited access to foreign video clips, however, there may be no Chinese equivalent to Survivor. Likewise, Crystal's use of 'happy as a clam' may have no equivalent idiom in the Chinese language. However, when guiding students during the idiom exercise, Crystal would ask students, "What makes You happy?"

Instructors rejecting ICC explicitly were more task based during class time. Students in India's journalism class were required to meet several deadlines. Student groups were required to turn in weekly reports in addition to a final report. India commented she was strict with students meeting deadlines and operating within a short term time orientation. Short term orientation may be defined as a monochronic attention task view of time. (Hofstede, 2001). In regards to not closing cultural gaps, Bob stated goal was to get students to adopt a western analytical thinking style. Essentially Bob encouraged students to be open-minded concerning social and even global issues., Students were encouraged invited to adopt a low power distance orientation when talking. Generally, individuals from low power distance cultures may reject hierarchical methods of communication. Sanders, as well as Wilson, engaged in divergent practices. Sanders and Wilson use of student interpreters may be indicative of under accommodation, in regards to student's development of cultural competence.

Students attainment of skills must bridge cultural gaps not realized in India's, Bob's, Sander's or Wilson's classrooms. Students may not receive the opportunity during learning activities to compare and contrast cultures if instructors don't take the time. India acknowledged students' interest in article topics pertinent in Chinese culture. However, the lesson plans did not follow the pattern of Bismarck's' or Lex's. Students in the other classrooms may have not gotten the opportunity to participate in such activities. So, in regards to research question 2, when teachers seek to explicitly, or generally to minimize cultural gaps, students may recognize

attainment of ICC. However, when instructors fail to address cultural gaps, student's may not learn about the nuances of ICC.

Chapter 5 Discussion

Respondents provided information on attitudes about instruction as well as descriptions of teaching practices. Teachers' opinions concerning ICC as a teaching outcome became examined as a basis for instructors' interactions with students during class time. This final chapter provides the interpretation of data provided by international teachers in China. Communication Accommodation Theory provides a framework for understanding instructor's attitudes and implementation of ICC. After the theoretical interpretation of teacher's responses, a discussion of the implications, limitations, and development of future investigations into classroom communication concludes the chapter

Triangulation

“Triangulation is a technique for examining information from different perspectives to reveal trends...” (Austin, 2015, p. 95). International Teachers' interactions with Chinese students served as the focus of this dissertation. Specifically, the analysis of descriptions gained via interviews of instructors' teaching expectations and use of learning activities provided the information for this report. Twenty-Eight teachers throughout China responded to nine interview questions. In order to make sense of instructors' stories theoretical triangulation was employed. Data triangulation is used when multiple stake holders exist (Huberman, Miles, Saldana, 2014; Patton, 2015). “Data triangulation approach is most useful when researchers have access to data from multiple stakeholders.” (Austin, 2015, p. 96). Methods, in regards to qualitative data, involve the use of interviews as well as review of transcripts (Huberman, Miles, Saldana, 2014; Patton, 2015). Theory provides the basis to understand relationships between variables (Patton, 2015).

Interpretation of results

This dissertation seeks to understand interactions between International Teachers and Chinese college students. Specifically, examining the situation of the Nonnative Instructor to determine teaching expectations concerning and possible influences of ICC on classroom communication. Interviewee's opinions concerning ICC and actual teaching practices provide one part of the bigger picture of the status of communicative language teaching in the People's Republic of China.

Variables such as establishment of norms and behavior (Cargile & Giles, 1998; Marlow & Giles, 2008) as well as listening (Hajek, Giles, Barker, Lin, Zhang & Hummert 2008), which are a part of Communication Accommodation Theory frame this discussion. International Teacher's interactions with Chinese students become affected through the establishment of norms, behavior, and listening. Teacher's establishment of acceptable classroom norms could reflect the amount of time spent in China, prior pedagogical training, or individual instructor choices. When learning activities begin, instructors can be explicit in how students either engage or complete tasks. Teacher's might seek to guide student behavior during learning exercises. Finally, listening and observation provide means by which teachers guide and finally assess students.

Teacher's establishment of norms and behavior, in regards to ICC, could use familiarity with Intercultural Communication Theories. In the pilot study, no significant correlation existed between teacher's time in China and teaching expectations concerning ICC. Most of the participants, in the main study, had worked in China for three years or less. Only two, Sanders and Arthur, spent ten years or more teaching in China and explicitly rejected ICC as an educational outcome. Bismarck, on the other hand, taught only one year and was familiar with

Hofstede's cultural dimensions (2001). The rest of the interviewees, if placed on a spectrum, had various opinions concerning ICC as a teaching aim. Teachers comments marked as "Strong ICC" acknowledged suitability of the teaching aim. The remaining interviewees pedagogical choices revealed acceptance or rejection of ICC as a learning aim. Interviewee's pedagogical dispositions influence the choice of learning activities used in class.

Teacher's expectations of students during learning activities reflect pedagogical choices. Han and Li (2011) argued that teaching goals involved when using the intercultural approach results in changing student's attitude towards others. Conversely, instructors expecting students to develop fluency in a foreign language seek no direct influence on student's attitudes towards foreigners. Instructors' pedagogical choices, ICC as a teaching aim, situational, or audio-lingual, influence student assessment during learning activities.

