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Investigating Intercultural Communication Competence In Narrative Texts Of English Learners

Alexander Lee-Heng Tai
University of New England

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INVESTIGATING INTERCULTURAL COMMUNICATION COMPETENCE IN
NARRATIVE TEXTS OF ENGLISH LEARNERS

By

Alexander L. Tai
BS Kennesaw State University 2008
MEd Kennesaw State University 2013

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Alexander L. Tai
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INVESTIGATING INTERCULTURAL COMMUNICATION COMPETENCE IN
NARRATIVE TEXTS OF ENGLISH LEARNERS

ABSTRACT

The purpose of this research was to investigate the current levels of intercultural communication competence in fourth and fifth grade English Learners through narrative text composition within the researcher's English Learner classroom environment. This mixed-methods research was conducted as a response to the need for curriculum changes in preparing EL pre-service educators within the higher education system to become more proficient in the implementation of intercultural communication pedagogy. This action research was supported by a literature review including topics of intercultural communication pedagogy, linguistic relativity hypothesis, linguaculture, and English language development. The research questions that guided this study were: (1) How is intercultural communication competence (ICC) in fourth and fifth grade ELs developed by narrative writing? (2) Does ICC impact the English language development process in a positive manner? The narrative writing samples collected from the participants were graded using the Intercultural Knowledge and Competence Value Rubric (Association of American Colleges and Universities, 2010) by the researcher. After quantitative and qualitative analysis of the data, the results exhibited that fourth and fifth grade English Learners can successfully develop ICC in narrative writing. The study was unable to fully answer the research questions as limitations of study included hinderances in gaining all the required data. Recommendations for pre-service and current EL educators are provided for the effective use of intercultural communication pedagogy within their classrooms. They are: Educators should build positive relationships with ELs; they should implement intercultural

communication pedagogy within the EL classroom that includes cultural self-awareness; knowledge of cultural worldview frameworks; empathy; verbal and nonverbal communication; curiosity; and openness; they should conduct continual assessment of Intercultural Knowledge and Competence; and finally, they should collaborate with EL educators who effectively utilize intercultural communication pedagogy in their EL classrooms.

Keywords: intercultural communication competence, intercultural communication pedagogy, Intercultural Knowledge and Competence Value Rubric, English Learners, narrative texts

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This dissertation was presented
by

Alexander L. Tai

It was presented on
August 28, 2018
and approved by:

William Boozang, Ed.D.
Lead Advisor
University of New England

Suzan Nelson, Ed.D.
Secondary Advisor
University of New England

Peter Stiepleman, Ed.D.
Affiliate Committee Member
Columbia Public Schools – Columbia, MO

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CHAPTER 1

INTRODUCTION

Today, English Learners are an integral part of the public school systems across the nation. English Learners are "students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses" (Abbot, 2013, para. 1). These students are arriving in the United States from many different countries where they established their cultural background and customs. These students undergo a cultural process of change when learning English that many educators today are unable to understand adequately.

This change has been researched by many, but not extensively for English Learners in the United States. Baker (2015) provided a clearer understanding of the relationship between culture and learning English in the context of English as a Foreign Language (EFL). As the need to understand the same relationship within the United States for English Learners becomes more relevant, the concept of intercultural communication competence arises. According to Bennett (2008), intercultural communication competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (p. 97).

In investigating intercultural communication competence within English Learners, a research instrument tool was implemented to discover if the current instruction fosters the building of these skills and characteristics in different cultural contexts. The Intercultural Knowledge and Competence Value Rubric (Association of American Colleges and Universities, 2010) was a tool that could accurately assess English Learners' narrative writing. With this tool, the research study provided a better understanding of whether English Learners were developing

intercultural communication competence in the researcher's English Learner (EL) classroom. The research participants in this study provided the researcher with a perspective on their growth in intercultural communication competence through the narrative writing lens that is graded on categories related to the development of intercultural knowledge.

