



## **INTERNATIONAL/INTERCULTURAL MODULE**

**Name of Developer:** Dr. Ekaterina Goodroad

**College:** Madison Area Technical College

**Discipline:** English

**Course Title and Number:** Course # 10-801-196 – Oral and Interpersonal Communication

**Module Title:** Cultural Influences on Communication

**Narrative Description of the Module:** This research-based module focuses on understanding culture as the extent to which a group of individuals engage in verbal and non-verbal behavior reflecting shared behavioral learning histories. Examining the concepts of culture, language, dominant culture, stereotypes, generalizations, privilege, ethnocentrism, culture shock, and seven value dimensions of culture – individualism versus collectivism, high versus low context, uncertainty avoidance, power distance, emotion displays, masculinity versus femininity, and time – is designed to bring students to reflect on their culture and cultural influences on communication. Reflection activities the students are engaged in include describing what it means to be an American; responding to the idea that minority and dominant cultures are disengaged from one another and that minority cultures feel forced to adopt the values of the dominant culture; exploring interconnectedness of cultures. The students are encouraged to connect their learning experiences in the module to their everyday lives through examining global competencies requirements in the workforce; exploring global initiatives, such as Wisconsin Language Roadmap initiative, which puts forward strategic goals and recommendations to prepare Wisconsin students to interact with employers, community, and world through language, intercultural, and global learning; researching cultural influences on

communication in a culture other than their own and familiarizing themselves with other students' research.

The module culminates in a research project. Students research a culture other than their own using library database resources and conducting primary research, such as interviews and observations. Students imagine a representative of this culture is emerged in their work or school environment. The goal is to share with the rest of the class what other students need to know about this culture and cultural influences on communication and develop strategies for minimizing the impact of cultural differences. The purpose of the assignment is developing intercultural and global competence through encouraging students to develop specific strategies for cultural inclusion.

### **Educational Objectives of the Module:**

1. Discuss key terminology related to intercultural communication: culture, stereotypes, generalizations, privilege, ethnocentrism, culture shock, value dimensions of culture:
  - dimension of identity (individualism vs collectivism)
  - uncertainty avoidance
  - power distance (egalitarian vs hierarchical)
  - high and low context
  - emotion displays
  - gender (achievement vs nurturing)
  - time.
2. Explain the relationships between communication and culture.
3. Suggest strategies for minimizing the impact of cultural differences on the communication situation.
4. Analyze the differences and similarities between cultures.
5. Conduct research on intercultural communication using library resources and primary research.
6. Explore cultural influences on communication in a country within one of the UN regions:
  - Africa:
    - Eastern Africa
    - Middle Africa
    - Northern Africa
    - Southern Africa
  - Asia:
    - Eastern Asia
    - South-Central Asia

- South-Eastern Asia
  - Western Asia
  - Europe:
    - Eastern Europe
    - Northern Europe
    - Southern Europe
    - Western Europe
  - Latin America and the Caribbean:
    - Caribbean
    - Central America
    - South America
  - Northern America
  - Oceania:
    - Australia/New Zealand
    - Melanesia
    - Micronesia
    - Polynesia
7. Present findings of the research in oral form using visual aids.

### **Outline of Lectures/Discussions Used to Implement the Module:**

#### **Week #1 Key Terminology**

Focus: Introducing key terminology - culture, dominant culture, stereotypes, generalizations, privilege, ethnocentrism, culture shock, value dimensions of culture:

- dimension of identity (individualism vs collectivism)
- uncertainty avoidance
- power distance (egalitarian vs hierarchical)
- high and low context
- emotion displays
- gender (achievement vs nurturing)
- time.

Readings:

- Leading with Cultural Intelligence, Chapter 2
- Communication in the Real World: An Introduction to Communication Studies, Chapter 8 (parts 8.1 – 8.3)
- Nieto, S. (2002). *Language, Culture, and Teaching : Critical Perspectives for a New Century*. Mahwah, N.J.: Lawrence Erlbaum Associates, Inc., Chapter 4

## Video Materials:

- Meyer, R. (Director). (2012). Understanding Human Culture [Video file]. Ambrose Video. Retrieved March 2, 2019, from Kanopy.