Communication Accommodation Theory's variables of listening and observation (Hajek, et al, 2008) come to life in the introduction, execution, and assessment of learning activities when teachers establish norms and behaviors (Cargile & Giles, 1998; Marlow & Giles, 2008). Angie described the use of mock interviews as a learning activity. Laura detailed the establishment of learning norms and behaviors concerning casual and business communication in a classroom activity. At the beginning of each session, students in Arthur's IELTS course, gave a two-minute speech. Between Angie, Laura, and Arthur, the depth and detail of introduction varied. Angie required students to compose questions that required in-depth answers, Laura wanted students to use words and phrases learned prior to learning activities. Arthur's expected students to look at the audience and not simply read from a prepared script. Interviewees explicitness of instruction, e.g. use of English during class, influenced the observation of students.

Communication accommodation theory suggests the assessment of listening to compliance to requests (Giles, 2008; McCann & Giles, 2007; McCann, Ota, Giles, & Caraker, 2004). Most interviewees required students to use English during pair and group work. When students engaged in learning activities with classmates, most interviewees listened for the use of Chinese (student's L1), as well as student's attention to the task. Lex and Crystal took active roles to encourage student's use of L2. Lex, would complement student's use of Chinese, but encourage the use of English. Crystal would normally tap on students' chairs as a means of encouragement to use the target language. Edward's listened to students' actual utterances to ensure discussions remain on target. Other aspects of observation include teachers monitoring of students during learning activities. Interviewees such as Laura, Fiona, and others generally walked around the classroom to observe and guide students. Overall, instructors took several approaches to correcting students. Minimally, teachers would guide students one on one or in large groups during learning activities to correct mistakes. Accommodation by teachers involved instructors quietly correcting students mistakes one on one, as opposed to doing so loudly for other students to hear and perhaps cause students to lose face.

Interviewees' responses to question nine of the interview revealed the status of ICC in the classroom. Specifically, teacher's assessment of students in regards to pronunciation of words, utterances, as opposed to cultural competency, revealed the use of situational instead of intercultural pedagogy. Interviewees who implemented situational pedagogy would asses of students on the basics pronunciation, syntax and grammar. Communication accommodation theory suggests that speakers might be assessed on the basis of ethnicity, or the presence of accents in their use of a foreign language (Bourhis & Giles, 1976; Cargile & Giles, 1998;).

Interviewees mentioned that students' use of L2 could be assessed on the basis of pronunciation and correct usage of words.

Theoretical Implications

Health care settings and law enforcement encounters are frequently reviewed for communication practices (Giles, Linze, Bonilla, Gomez, 2012; Watson, Gallois, 1998;). Examination of communication between health care providers and patients provides several levels of analysis. Outcomes include patient satisfaction with interactions with physicians, as well as the ability to establish trust and respect and handle power in the relationship. Scholarship on law enforcement examines interactions between police and civilians. Outcomes of interest in law enforcement include: (a) building trust, (b) civilian compliance, (c) appropriate handling of power issues.

Similarities in scholarship include the use of accommodative and non-accommodative tactics as well as relational and task based goals. McCann, Ota, Giles and Caraker (2003) argued that variables influencing communication can be affected by age differences, ethnicity, accent and rate of speech. In both instances accommodation is optimal for several reasons. In health care, success of a patient's treatment might depend on understanding and following physician's suggestions. Civilians complying with Law enforcement requests reduce the need for physical coercion. International Teachers and Chinese college student's interactions expand scholastic understanding concerning CAT. Students focusing on learning activities might indicate compliance with requests made by teachers.

Theoretically, intergroup communication applies to the relationship of International Teachers and Chinese College Students. Establishment of respect and trust occur when teachers are clear about teaching and learning expectations concerning students. The development of

respect and trust should increase when teachers adopt a difference versus a deficit approach to Chinese learning strategies. Culturally sensitive teachers use increased appropriate communication tactics with both student group as well as individual students. Some students answer questions posed to the entire class. Other student groups might respond better in small groups and or one on one. Teachers' understanding of students leads to the creation of lesson plans which take abilities and needs into consideration.

Other implications include the use of power by instructors. Physicians possess and use referent power with patients. Police wield the power with the authority and permission of law. Within the classroom, teachers influence of students depending on the selection of teaching approach. Instructors choosing FLT pedagogy wield power through corrective feedback. Likewise, teachers implementing a CLT or Intercultural Approach areas of control exist in lesson and activity planning. The exercise of power, in terms of CAT, impacts face and face work issues in the classroom. Awareness of Chinese culture influence and guide communication choices based on the perspective of student face concerns.

Aspects of Communication Accommodation Theory involving Convergent and Divergent practices generate a lens to understand the pedagogical styles of nonnative instructors. Teachers with relationship focus engage in creating and maintaining harmony in the classroom. Conversely, instructors seeking to maintain cultural or social distances focus on task activities during class time. Instructors implementation of those are influenced by variables such as socio-historical, speech rate patterns, second language learning and (general) intercultural communication. Some of the theoretical underpinnings seem supported and clarified by the responses. Areas of discussion that seem inconsistent with CAT exist, suggesting future exploration to expand scholarly understanding.