Statement of the Problem

The statement of the problem is the lack of assessments that evaluate the influence of language and culture on English language acquisition. Accurate assessments will address the need for curriculum changes in preparing EL pre-service educators within the higher education system to become more proficient in the implementation of intercultural communication pedagogy. As stated by Kuo and Lai (2006), "Language and culture appear on the surface to be two distinct fields, but they have an intertwined relationship and affect each other mutually" (p. 2). The relationship between language and culture is clear, but the process of English language acquisition that occurs within the EL student is still unclear in how it truly affects the language learning. The current research on the relationship between language and culture are not inclusive of the diverse aspects of English language acquisition within the public-school systems in the United States. In investigating this relationship, educators can begin to understand how impactful instructional methods of intercultural communication pedagogy affect the development of intercultural communication competence. The educators for pre-service EL teachers of teaching English to Speakers of Other Languages (TESOL) should note the results of this study as they inform best practices for the instruction of English.

Purpose of the Study

The purpose of the study was to investigate the current levels of intercultural communication competence (ICC) in the ELs within the researcher's classroom environment of fourth and fifth grade students. Additionally, the analysis of the data uncovered the underlying

importance of ICC in the curriculum and EL language development. The research findings provided EL teachers, pre-service EL teachers, and educators of pre-service EL teachers a clearer perspective of how intercultural communication pedagogy methods impact ELs' intercultural communication competence. On a local level, the research results provided EL educators preliminary research-based findings that supported that intercultural communication pedagogy is key to ELs' development of ICC. This study provides some groundwork for future studies to initiate the needed curriculum changes to include intercultural communication pedagogy in higher education for preparing pre-service EL teachers.

Research Questions

The statement of the problem provides the perspective that the relationship between culture and language are interrelated, but no clear understanding of the ELs' development of ICC. This research study examined the following questions:

- How is intercultural communication competence (ICC) in fourth and fifth grade ELs developed by narrative writing?
- Does ICC impact the English language development process in a positive manner?

Conceptual Framework

The conceptual framework used in this study is based on the current framework of intercultural communication pedagogy. The rationale was to provide a direction in assisting organizational changes for the curriculum for the benefit of ELs' language development. Baker (2015) provided the theoretical framework for intercultural communication pedagogy with his perspectives on English as a Lingua Franca (ELF) curriculum which is used as it relates to ELs in the United States. He clearly defined his framework as, "…the close relationship between language and culture made in many of the theories discussed, and the importance of not taking language for granted, underscore the importance of taking an equally critical approach to

language and its relationship to culture" (p. 102). This framework was utilized with a secondary

theory of the *linguistic relativity hypothesis* in the investigation of ICC to create an

understanding of the relationship between English language development. Additionally, Baker

(2011) stated "If English language teaching aims to equip learners for intercultural

communication, this will need to be translated into pedagogy" (p. 211). From the perspectives

gained from Baker, the researcher utilized the intercultural communication pedagogy framework

to engage in the linguistics theory to better understand the relationship to English language

development and acquisition.

Secondary Theory Relating to Conceptual Framework

The secondary theory related to intercultural communication pedagogy is the *linguistic*

relativity hypothesis. The *linguistic relativity hypothesis* suggests that the structure of a language

affects the ELs' cognition or world perspective while applied linguists suggest that linguistic

relativity allows others to understand how speakers of other languages think and value (Kramsch,

2004). The understanding of language and culture as inseparable factors provides the firm

principles to identify the relationship between intercultural communication pedagogy and ELs'

language development to recognize the need for curriculum changes for ELs. Additionally,

Kramsch (2004) stated "Language relativity suggests reorienting the focus of language teachers

for what they do to who they are. Whether the language they teach is the language they grew up

with, or a foreign language, they themselves have had to grapple with language relativity"

(p. 255). As language educators, the ability to provide the relevance of the English language to

ELs and the opportunity is available through the implementation of intercultural communication

pedagogy. This theory of the *linguistic relativity hypothesis* is the second frame by which the

study operated, to allow for the inclusion of cultural aspects to understand the benefits of the

ELs' language development process and acquisition. Also, the intercultural communication

competencies framework guided the data collection in understanding teacher/student interactions for language development.