## Major Activities:

- Discussions and in-class activities of the assigned readings and video materials (flipped classroom)
  - **Understanding Culture. Think-pair-share activity:** Sharing childhood reminiscence of learning about students' own cultures. Students explain what value, tradition, cultural norm, or belief they learned about; who they learned this lesson from; how learning about this value, tradition, cultural norm, or belief influenced their understanding of their culture.
  - **Co-Cultures, Power, and Dominant Cultures. Poster activity:** Drawing a pie chart or any other visual representation of students' co-cultures. Students present visually which co-cultures are most important and least important in shaping their personality. They share if there is cultural clash between their co-cultural identities.
  - **Value Dimensions of Culture. Value Line:** Reflecting on how the dimensions of culture manifest themselves in students' own cultures. For each of the dimensions of culture, students reflect on their values, share their stance, and explain their answers. They also explain how their answer might be impacted by their culture. Emphasize that culture involves verbal and non-verbal behavior.
- **Blackboard Written Assignment** on the discussion board. Students read "On becoming American: An exploratory essay" in Chapter 4 of Nieto, 2002 and answer the first question in the essay, "What does it mean to be an American?" Collaboration in this discussion board is encouraged for students to compare how participants of different backgrounds answer this question.
- Blackboard quiz to check understanding of key terminology (formative assessment)

## **Week #2 Intercultural Communication Competence. Cultural Inclusion.**

Focus: Introducing the concepts of intercultural communication competence and cultural inclusion.

## Readings:

- Carter, D., Thomas, R., & Ross, S. (2011). You Are Not a Friend. *Journalism Studies*, 12(4), 456–473. <https://doi.org/10.1080/1461670X.2010.530972>
- Communication in the Real World: An Introduction to Communication Studies, Chapter 8 (part 8.4)
- Horner, R. (2011). Culture, Communication, and Competence: A Commentary on Variables Affecting Social and Academic Behavior. *Journal of Behavioral Education*, 20(4), 306–311. <https://doi.org/10.1007/s10864-011-9139-4>
- Intercultural Communication Overview
- Liu, Z., & Morris, M. W. (2014). Intercultural interactions and cultural transformation. *Asian Journal of Social Psychology*, 17(2), 100–103. <https://doi.org/10.1111/ajsp.12047>
- Tomic, P. (2013). The Colour of Language: Accent, Devaluation and Resistance in Latin American Immigrant Lives in Canada. *Canadian Ethnic Studies*, 45(1/2), 1–21. <https://doi.org/10.1353/ces.2013.0018>
- Yeo, S. L., & Pang, A. (2017). Asian multiculturalism in communication: Impact of culture in the practice of public relations in Singapore. *Public Relations Review*, 43(1), 112–122. <https://doi.org/10.1016/j.pubrev.2016.10.014>

## Video Materials:

- (2004). Communicating Between Cultures [Video file]. Learning Seed. Retrieved March 2, 2019, from Kanopy.
- (2009). East & West: Culture Affects Thought Processes Part 1 [Video file]. Film Ideas. Retrieved March 2, 2019, from Kanopy.
- (1998). I'm Normal, You're Weird [Video file]. Learning Seed. Retrieved March 2, 2019, from Kanopy.
- (2005). Impact of Culture on Business [Video file]. Atma Global. Retrieved March 2, 2019, from Kanopy.
- Tannen, D., Pulse Media (Firm), Into the Classroom Media (Firm), & Georgetown University. Department of Linguistics (Directors), & DiNozzi, R. (Producer). (2006). *That's not what I meant! Language, culture, & meaning*[Video file]. Into the Classroom Media.

## Major Activities:

- **Activity-Based Learning (ABL) for cultivating intercultural communication competence. Paired Learner Profile Activity:** Interviewing a partner on experiences with another culture and language and reporting on the findings. Students write series of questions which elicit the story of how their partner learned the language, experienced the crossover between cultures, and how their cultural background influenced their communication. According to Spiro, 2014, dominant culture may demonstrate “passive xenophobia” and may be reluctant to voluntarily interact with other cultures. Spiro (2014) states paired learner profile activity engages all students.
- **Blackboard Written Assignment. Cultural Inclusion.** Students respond to the ideas of ethnocentrism, prejudices, and stereotypes, which are discussed in the following materials: (1) Carter, Thomas, & Ross, 2011; (2) Tannen, 2006; (3) Tomic, 2013; (4) Yeo & Pang, 2017.
- **Intercultural Communication. Reflective Journal.** Response to the concept of cultural dynamics vs cultural differences (Liu & Morris, 2014) and the role finding common ground between cultures plays in intercultural communication.
- Discussions and in-class activities of the assigned readings (flipped classroom)
  - **Intercultural Communication. Circle of Voices Activity:** Sharing personal experiences of intercultural communication and culture clashes. Students describe their experiences in small groups. They discuss cultural factors that played a role in their experiences and explain if they were able to resolve the issue.
  - **Cultural Influences on Communication. Gallery Walk.** Based on the readings, video materials, paired learner profile activity, Blackboard discussion, and personal experiences, students share and report out how culture influences communication in personal, academic, and profession settings. Students are encouraged to share cultural influences on communication based on geographical regions, specific countries, or value dimensions of culture.