The concern or focus on socio-historical aspects of CAT received partial support (Lee, 2007). Examples of socio-historical application exist in interactions between members of the public and police or law enforcement (Barker, Giles, Hajek, Ota, Noels, Lim, & Somera, 2008; Hajek, Giles, Barker, Lin, Zhang, & Hummert, 2008). Arthur and Sanders, the longest tenured persons surveyed, based a pedagogy and resistant to ICC based on the student status, but for different reasons. A majority of Sander's students would not use English when entering the workforce. Most students chose the English major simply for obtaining a diploma of some kind. Arthur, on the other hand, based his reasoning due to the limited scope of his class. During Arthur's tenure as an International Instructor he spent 7 years preparing students for the IELTS Interview. As students will not use knowledge learned beyond the IELTS exam, Arthur saw no utility for ICC as a teaching goal. However, differences of opinion concerning the Socio-historical dimensions were held by Claude. Claude's favorable opinion concerning ICC was based on the number of students moving to the workforce. Lex's opinion was influenced by the prospect that his students who were learning to teach Chinese to foreigners, (对外汉语), might teach foreign students abroad. Regarding the social-historical dimension of CAT, time as well as the situation of the students' drive opinions concerning the utility of ICC placement in the classroom.

Regarding 2nd language learning several variables partially support scholarship (Beebe & Giles, 1984; Giles & Bourhis, 1976). Teachers adhering to audiolingual or situational pedagogy were stricter with students' use of Chinese during learning activities. Only Angie explicitly acknowledged that she didn't want her students to "sound like robots". She wanted students to use emotion and intonation when speaking English. Crystal focused on only student's speed and fluency in using English inside of the classroom. So, regarding the rate of speech and accent,

utterances from these two supported those tenants. Where interviewee's responses departed from these two dimensions were in the use of Chinese inside of the classroom. Lex frequently corrected students using Chinese inside of the classroom. Generally, students might use Chinese during dyadic or group work. Crystal listened and tried to discourage the use of Chinese by tapping students on the shoulder to get their attention.

The dimension of rate and accent was supported by instructors implementing audio-lingual methods of teaching. With respect to Giles (2012), Jain (2014) and Ling, (1991) the dimensions of rate and accent finding support was contingent on instructor's teaching orientation. Further support, or rejection, of the two dimensions existed in the classrooms of Sanders and Wilson. Sanders and Wilson permitted students to use Chinese during dyadic and group work. Some students served as interpreters during class time. Thus, in terms of 2nd language learning, teachers tended to ignore issues of rate and accuracy while focusing on students use of L1 and L2.

Pedagogical Implications

Gayle, Priess, and Griep (2006) argued that learning happens on three levels: (a) cognitive, (b) affective, and (c) behavioral. Cognitive refers to students understanding of course content (2006). Affective defines the student's disposition towards the class and instructor (2006). Behavioral represents the likelihood that students use the knowledge / skills from the course in outside of classroom experiences.

In the case of foreign language students, course is generally prescribed before matriculation begins. Chinese college students experience foreigners as teachers for a portion of time in college. In some classes instructors could interact with a number of student types. Some students might genuinely eager to learn a foreign language from an International Teacher. Other

students are foreign language majors due to parental influence. In classes of 30-40 students, teachers might not be able to motivate all to participate in class or use their L2 outside of class.

The basic stages of ICC comprise the cognitive, affective, and behavioral dimensions (Deardorff & Jones, 2012). The definition of the dimensions is similar to the pedagogical counterparts. Where the stages of ICC differ is the focus of attention. ICC is generally concerned with how foreigners interact with one another as opposed to the interaction with an instructor. Another difference is the affective dimension is that it entails students' appreciation of cultural differences as opposed to enrolling in a similar course.

CAT, theoretically, should provide an understanding of how instructors could guide students in development of ICC. Teachers need to conduct needs assessment of students at the beginning of the semester. Such assessment, either through survey or classroom interaction, could indicate students' level of interest in learning about other cultures and communication with foreigners. Teachers work at creating a need (e.g. Economic), for students' interest in other cultures. Such encouragement takes the form of convergence. Instructors then modify communication tactics to guide student's development of ICC. However, divergence, also be needed so students can comprehend the magnitude of cultural differences.

According to the interviewees, most seem to use a combination of pedagogy. However, teachers who implement a situational pedagogy do not see the utility of ICC as an explicit learning aim. Student's in such classes could master skills and competencies of ICC through using their foreign language with foreigners. Students acquire the syntax and pronunciation competencies, and then learn appropriateness over time through interactions. Faculty engaging heavily in communicative language teaching are unaware of ICC dimensions. Essentially,

instructors' teaching goals could enable students to communicate with foreigners but not influence students to be ethnorelative in doing so.

Teachers who attend professional development seminars on concerning their development of ICC might be able to understand the intricacies of both intercultural communication and intercultural communication competence, respectively. Some teachers admit that former students make the best examples providing a frame for current students to follow. Generally, former students work in international trade or as interpreters.