Strengths and Weaknesses of Conceptual Framework

The strengths of the theoretical framework included the studies and articles by Baker (2015; 2011) on the topic of intercultural communication pedagogy and the *linguistic relativity hypothesis* as the secondary theory to support the framework of investigating the most relevant aspects of the pedagogy to facilitate ELs' language development while being culturally inclusive. As for the weaknesses of the framework, the *linguistic relativity hypothesis* does have dangers of stereotyping and prejudice as noted by Kramsch (2004) within the frame of linguistic educational practices. The improper applications of the linguistic relativity hypothesis are primarily for writing methodologies in educational settings such "…that speakers of different languages write according to different rhetorical logics" (p. 253). Also, the methodology for research of the hypothesis has exhibited problems due to its complexity due to the multiple forms of the hypothesis. The primary weakness was that the framework does not focus upon ELs' language development since Baker's (2015) framework was utilized in the English as a Lingua Franca setting.

Additionally, the multiple forms of the *linguistic relativity hypothesis* provided the opportunity to have a framework that was flexible to encompass the characteristics of intercultural communication pedagogy. Finally, as noted by Baker (2011), the need for change in English instructional methodologies helps with the inclusion of intercultural communication pedagogy. The use of the *linguistic relativity hypothesis* and intercultural communication pedagogy as crucial components of the framework assisted in the understanding of the relationship data analysis for ELs' language development with consideration to multiple cultural aspects from the perspective of student/teacher interactions.

Significance

The significance of the research study provided a perspective on the correlation between intercultural communication pedagogy and the process of English language acquisition to identify the main component for positive change. Del Rosa, Cory, and Wu (2017) stressed the importance of educational freedom in the implementation of cultural responsiveness and intercultural communication skills. With the understanding of English language proficiency in the realm of public education at a local and global level, the research conclusions exhibited the need to assist in creating professional development series that educate teachers to provide culturally inclusive lessons for the advancement of students' acquisition of the English language for academic achievement. Additionally, these understandings provided insights to advance the preparation of pre-service educators in their strategies to effectively engage ELs within their classroom environments. Finally, ELs have a right to equal access to public education that advances them.

Definitions

English Learner (EL): "Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses" (as cited by Abbot, 2013, para. 1).

Intercultural Communication Pedagogy: "…a pedagogy for change within the person; with this was wide recognition of the need for framed and conceptualized experiential learning, and the need for a supported process-oriented approach to intercultural development" (as cited in Woodin, 2010, p. 234).

Intercultural Communication Competence (ICC): "A set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Bennett, 2008).

Linguaculture: "…a concept that focuses on culture in language or the cultural dimensions of language" (Bennett, 2015, p. 597).

Linguistic Relativity Hypothesis (Sapir-Whorf Hypothesis): The theory that language, thought, and culture are all related to second language acquisition (Kramsch, 2004).

Conclusion

With the background from Baker (2015; 2011) and Kuo and Lai (2006) in the relationship between intercultural communication pedagogy and language acquisition for ELs, the understanding that they provided assisted in the qualitative research examining what the current levels of ICC are in fourth and fifth grade ELs as it related to English language proficiency. The individual students' perspectives of what encompassed their cultural backgrounds and development of ICC provided the researcher with valid evidence for the need for curriculum changes to embed intercultural communication pedagogy in pre-service EL educators' education. With the findings, EL educational approaches can be modified to be inclusive of students' cultural makeups. The next chapter of this study further investigates the importance of the relationship between intercultural communication pedagogy and language acquisition with the understanding of the individual EL student's learning with research-based literature findings.