## Week #3 Conducting Research. Preparing Informative Presentations

Focus: Preparing for informative presentations. Conducting research for informative presentations

Readings:

- Communication in the Real World: An Introduction to Communication Studies, Chapter 9, Chapter 10 (part 10.1)
- Geographic regions. The United Nations Statistics Division. Retrieved from <https://unstats.un.org/unsd/methodology/m49/>
- International programs. (September 18, 2018). Retrieved from <https://www.census.gov/data-tools/demo/idb/region.php>
- Marston, Sallie A. (2005). *World regions in global context: peoples, places, and environments*. Upper Saddle River, New Jersey: Pearson Prentice Hall
- Rosania, R. (2003). *Presentation basics* (Astd training basics series). Alexandria, Va.: ASTD, Chapter 3 & 6

Video Materials:

- (2011). Delivering Dynamic Presentations [Video file]. The Great Courses. Retrieved March 2, 2019, from Kanopy.
- (2010). Focus on Your Audience [Video file]. The Great Courses. Retrieved March 2, 2019, from Kanopy.

Major Activities:

- Discussions and in-class activities of the assigned readings (flipped classroom)
  - **Geographical Overview. Guest Speaker.** Introducing expert in the field of geography (e.g. geography faculty) for students to refer to as a resource during the research.
  - **Understanding World Regions in Global Context. Jigsaw Method:** Peer teaching. Students are assigned to explore one world region and present their findings to the rest of the class.
  - **Choosing Geographical Region and Country for Research.** Firming up informative presentation topics. Students are encouraged to choose various geographical regions and countries, so the audience can learn about various cultures and their impact on communication.
  - **Strategies for Delivering Effective Informative Presentation. Walk and Talk Activity.** Students reflect on the readings and video

materials in the module and share personal experiences on delivering presentations and using audiovisuals.

- Preparing informative presentation scenarios and outlines
- Peer feedback sessions for presentation scenarios and outlines
- Developing visuals for informative presentations
  - visuals may include maps, charts & tables (e.g. demographic overview), national symbols (e.g. national flag), artifacts (e.g. souvenirs), videos (e.g. presentation of traditional music, dance, or activities; note: if you use a video in presentation, please limit it to 1 minute)
- Library visit for learning how to use Madison College database and other resources
- Conducting primary research, such as interviews and observations; alternatively, students may use the data they collected from in paired learner profile activity in week 2
- Conducting research

### **Week #4 Presenting Informative Speeches**

Focus: Presenting informative speeches to the class

Activities:

- Informative presentations with visuals
- Peer feedback on the Blackboard in the discussion forum

### **Student Evaluation/Testing Regarding the Module:**

**Research Assignment:** Informative Presentation “Culture Influences Communication”

**Scenario 1:** A co-worker from another culture will join your team. As this co-worker’s buddy, you have been asked to research the culture and share your findings with the team about the culture for effective communication in the team.

**Scenario 1:** An exchange student will be enrolled in your class. As this classmate’s buddy, you have been asked to research the culture and share your findings with the rest of the class about the culture for effective communication in the course for success in group projects and other team activities.

#### **Step 1. Research**

Using library database resources, conduct research on the culture you chose in week 3. Additionally, use primary source methods, such as interviews and



observations. Explore the following:

- geographical location
- demographics
- value dimensions of culture:
  - dimension of identity (individualism vs collectivism)
  - uncertainty avoidance
  - power distance (egalitarian vs hierarchical)
  - high and low context
  - emotion displays
  - gender (achievement vs nurturing)
  - time

### **Step 2. Data Analysis**

Based on your research findings, analyze the following:

- How does the culture influence communication?
- What is common ground between the culture you research and your own culture?
- What are major differences between the culture under study and your own culture?
- How might these differences impact communication?