Lamb and Wedell (2015) argued that for inspiration of students might require teachers should be inspired as well. ICC is not the only teaching focus inherent in foreign language pedagogy. On one hand, students should master nativelike pronunciation of words and phrases and to avoid possible difficulties in communication. On the other hand, teachers shouldn't ignore or marginalize ICC as Chinese students in the workforce could lose out on business deals and due to incompetency. Foreign experts as instructors in China possess a unique opportunity to encourage student's development of ICC. However, as demonstrated by this dissertation, Instructors should learn about ICC and its cognitive, affective, and behavioral dimensions. Teachers who embark on this task could incorporate ICC as a learning aim into their syllabus and lesson plans.

Recommendations

Post-Secondary Institutions

Deans of academic departments could take the following actions if incorporation of ICC as a teaching aim is desirable. The first step would be to determine in which semester of either writing or speaking classes ICC should be incorporated. Chinese college students generally take several courses in foreign language writing and speaking in their first four semesters. Academic

departments could encourage and emphasize development of student's speaking capability in the first semester or two. Students upon matriculation to college should develop speaking fluency in regards to their foreign language. Learners may not appreciate or see a need to learn about the theoretical constructs which are a part of intercultural communication competence.

Academic departments in subsequent semesters may encourage or require foreign experts use of situational pedagogy, in relation to foreign language teaching. Teachers who introduce real world examples, e.g. job interviews would be the second step in including ICC as a teaching aim. Students who participate in such learning activities would be focused on two aspects of learning a foreign language. The first aspect would be learners' continuing development of fluency with their L2. The second would be student's use of their foreign language for specific purposes.

Academic departments, in regards to ICC, could encourage foreign expert's inclusion of cultural concepts, e.g. greetings, use of titles, politeness, in the foreign language classroom. Essentially, teachers would work with students to answer the 'why' of how a foreign language operates. Academic departments might further encourage teachers to implement a communicative approach to foreign language learning (CLT). Students who are exposed to CLT generally are given prompts before engaging in pair or group work. Where CLT becomes an intercultural approach to foreign language learning, are instructors' attempts to arouse students' curiosity to interacting with foreigners. According to Byram (2009) such curiosity might be the first step in developing intercultural communication competence.

Academic departments may finally assess foreign experts before course assignments are made. Technology has evolved to where interviews could be conducted between academic departments and potential teachers. Deans might use the information from interviews to assign

new teachers to relevant semesters. Instructors who are resistant to ICC as a teaching aim could be assigned to early semesters in a foreign language speaking course. Foreign experts who are willing to incorporate ICC could be placed in intermediate or advanced speaking courses.

Foreign Experts

Advice provided above can be given to foreign experts within China, with some modifications. Instructors should take into account the situation of their students. In the case of Sanders, ICC may not be an acceptable teaching aim as learners won't interact with foreigners in the workplace. Students can also be resistant to learning about foreign culture or ICC as such knowledge won't be useful for the test. However, instructors who wish to incorporate ICC into their courses may consider the following suggestions.

Generally, semesters are 17 weeks long in China's post-secondary institutions. Foreign experts, early in the semester, could implement an audiolingual approach to foreign language teaching. Students may be comfortable with that approach as it is teacher centered and learning activities, e.g. reading text out loud, may be simple. As the semester continues, instructors could implement learning activities focused on specific phenomenon, e.g. job interviews or ordering in a restaurant. Teachers who utilize such activities could introduce students to cultural nuances, especially if students are act as foreigners. In the later part of the semester, foreign experts could transition to an intercultural approach to teaching. Learning activities should be designed so students' curiosity concerning foreigners might be kindled.

Significance of the Study

Foreign experts work in many educational settings throughout the People's Republic of China. This study has sought to understand international teacher's pedagogical choices and how those influence classroom communications. Overall, a few of the Interviewees were familiar with

intercultural theory, e.g. Hofstede's (2001) cultural dimensions, Hall (1989) high and low context approaches to communication, were able to incorporate ICC as a teaching aim in their courses. Instructors who were not familiar with intercultural theory implemented a situational or audiolingual approach to foreign language teaching. Instructor's choices, ultimately, provide the significance for this dissertation.

An aspect of qualitative research is the privileging of interviewee's voices. 28 foreign experts throughout China provided their opinions concerning foreign language teaching and the status of ICC in their classrooms. Bismarck's, Sanders, and comments made by others provide a base line that academic departments can utilize in making curriculum changes. Deans and department heads may use the data of this dissertation to interview current foreign faculty. Teachers, based upon their opinion of ICC as a teaching aim could be reassigned in subsequent semesters. Likewise, the data provided by interviewees could be used by department heads to assess and assign potential teachers to appropriate courses. In this way, student's teaching needs and department goals could both be met. However, as only a small portion of foreign experts were interviewed, there are some limitations.

Limitations

Many limitations with this project exist, both technical and theoretical. Technically, the low numbers of the pilot study ($n = 20$) and main study ($n = 28$) hindered findings. Some participating in the survey took part in interviews, which lowered the overall sample size. Further implications are described in the following discussion. Theoretically, means of collecting and analyzing data, along with homogeneity limited the generalizability of findings. In the next section additional limitations of the pilot study are discussed.