CHAPTER 2

LITERATURE REVIEW

This integrative literature review investigates current research about the relationship between characteristics of intercultural communication pedagogy and language development of English Learners (ELs) within the US public education system. The knowledge gained could assist in building a firm and research-based background in Baker's (2015) framework that can be implemented to investigate the research questions: How is intercultural communication competence (ICC) in fourth and fifth grade ELs developed by narrative writing? Does ICC affect the English language development process in a positive manner?

Objectives

The objectives of this integrative literature review were to find support of Baker's (2015) framework with literature to assist in investigating the research questions and building understanding of current knowledge of the relationship. The relationship between language and culture has been studied in detail with many current theories that explain the association from different perspectives from various researchers (Baker, 2011; Knapp, 2015; Liu, 2016; Woodin, 2010; Wu, 2015; Yunlong, 2014). Many of these perspectives are interwoven in this review as it relates to EL development of intercultural communication competence and usage of intercultural communication pedagogy. In this literature review, the topics of intercultural communication pedagogy, intercultural communication competence, and intercultural awareness are discussed as they relate to the theories of *linguistic relativity hypothesis* and linguaculture from the English language development perspective.

As for linguistic relativity, Baker (2015) explained this theory as the notion that individual experiences are linked with the language spoken. In turn, he sees culture and language as inseparable. American linguistic anthropologist Paul Fredrich's term of linguaculture, is

similar to linguistic relativity, but the latter allows for cultures and languages to be separated.

These theories inform an understanding of how culture and language are related. Concerning the

EL classroom environment, Derderian-Aghajanian and Cong (2012) provided a clearer

perspective of challenges that immigrant ELs encounter when learning English within school

environments. The main two challenges discussed included cultural differences from the school

environment and educational differences from the home country.

<div align="center">

Intercultural Communication Pedagogy

</div>

Intercultural Communicative Competence

Through Byram (1997) and Byram and Zarate (1994), the concept of Intercultural

Communicative Competence was developed. The Intercultural Communicative Competence

(ICC) is a learning concept model utilized in language classrooms to communicate

interculturally, which includes different kinds of knowledge, skills, attitudes and critical cultural

awareness (Piasecka, 2011). Many educational researchers have articulated their perspectives on

ICC. The framework that is presented in Yunlong (2014) is a three-dimensional perspective of

ICC that includes the cognitive dimension, affective dimension, and behavioral dimension. As it

relates to this research study, this three-dimensional perspective of ICC is essential to EL

language development due to the cognitive, affective, and behavioral needs of the language for

these students to become academically successful in school.

Intercultural Awareness

According to Baker (2011), the definition of intercultural awareness (ICA) is "…a

conscious understanding of the role culturally based forms, practices and frames of reference can

have in intercultural communication, and an ability to put these conceptions into practice in a

flexible and context specific manner in real time communication" (p. 202). The model of ICA

that Baker (2011) presented exhibits the global perspectives of moving conceptual ICA into

practice orientated ICA. Additionally, Piasecka (2011) notes that language learners have "…a complex cultural make-up of their own as well as with varying levels of intercultural awareness" (p. 32). The intercultural communication pedagogy research presents the need for the change to include intercultural competencies within the language teaching curriculum to bridge ELs into intercultural communication. With the diverse EL student population in schools today, ICA levels vary between students. Research cited here suggests that EL instruction might assiss in the development of intercultural communication competence at different rates.

<div align="center">**ELs' Language Development**</div>

With the understanding of how culture and language are related through intercultural communication, ELs' language development needs to be investigated. The two international perspectives on language acquisition that are widely researched are English as a Lingua Franca and English Language Teaching with different language development implications.