### **Step 3. Developing Recommendations**

Based on the data you collected and the analysis in Step 2, address the following:

- What communication successes do you envision between your team and new team member? How may culture play a role in those successes?
- What communication challenges may arise? Explain. How might cultural differences play a role in these communication challenges?
- Suggest specific strategies for minimizing the impact of cultural differences on the communication situation.

### **Step 4. Presenting Findings**

- Make a 9-10 minute PowerPoint presentation for your colleagues or classmates on the results of your research. During the presentation, use the key terminology we have discussed in this module.
- Include at least three slides reflecting first three steps of this assignment (Example 1: Slide 1: Overview; Slide 2: Analysis; Slide 3: Strategies. Example 2: Slide 1: Getting to know the culture; Slide 2: How does the culture impact communication? ; Slide 3: What can we do to communicate with each other effectively?) You are welcome to use more than three slides. However, be sure to include the following:
  - Description of the culture you researched, including geographical location, demographics, and seven dimensions of identity
  - Overview of how the culture influences communication

- Description of similarities between the culture you researched and your own culture
- Description of differences between the culture you researched and your own culture
- Strategies for minimizing the impact of cultural differences
- Use visuals, such as maps, charts, tables (e.g. demographic overview), national symbols (e.g. national flag), artifacts (e.g. souvenirs), videos (e.g. presentation of traditional music, dance, or activities; note: if you use a video in presentation, please limit it to 1 minute)

**Written Assignment:** List of at least 5 sources you have used in your research (MLA Format)

## **Oral Presentation Rubric**

### **Directions**

For this assessment, you will prepare and give an informative presentation on Cultural Influences on Communication.

1. Prepare a 9 to 10-minute informative presentation. You will speak from notes. Do not read a manuscript. The presentation should inform your audience about the culture you researched.
2. Research your topic. You must find at least 5 types of supporting material. Consider the following sources of supporting materials: books, magazines, the Internet, newspapers, journals, and interviews with experts.
3. Prepare an outline of your presentation. Your outline must include:
  - Attention getter/introduction
  - Description of the culture you researched
  - Overview of how the culture influences communication
  - Description of similarities between the culture you researched and your own culture
  - Description of differences between the culture you researched and your own culture
  - A conclusion
  - Visual aid
4. Self-assess your outline using the Scoring Guide below. Revise as necessary.
5. Give your presentation to your audience.
6. Have three audience members evaluate your performance using the Presentation scoring guide. Your instructor will also use the Presentation scoring guide to evaluate your work.

## Rating Scale

- 4 = Demonstrates mastery, performs with confidence
- 3 = Demonstrates skill in meeting criterion
- 2 = Demonstrates moderate skill in meeting the criterion
- 1 = Does not meet the criterion, makes a number of critical errors

## Scoring Standard

You must achieve a rating of at least "2" on each criterion to demonstrate competence.

## Scoring Guide

	<i>Criteria</i>	<i>Ratings</i>			
1.	you present information in a style and tone consistent with the audience's level of interest and level of knowledge/understanding	4	3	2	1
2.	delivery is extemporaneous	4	3	2	1
3.	delivery holds audience attention; you are energetic and enthusiastic	4	3	2	1
4.	your voice inflection, volume, and rate are appropriate for the content	4	3	2	1
5.	your nonverbal communication is consistent with your verbal message	4	3	2	1
6.	you maintain eye contact with audience	4	3	2	1
7.	you use acceptable language	4	3	2	1
8.	presentation purpose is clear	4	3	2	1
9.	introduction includes an attention getter that grabs the audience's attention	4	3	2	1
10.	presentation includes an overview of the culture you researched	4	3	2	1
11.	there is overview of how the culture influences communication	4	3	2	1
12.	presentation includes description of similarities between the culture you researched and your own culture	4	3	2	1
13.	presentation includes description of differences between the culture you researched and your own culture	4	3	2	1
14.	sufficient supporting material is used to inform the audience	4	3	2	1
15.	conclusion includes a summary of the main points	4	3	2	1
16.	you introduce and use the visual aid appropriately	4	3	2	1
17.	visual aid (including any words or pictures on the visual) is large enough to be seen by the audience	4	3	2	1
18.	visual aid includes only one main idea	4	3	2	1
19.	visual aid is visible to all members of the audience	4	3	2	1