Pilot Study.

The pilot study was internally sent to colleagues at the author's institution. Potentially, respondents have perceived that the questionnaire was sent on behalf of the university and declined to participate. Further methods of recruiting participants could first be sent via private message as opposed to a group message. While the original message was amended, few participated in completing the questionnaire, which was in English. While most instructors taught English, other languages taught included German, French, Russian, Arabic as well as Korean and Japanese. Translating the questionnaire and invitation to teachers of languages other than English might have increased participation in the survey. To remedy the initial problem of low turnout, the pilot study was sent to teachers in other colleges in the same and adjacent city.

However, only 20 filled out the questionnaire. Perhaps a snowballing sampling might have yielded stronger results. A larger sample size might have permitted further significance testing in regards to time spent in China, education, or gender. Participants in the pilot study largely taught English and were homogeneous in regards to language taught, age, and gender.

Significance correlations existed in some of the analysis. That data, along with the reliabilities, at best could be used to inform or create questions for the main study. Any other use might be problematic for several reasons. Correlations on actual teaching practices in regards to convergence and divergence (Appendix B) manifested multicollinearity which often happens when correlations of .8 or higher exist. Participants indicated the use of teaching styles to limit and maintain cultural distance with Chinese College Students

The second limitation of a small sample size makes tests involving demographics subject to a loss of power in conducting analysis. Again, statistical power issues can only be remedied by incorporating a larger sample size. When means and standard deviations are high, assessing a

phenomenon is difficult. Essentially, participants who filled out a questionnaire, instead of indicating their level of agreement or disagreement said, "I am not certain." However, as a sample size becomes larger making inferences is manageable as teacher's opinions are clearer.

Main study

There were both technical as well as theoretical issues with the main study existed. Regarding technical limitations, qualitative method, interviews were used to collect data. Theoretically, the design employed an interpretive or evaluative approach as opposed to an exploratory perspective. Again, and finally, as most interviewees taught English and were from North America, or England, issues of homogeneity influenced the findings of this follow up study. The limitations of this study will be briefly discussed and then opportunities for future studies presented.

Qualitative methods, when used properly, generate a thick description of a phenomenon. Interview 30 or more persons requires a great deal of the time and resources. Initially, the schedule existed for 35 interviews however, only 28 interviews actually took place. Those participating came from a variety of cities and institutions within China. Considering this reality, general statements and understanding have serious bounded limitations. A further challenge/limitation is the ratio of teachers in the Yangtze Delta Region to instructors in other areas. Why is this a problem? Perhaps employing technologies such as Skype or telephone, would permit the inclusion of teachers from other regions.

The low number of respondents in this study lead to another challenge, homogeneity. Interviewees were largely native English speakers teaching the same course. While opportunities existed to interview teachers of other languages, the means did not. Thus, the data generated fail to reflect the challenges faced by speakers of other languages, even those from similar respective

cultures. Thus, except for Peter, measurements of ICC were made by individuals described as individualistic or low power distance, based upon Hofstede's Cultural Dimensions.

Pragmatically this is fine as English majors work in English speaking environments.

Theoretically, those environments outside of North America, Australia, New Zealand, or England still use English as the international language.

Finally, the project provides an interpretive approach to the understanding of issues. Characteristics of the former include an assessment of existing practices. Essentially, researchers seek to determine which practices are beneficial to objectives (e.g. convergence to student's development of ICC) or those requiring modification. Characteristics of the latter, research based, seek to find out the status of a phenomenon. In terms of qualitative research an exploratory, rather than interpretive, use grounded theory to understand a phenomenon. The use of a grounded approach generates the potential for putting the interpretation and advice to move in a different direction.

Future Research

The limitations of this study generate the basis for future research efforts. Considering the teachers' perspective, and issues of homogeneity, several possibilities exist. The first involves reformatting of the instruments and survey employed. Assessing specific opinions concerning ICC in specific learning activities (e.g. role play, mock interviews) generates a more targeted approach. A second possibility could involve the translation of the instrument into other foreign languages taught in China. Such a step would permit the understanding of opinions, cross-culturally, concerning ICC.

Further studies should investigate the difference of options in a variety of teaching situations in China. Investigations might include differences of opinions between existing

Chinese pedagogical approaches and the approaches used by International instructors in content or foreign language classes. Other opportunities for investigation might include the effects of professional development on non-native's understanding of ICC as a teaching aim or collaborative approaches to the inclusion of ICC as a learning aim between Chinese and international faculty.

Summary

International Teachers living and working in several areas of China participated in interviews for this investigation. Ultimately, the explicit incorporation of ICC into the classroom reflected the instructor's expectations of students. Teachers seeking to influence student attitude concerning communicating with others were in the minority of this sample. Instructors rejecting ICC as a learning aim instead focused on student's mastery of pronunciation and syntax in regards to foreign language learning. The majority of interviewees believed ICC provided an appropriate teaching aim. However, the guidance and assessment of students incorporated situations such as job interviews or ordering in restaurants.