English as a Lingua Franca

English as a Lingua Franca (ELF) is synonymous with teaching English for intercultural communication. According to House (2014), ELF is a language for communication that acts as a medium to provide opportunities to experience different cultural identities and experiences with a new language. Without the intercultural communication aspect of ELF, ELs are being restricted in their language development and might remain culturally ignorant (Baker, 2015). Additionally, Nizegorodcew (2011) suggested that ELF assists ELs to perceive their own culture in a broader perspective about other world cultures to open their understanding of intercultural communication. The theories and perspectives of ELF are factors in this type of research, but not impactful to ELs within the public education setting due to the federal requirements that they receive English language development instruction that is inclusive in the mainstream classroom setting. ELF is the theoretical groundwork for the research study and describes the necessity for

intercultural communication competence and pedagogy within the EL classroom environment. Without the understanding of English as a Lingua Franca, English Language Teaching would not be taught as it is currently.

English Language Teaching

English Language Teaching (ELT) is the curriculum and teaching of ELF to ELs. Many researchers (Baker, 2015; Sung, 2013; Yunlong, 2014; Zhan, 2016) discussed the need for ELT to embody ELF that is inclusive of intercultural communication with a curriculum that allows non-native speakers to investigate the relationships between culture, language, and communication. In providing ELT, the ELF curriculum should integrate the target culture into English learning that includes values, beliefs, customs, and behaviors that reflect cultural connotations in the language (Yunlong, 2014). The motivation of ELs within the classroom is essential to consider when teaching ELF (Sung, 2013, Zhan, 2016). With the understanding of the ELs' language development process in respect to ELF and ELT, there are many factors employed by those teaching ELF to ELs to successfully acquire the language proficiency. As it relates to this research study, ELF and ELT are concepts required to build the background to public school-based EL teaching.

Applied Linguistics Perspective

Relationships between Language, Thought, and Culture

The relationship between language, thought, and culture within applied linguistics is called the *linguistic relativity hypothesis*. This hypothesis suggests that the structure of a language affects the ELs' cognition or world perspective. With this hypothesis, applied linguists suggest that linguistics relativity allows others to understand how speakers of other languages think and value (Kramsch, 2004). Canagarajah's (2007) perspective on language acquisition stated, "Language acquisition is based on performance strategies, purposive uses of the language,

and interpersonal negotiations in fluid communication" (p. 936). With this view on language acquisition, cultural competencies are embedded within the language. With this understanding, many ELs have broad perspectives of the target language culture incorporated in the process of learning English. The research study requires a methodology to review and assess these cultural competencies to understand the relationship between intercultural communication pedagogy and English language development which may require the analysis of the language in comparison to native English speakers.

Cultural Framework

A cultural framework within the language pedagogical curriculum in second language acquisition provides ELs success in mastering the new language (Kuo & Lai, 2006). The understanding of a new culture provides motivation, background knowledge, and success that supports greater accomplishment within language learning. This cultural framework may include culturally relevant materials, role-playing as a sociocultural approach, and utilizing students as cultural resources (Kuo & Lai, 2006). For the applied linguistics perspective on the relationship between language and culture, the correlation is evident. Understanding the relationship may contribute to forging the path to curriculum changes needed in ELT to embody cultural competencies for second language acquisition success.

Public School-Based EL Teaching

The topics of intercultural communication pedagogy, EL's language development, and applied linguistics' perspectives of second language acquisition build the background to the understanding of the relationship between intercultural communication pedagogy and EL's language development. As with any second language acquisition learning, ELs face many challenges when learning English within the public schools. The challenges include cultural differences, language differences, and educational differences that without intercultural

awareness are omitted within the frame of the curriculum of school (Derderian-Aghajanian & Cong, 2012). Research within English Speakers of Other Languages or EL programs about intercultural communication pedagogy is not widely available since many studies are set in English as a Lingua Franca and English Language Teaching abroad that do not readily transfer to the United States public school setting.