### Resources Used to Develop and Implement the Module:

- Carter, D., Thomas, R., & Ross, S. (2011). You Are Not a Friend. *Journalism Studies*, 12(4), 456–473. <https://doi.org/10.1080/1461670X.2010.530972>
- (2004). Communicating Between Cultures [Video file]. Learning Seed. Retrieved March 2, 2019, from Kanopy.
- Communication in the Real World: An Introduction to Communication Studies. (n.d.). Retrieved November 05, 2017, from <http://www.oercommons.org/courses/communication-in-the-real-world-an-introduction-to-communication-studies/view>
- (2011). Delivering Dynamic Presentations [Video file]. The Great Courses. Retrieved March 2, 2019, from Kanopy.
- (2009). East & West: Culture Affects Thought Processes Part 1 [Video file]. Film Ideas. Retrieved March 2, 2019, from Kanopy. (1998).
- (2010). Focus on Your Audience [Video file]. The Great Courses. Retrieved March 2, 2019, from Kanopy.
- Geographic regions. The United Nations Statistics Division. Retrieved from <https://unstats.un.org/unsd/methodology/m49/>
- Horner, R. (2011). Culture, Communication, and Competence: A Commentary on Variables Affecting Social and Academic Behavior. *Journal of Behavioral Education*, 20(4), 306–311. <https://doi.org/10.1007/s10864-011-9139-4>

I'm Normal, You're Weird [Video file]. Learning Seed. Retrieved March 2, 2019, from Kanopy. (2005).

Impact of Culture on Business [Video file]. Atma Global. Retrieved March 2, 2019, from Kanopy.

Intercultural Communication Overview. (n.d.). Retrieved November 05, 2017, from <https://courses.lumenlearning.com/suny-introductiontocommunication/chapter/chapter-12-overview/>

International programs. (September 18, 2018). Retrieved from <https://www.census.gov/data-tools/demo/idb/region.php>

Leading with Cultural Intelligence. (n.d.). Retrieved November 05, 2017, from <https://www.oercommons.org/courses/leading-with-cultural-intelligence/view>

Liu, Z., & Morris, M. W. (2014). Intercultural interactions and cultural transformation. *Asian Journal of Social Psychology, 17*(2), 100–103. <https://doi.org/10.1111/ajsp.12047>

*Marston, Sallie A. (2005). World regions in global context : peoples, places, and environments. Upper Saddle River, New Jersey :Pearson Prentice Hall,*

Meyer, R. (Director). (2012). Understanding Human Culture [Video file]. Ambrose Video. Retrieved March 2, 2019, from Kanopy.

Nieto, S. (2002). *Language, Culture, and Teaching : Critical Perspectives for a New Century.* Mahwah, N.J.: Lawrence Erlbaum Associates, Inc.

Politzer-Ahles, S., Holliday, J. J., Girolamo, T., Spsychalska, M., & Berkson, K. H.

(2016). Is linguistic injustice a myth? A response to Hyland (2016). *Journal of Second Language Writing, 34*, 3–8.

<https://doi.org/10.1016/j.jslw.2016.09.003>

Rosania, R. (2003). *Presentation basics* (Astd training basics series). Alexandria, Va.: ASTD

Spiro, J. (2014). Learning Interconnectedness: Internationalisation through Engagement with One Another. *Higher Education Quarterly, 68*(1), 65–84.

<https://doi.org/10.1111/hequ.12031>

Sugai, G., O’Keeffe, B. V., & Fallon, L. M. (in press). A contextual consideration of culture and school wide positive behavior support. *Journal of Positive Behavior Support*

Tannen, D., Pulse Media (Firm), Into the Classroom Media (Firm), & Georgetown University. Department of Linguistics (Directors), & DiNozzi, R. (Producer). (2006). *That's not what I meant! Language, culture, & meaning*[Video file]. Into the Classroom Media.

Yeo, S. L., & Pang, A. (2017). Asian multiculturalism in communication: Impact of culture in the practice of public relations in Singapore. *Public Relations Review, 43*(1), 112–122. <https://doi.org/10.1016/j.pubrev.2016.10.014>