If Intercultural Communication Competence pedagogy gains a place in foreign language teaching in China, the findings provide some possibilities. Additional data provided by interviewees could assess teaching expectations and practices of international teachers throughout China. Understanding the approach to pedagogy to the instructors provides the basis for the development and encouragement of instructors to learn about ICC and incorporation into the curriculum.

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Appendix A Pilot Study

Questionnaire

To Whom It May Concern:

I'd like to ask your help with the questionnaire. My name is Richard Draeger Jr and I am a PhD student in Communication from the University of Wisconsin Milwaukee. Dr. Mike Allen is my supervisor. The project is, "Non-native Foreign Language Instructors' teaching expectations concerning Intercultural Communication Competence: a pilot study." For the purposes of this survey "Non-Native" indicates those who are foreign experts working and teaching in China. This study has been approved by the Institutional Review Board of the University of Wisconsin-Milwaukee. The purpose of this survey is to understand foreign instructors' approach to teaching, intercultural communication competence and interactions with students. There are no foreseeable risks to your participation in this study. The data collected from your responses will be used to identify in general how international teachers arrange and carry out classroom activities to improve students' intercultural communication competence.

This survey consists of 5 parts: Part I: Intercultural Communication Competence; Part II: Specific Teaching Goals; Part III : Classroom Activities; Part IV: Open-Ended Responses; and Part V: Demographic Questions.

Questions 1-27 mark (Strongly Disagree, Moderately Disagree, Mildly Disagree, Neutral, Mildly Agree, Moderately Agree, Strongly Agree, from 1-7)

Part I: Intercultural Communication Competence

1. It is important for my students to use their L2 to communicate with foreigners in the workforce once they've earned their diploma.
2. My lesson plans are designed so students can attain intercultural communication competence using their L2
3. (Open ended question) How do you define intercultural communication competence?

Part II : Specific Teaching Goals.

4. It is important to include learning ICC in a foreign Language course
5. The development of ICC, in regards to my students, is an appropriate goal.
6. Understanding students' L2 level before teaching them in class is important.
7. In the teaching processes, the arranging of teaching contents concerning ICC should be based on students' L2.
8. I understand the way of Chinese students' learning.
9. I can communicate well with Chinese students in class.
10. I can adapt to Chinese teaching and learning methods when necessary.
11. I use the 'communicative approach' to teaching foreign language when possible
12. I adopt an interactive teaching method in my class when possible.
13. An interactive teaching style might be useful in teaching students to be culturally competent.
14. Most learners I deal with are interested in learning about other cultures

15. It is possible to influence learners' attitudes towards people from different cultures in a foreign language course.

Part III: Classroom Activity

16. Learning activities used to improve learners' intercultural communication competence are used in every class session.

17. Learning activities, in regards to ICC, at the beginning of the semester are simple.

18. Learning activities, in regards to ICC are frequently repeated throughout the semester.

19. New learning activities, in regards to ICC, become more complex/difficult throughout the semester

20. It is important for me to provide advice on how a student can improve their participation, in regards to ICC in class.

21. I frequently use questions to guide students to the social uses of language.

22. I usually provide students with information on correct usage of idioms and phrases.

23. Learning activities meant to increase learners' understanding of politeness in an ICC context are used on a regular basis.

24. Learning activities meant to increase learners' understanding of making requests in an ICC context are used on a regular basis.

25. Learning activities meant to increase students' understanding of refusals to requests in an ICC context are used on a regular basis.

26. Debriefings are necessary to help students understand the implications of learning activities in communicating with foreigners

Part IV: Open Ended Responses

27. Please describe the most common in-class activities you have adopted as a foreign instructor.

28. Please describe how you introduce the activity.

29. How do you assess student's participation in the activity?

30. How do you assess your student's cultural competence in these activities?

Part V: Demographic Questions

31. What is your gender?

32. What is your age?

A. 20-29 B. 30-39 C. 40-49 D. 50-59 E. 60-69

33. Which country are you from?

34. What is the highest education level you have completed?

A. B.A./B.S. B. M.A. Thesis C. M.A. Non-Thesis D. Doctorate E. Other

35. How long have you been teaching in China?

A. 1-6 months B. 7-12 months C. less than 2 years D. less than 5 years

E. more than 5 years

36. What Foreign Language do you teach?

37. Name of the department/college where you are working

38. May I contact you in the future about this questionnaire?

39. Your email address (optional)

Your telephone number (optional)

Appendix B: Pilot Study Scale

Correlations

		icc	teach	div	Con
Icc	Pearson Correlation	1	.678**	.685**	.624**
	Sig. (2-tailed)		.001	.001	.003
	N	20	20	20	20
Teach	Pearson Correlation	.678**	1	.990**	.974**
	Sig. (2-tailed)	.001		.000	.000
	N	20	20	20	20
Div	Pearson Correlation	.685**	.990**	1	.961**
	Sig. (2-tailed)	.001	.000		.000
	N	20	20	20	20
Con	Pearson Correlation	.624**	.974**	.961**	1
	Sig. (2-tailed)	.003	.000	.000	
	N	20	20	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix C Research Questions and Associated Interview Questions

Table 1

Research Questions	Associated Interview Questions
1 What are non-native instructors teaching expectations regarding Intercultural Communication Competence?	<ol style="list-style-type: none">3. The development of Intercultural Communication Competence (ICC) an aim your work? Why/why not, do you think?4. What is your current focus of teaching, in regards to ICC?5. How appropriate is it as an aim, do you think?
2 How does ICC influence classroom communication?	<ol style="list-style-type: none">6. In regards to ICC, please describe the most common in-class activities you have adopted as a foreign instructor.7. How do you introduce the learning activity?8. How do you verbally or non-verbally guide students during it?9. How do you specifically assess them during or after it is concluded?