Studies on ELF and ELT point to the need for change within the ELT community to include intercultural communication within the ELF pedagogy to effectively build intercultural awareness in ELs for successful acquisition and understanding of the target language of English. Baker (2015) presented a list of how to incorporate intercultural communication within the classroom environment which include:

…exploring the complexity of local cultures; exploring cultural representations in language learning materials; exploring cultural representations in the media and arts both online and in more traditional mediums; making use of cultural informants; and engaging in intercultural communication both face to face and electronically. (p. 22)

Baker (2015) went further in his perspective of labeling the absence of culture and intercultural communication in ELF as a "blind spot" within ELT that requires immediate attention for the language development of ELs. Also, Canagarajah's (2007) perspective is similar to Baker's (2015) in stating that the time for a change in the models of language acquisition is now. This new model of language acquisition encompasses trans-national relations and multilingual communication.

In addition to modifications in ELF and models of language acquisition, Nizegorodcew's (2011) perspective brought greater awareness for the need to revise the English language teacher training and curriculum to be inclusive of intercultural communication competencies that effectively prepare teachers to embody intercultural teaching methodologies. With the inclusion

of intercultural teaching methodologies, the English language teachers can provide instruction using ELF that allows for a variety of English pedagogical instruction and its functions within the classroom environment with ELs. Young and Sachdev's (2011) study on English teachers' beliefs and practices with ICC exhibited findings that the teacher understood intercultural teaching methods were appropriate in their classrooms, but they were unable or unwilling to implement them in the classrooms setting due to lack of teacher training. These findings adds to the need for inclusion of intercultural communication course within English language teacher preparation programs to provide the effective instruction to ELs.

With the need for intercultural awareness in ELT, Liu's (2016) study suggested that ELs experience difficulty in intercultural communication in the education setting but do show initiative to want to build their intercultural awareness (p. 230). Liu (2016) concluded that the inclusion of principles and methods are required in building ELs' intercultural awareness. The four principles presented include practicality, step by step, suitability, and student-oriented. As for the three methods, Liu (2016) offered annotation and emergence; comparison and role-play, and assisted teaching methods. With the conclusions of Liu (2016), these four principles and three methods act as a guide to the relationship analysis.

The initiative from ELs to build intercultural awareness is the primary fuel for English language teachers to build on the need to effectively create and implement a curriculum that transfers the cultural teaching to ELs in a manner where it provides the opportunities to open intercultural interactions. These intercultural interactions were presented in Chamberlin-Quinlisk's (2010) study where she examined communicative adaptability between language learners and native speakers of English. The communicative adaptability for ELs was much lower compared to the native speakers since ELs reported challenges in grammar, word choice, verb tense, and pronunciation. With more intercultural interactions within the classroom

environment, ELs build their communicative adaptability with effective intercultural communication instruction from the English language teacher to engage with the language more. A model of cultural experience for ELs exhibits the intercultural communication requirements to navigate the language perspectives effectively (Yunlong, 2014).

With respect to the intercultural interactions, the ELT pedagogy utilized in the United States public school system that pulls the ELs from their general education classroom to receive English instruction is known as *pullout* services. According to Eun (2016), the current methodology of pullout services for ELT is not effective in supporting linguistic and cultural development for ELs. The inclusion of ELs within the general education classroom with instructional modifications provides a medium for intercultural communication to grow and for native speakers to engage with ELs for cultural and linguistic awareness.

For English language teacher preparation, Medina-López-Portillo (2014) provided an overview of a cross-cultural project in intercultural communication that she assigns to TESOL student candidates that effectively opened the candidates' perspectives on cross-cultural experiences to bring intercultural communication within the ELT classroom. The project assisted in increasing knowledge and cultural self-awareness in the teacher further encouraging to create language instruction lessons that allow ELs students to gain the same experiences.

Dexter, Lavigne, and Oberg de la Garza's (2016) study on communicating care across culture and language provides an observation of how language and personalized relationships in student-teacher relationships creating supportive learning environments for ELs within the public-school setting, but the findings from their study exhibit that students are socialized to be required to speak in English and not discuss other cultures since the majority of the participants native language was Spanish. Two primary findings were noted by Dexter et. al (2016) which included "…language use in the classroom may inform students' perceptions of student-teacher

relationships" and "…students desire a personalized relationship with their teachers" (p. 169). With the inclusion of care, the cultural aspects of the English language are conveyed to the students through the English language teacher and interactions that occur with student-teacher relationships. As it relates to the relationship research, the understanding of care must be included to conclusively determine what aspect of intercultural communication pedagogy affects ELs language development process. As noted from the literature above, the inclusion of culturally relevant pedagogy, intercultural communication, and cross-cultural experiences within our schools allows our ELs to be engaged and inclusive of their languages and cultures while learning English.