Appendix D

Table 2 Demographics

Name	Language/ Course	Years in China	Region
Bismarck	English/ Business Writing	1	Large Eastern Metropolitan Area
India	English/ Journalism	1	Large Eastern Metropolitan Area
Angela	German/Writing	1	Large Eastern Metropolitan Area
Michael	English/ Oral	3	Large Eastern Metropolitan Area
Denise	English/ Oral English	2	Yangtze Delta Region
Crystal	English/ Oral English	2	Yangtze Delta Region
Linda	English / Tourism English	4	Yangtze Delta Region
Fiona	English/ Oral English	3	Yangtze Delta Region
Arthur	English / IELTS Interview course	11	Yangtze Delta Region
Angie	English/ Oral English	7	Yangtze Delta Region
Jerry	English/ Oral English	3	Yangtze Delta Region
Bob	English / English Listening	3	Yangtze Delta Region
Alice	English / Survey of Western Culture	3	Yangtze Delta Region
Wilson	English/ Oral English	5	Yangtze Delta Region
Peter	Russian & English / Oral English & Russian	5	Yangtze Delta Region
Laura	English/ Oral English	2	Yangtze Delta Region
Edward	English / Survey of Western Culture	3	Yangtze Delta Region
Wang Dee	English / English Listening	5	Mid-West Region
Jordan	English/ Oral English	1 Semester	Mid-West Region
Lex	Comparative Language	1 Semester	Mid-West Region
Randy	English/ Oral English	7	Mid-West Region

Jennifer	English/ Oral English	5	Mid-West Region
Sanders	English/ Oral English	14	Mid-West Region
Claude	English/ Oral English	4	Mid-West Region
Bonnie	English/ Oral English	4	Mid-West Region
Larry	English/ Oral English	8 (1998-2006)	Far West Region

Appendix E Emergent Themes from Interviews

Table 3

Interview Topic	Themes across cases
<p>Opinions and thoughts concerning Intercultural Communication Competence as a teaching aim.</p>	<ul style="list-style-type: none"> • ICC Strong Focus (Bismarck, India, Edward, Bob, Alice, Jerry, Lex) • ICC Not a focus <ul style="list-style-type: none"> ○ Audiolingual (Arthur, Sanders, Angie, Larry, Linda, Wang Dee, Randy, Lucy) ○ Situational (Denise, Ann, Peter, Laura, Jordan, Michael, Wilson, Fiona, Laura) ○ Communicative Language Approach (Crystal, Jennifer, Bonnie, Claude)
<p>Communicative Practices in regards to Intercultural Communication Competence during learning activities.</p>	<ul style="list-style-type: none"> • Convergent Communication <ul style="list-style-type: none"> ○ Bridge Culture (Bismarck, Angela, Denise, Lex, Randy, Jennifer, Larry, Ann, Jerry) ○ Listening for Understanding (Michael, Edward, Crystal, Fiona) ○ Use of variety of media (Jordan, Alice) ○ Comparison of relationship (Bonnie and Claude) ○ Introduce and Reinforce new vocabulary (Linda) • Divergent <ul style="list-style-type: none"> ○ No Culture Gap Filling (India, Lucy) ○ Adoption of Western Style thinking (Bob, Angie) ○ Use of Interpreter, simple activities (Wilson, Sanders) ○ Blunt Correction of Student (Laura)

Richard A Draeger Jr
CURRICULUM VITAE

Education

- 2017 PhD Communication
University of Wisconsin-Milwaukee
Dissertation: Non-native Foreign Language Instructors' teaching expectations concerning Intercultural Communication Competence: Communicative Practices in the classroom.
- 2010 MS Mass Communication
University of Wisconsin-Whitewater, Whitewater, WI
Research Emphasis: Travel Media & Cross Cultural Communication
- 2005 BA International Studies
University of Wisconsin-Whitewater, Whitewater, WI
Academic Emphasis: Foreign Language and History of Europe

Publications

Cole, A. W., Anderson, C., Bunton, T. E., Cherney, M. R., Cronin Fisher, V., Draeger Jr., R., Fetherston, M., Motel, L., Nicolini, K. M., Peck, B., & Allen, M. (in press). Student predisposition to instructor feedback and perceptions of teaching presence predict motivation toward online courses. *Online Learning*.

Draeger, R. (2017). Angel Island. IN J. Johnson (Ed.). *Reforming America: A Thematic Encyclopedia and Document Collection of the Progressive Era*.

Draeger, R. (2017). Irish Immigration. IN J. Johnson (Ed.). *Reforming America: A Thematic Encyclopedia and Document Collection of the Progressive Era*.

Draeger, R. (2017). Multistage Sampling, Allen M (Ed.). *The Sage Encyclopedia of Communication Research Methods*

Draeger, R. (2017). Within Subjects Design, Allen M (Ed.). *The Sage Encyclopedia of Communication Research Methods*

Draeger, R. (2017). Cut off scores. Allen, M. (Ed.). *The Sage Encyclopedia of Communication Research*

Allen, M. & Draeger, R. (2017). One-tailed tests. Allen, M. (Ed.). *The Sage Encyclopedia of Communication Research*

Conventions

Presenter

Draeger, R. (2016). A Stranger in the classroom: Chinese students' anecdotes concerning adjustment to foreign teachers and pedagogy. World Communication Association North America Conference.

Draeger, R. (2016). Prepare for change: Understanding the risk and rewards of studying abroad of International Chinese students. World Communication Association North America Conference.

Draeger R, Choi, S. (2016) Determinants of student participation in online survey. Central States Communication Conference.

Paper Reviewer

Rhetorical Communication Panel, National Communication Association 2016
Interpersonal Communication Panel, National Communication Association, 2016
Mass Communication and Society Division, Association for Education in Journalism and Mass Communication, 2016
Rhetorical Division, Central States Communication Association, 2015
Interpersonal Division, Central States Communication Association, 2015

Work in Progress

Allen, M. & Draeger, R. "Conflict Styles and Self Construal: A Meta-Analysis"
Draeger, R. "How do Chinese Business Undergraduates adjust to US faculty and teaching styles: A pilot study"
Draeger R, Smith, R. "Service Learning Initiatives and Cultural Competence: An evaluation"
Draeger, R. "Coffee in Shaoxing: An Ethnography"

Employment

2017 – Lecturer Shanghai International Studies University, Shanghai, P.R, China
2016- 2017 Lecturer Yuexiu University of Foreign Languages, Shaoxing, P.R. China
2015-Present Teaching Assistant, University of Wisconsin-Milwaukee
2011-2014 Lecturer, Yuexiu University of Foreign Language, Shaoxing, P.R. China
2010-2011 Lecturer, Yuan Pei College, Shaoxing University, Shaoxing, P.R. China

Courses Taught

2017-2018 *Shanghai International Studies University*
Courses Taught: Graduate Course: Research Methods and Academic Writing
Undergraduate Courses: English Listening Semester 1
English Listening Semester 3
Extensive Reading

2016- 2017 *Yuexiu University of Foreign Language*

Courses Taught: International Business Culture

Business Negotiation

Oral English

2015- 2017 *University of Wisconsin- Milwaukee*

Course Taught: Com 105: Business and Professional Communication,

Com 105: Business and Professional Communication Online Format

Com 450 Cross Cultural Communication Online Format

2011- 2014 *Yuexiu University of Foreign Language*

Courses Taught: English Writing Semester 1; English Listening Semesters 1 through 4; Advanced English Listening

2010-2011 *Yuan Pei College*

Courses Taught: Oral English I, Oral English II, Tourism English,

Newspaper Reading

2006-2007 *Ningxia Institute of Science and Technology*

Courses Taught: Speaking and Listening; Practical Writing; Professional Speaking and Listening

Professional Service

2016 Co-coordinator, Foreign Language Corner, Yuexiu University

2016 Peer Mentor, Department of Communication, UW Milwaukee

2016 Moderator, World Communication Association North America Conference

2016 Judge, Public Speaking Showcase, UW Milwaukee.

2016, Reviewer, National Communication Association

2015 Judge, Public Speaking Showcase, UW Milwaukee

2015 Reviewer, Central States Communication Association

2015-Present Conversation Partner with UWM Center for International Education

2011-2014 Co-coordinator of English Corner at Yuexiu University

2011-2014 Foreign Assistant at Yuexiu University Research Office

2010-2011 Co-coordinator of English Corner at Yuan Pei College

2008-2010 Volunteer with the University of Wisconsin-Whitewater Study Abroad Office

Lectures & Conferences

Draeger, R. (2013-12). Christmas Culture and Traditions in Europe. Lecture given at Yuexiu University Fall Lecture Series

Draeger, R. (2013-10). Vampire Diaries and Twilight: Vampires as Non-Villains. Lecture given at International College Lecture Series Fall Semester

Draeger, R (2013). Scholarships in the United States. Lecture given at International College Lecture Series Spring Semester

Draeger, R. (2012). From villains to lovers: media representation of Vampires. Lecture given at International College Lecture Series Fall Semester

Draeger, R. (2011) "Superman: Senior Citizen" International College Fall Lecture Series

Draeger, R. (2011) Observer of the Yuexiu University Research Symposium

Professional Development

August 2016 Presenter World Communication Association North America, Winnipe, Manitoba, Canada

April 2016 Presenter Central States Communication Association, Grand Rapids, MI

November 2015 Attendee National Communication Association, Las Vegas, NV

April 2015 Attendee Central States Communication Association, Madison, WI

Spring 2015 Attendee UWM Communication Department professional development seminars

Fall 2014 Attendee UWM Communication Department professional development seminars

Memberships

Central States Communication Association

National Communication Association

World Communication Association

Communication Association of Eurasians Researchers