Research Synthesis

The current research findings provided suggest that a firm background of more research is needed to truly engage the questions about how intercultural communication pedagogy affects ELs' language development. With only a few studies clearly stating that there is a positive relationship between these two topics, no clear reasoning is presented on how it occurs. This understanding may be difficult to attain since many studies stated that there are flaws within the English language teacher preparation programs. Many have not included intercultural communication education within their curriculum, so many English language teachers may not have the required understanding to implement intercultural communication pedagogy within the ELT classroom effectively. The direction for future research is informed by developing and using the theoretical framework of intercultural communication pedagogy established from the literature artifacts. The theory acted as a basis for a qualitative research investigation of which particular aspects of intercultural communication are the most beneficial to ELs' language development to implement curriculum changes that are inclusive of all cultures.

Conclusion

In conclusion, the body of literature exhibits the positive effects of intercultural communication with ELs and native speakers of English. Emergent research supports the connection between specific aspects of intercultural communication pedagogy that affects the ELs' language development to become proficient in the English language. The research review provided many factors which are included in ELs' language development that are interrelated that include intercultural communicative competence, intercultural awareness, English as a Lingua Franca, English language teaching, and the applied linguistics perspective upon the relationship between language, thought, and culture. As noted, if these factors are included within ELT, it does not guarantee proficiency in the English language, only that language learning occurs at a higher rate. Many of these research factors are transferable to the ELs within the public education system as language learning is inclusive of cultural aspects but very dependent upon the instructional methodologies that the English language teacher utilizes within the classroom environment.

The conceptual framework grounded with Kramsch's (2004) *linguistic relativity hypothesis* and intercultural communication pedagogy perspectives allows for the relationship analysis study to research the correlation of how language and culture are related in ELs' language development process. Additionally, the analysis of the literature review has provided a clearer understanding of the focus of the study with a conceptual framework that makes "…sense of the data, to provide some coherent explanation for why people are doing or saying what they are doing or saying" (Mills & Bettis, 2015, p. 112). With the framework set, the research questions could effectively be investigated to uncover the relationship between intercultural communication competence and English language development. The following chapter provides the environment for the research methodologies and data analysis to utilize the perspectives of

the *linguistic relativity hypothesis* in the ELs' language acquisition process within the

researcher's public education setting.

CHAPTER 3

METHODOLOGY

The importance of investigating the effects of implementation of intercultural communication pedagogy as it relates to the development of intercultural communication competence in ELs has only been researched upon sparsely. Additionally, the studies related to ELs have been completed in English as a Foreign Language context in countries abroad not in the United States public school environment (Baker, 2011; Guerrero Moya, Muñoz Ortiz, & Niño Díaz, 2016; Wu, 2015). In order to engage this perspective of research, the researcher utilized action research by examining the ELs who are currently being served. The two research questions investigated within the research study were the following: How is intercultural communication competence (ICC) in fourth and fifth grade ELs developed by narrative writing? Does ICC impact the English language development process in a positive manner?

These research questions investigated how students using narrative writing developed intercultural communication competence in fourth and fifth grade ELs and its effect on their English language development. The importance of these research questions provided the researcher with the ability to investigate the relationship between ICC and English language development in a more closed environment such as the researcher's EL classroom.

Setting

Coghlan and Brannick (2014) defined action research as "a family of related approaches that integrate theory and action with a goal of addressing important organizational, community and social issues together with those who experience them" (p. xvii). This action research study occurred in an EL classroom within a public elementary school in Columbia, Missouri, that serves EL students from third to fifth grade. The researcher's relationship to the participants/students was as the primary EL specialist/educator for English language instruction.

The study utilized a qualitative data method whereby the researcher collects narrative writing samples that are then analyzed for ICC from the specified grade band of EL student participants. The researcher requested school district level IRB clearance to collect writing samples in relation to the research question. IRB clearance was granted, so narrative writing samples were gathered from fourth and fifth grade EL students served by the researcher educator.

Participants/Sample

The participants for this research study consisted of fourth and fifth grade ELs. The primary reason this grade band of ELs was utilized in this study is due to the researcher's need to have a population of participants who had varying levels of English proficiency to investigate ICC development. Additionally, the participants' narrative writing abilities had matured to a level where ICC could accurately be documented. The study had eight EL student participants from various countries and backgrounds to provide a wider perspective. Of the total participants, five participants' families were either visiting scholars with the University of Missouri-Columbia or arrived in Columbia as refugees. The participant selection aligned with the scope of study in understanding ICC and its effects on English language development within the upper primary grades in the researcher's school from a diverse population.

Data

Participant data was collected through EL student narrative writing with a specified writing prompt to engage students to compose writing as it relates to ICC (see Appendix B). All narrative writing samples composed utilized Google Docs via iPad minis and Bluetooth keyboards for standardization of text collection. All student participants shared their documents with the researcher. The writing prompt was given orally and written on the Smart Board for participants' observation (see Appendix B). For participants who were new to the United States and lived here less than a year, writing scaffolding techniques were provided which included

graphic organizers, sentence frame starters, dictionaries, and thesaurus. Of the eight participants, only two required writing scaffolding support due to the limited time in the United States and English language proficiency. The other six participants received instruction on composing narratives before data collection through their general education teacher.

Analysis

Following the data collection, narrative writing samples were graded using the Intercultural Knowledge and Competence Value Rubric created by the Association of American Colleges and Universities (2010), which assesses the intercultural communication competence of primary school students. The rubric assessed three key components of intercultural knowledge and competence: knowledge, skills, and attitudes. Within each of these components, two sub-components touched upon the ICC of students (See Appendix A). Once all EL student narrative writing samples were collected, the researcher educator graded each writing sample on the three key components of intercultural knowledge and competence with the following values: 0 – Did not meet benchmark; 1 – Benchmark; 2 – Low milestone; 3 – High milestone; and 4 – Capstone. These grading values were established by the Association of American Colleges and Universities (2010) and reflected on the rubric (See Appendix A). The rubric was completed for each writing sample collected by the researcher. After completion of the grading process, the highest and lowest narrative scores from the participant group were further investigated in a qualitative method. Additionally, all narrative samples were examined for basic writing patterns and themes that exhibited the gain or lack of ICC development to understand particular criteria in relation to the rubric further.

Participant Rights

As for participant rights, the researcher collected consent/assent forms from all students to participate in this study. These forms were stored on site. Additionally, all student names were

omitted from student narrative samples to maintain the anonymity of the EL student participants. Pseudonyms were used in further discussions when required since the researcher's primary objective was looking for evidence of ICC and relation to English language proficiency. There were minimal unintended outcomes from participation in this research study. Some personal information emerged from identifying the EL's home country, student to student interactions, and family cultural events within narratives. Participants and/or parents of participants could withdraw from the research study at any time even with a signed parental consent form as noted on the assent form (see Appendix E). If participants and/or parents of participants withdrew from the research study, the researcher destroyed all data collected.

Potential Limitations of Study

The potential limitations of the study included limited participants, grading biases, construction of the writing prompt, and environmental/emotional causes. The study utilized eight EL students from fourth and fifth grade coming from a diverse population and English language proficiency levels which may cause the results to be relevant only to the upper elementary EL population. The limited number of participants was primarily due to the parental non-consent of participation in the study. Copies of study invitations and informed consent forms were provided to all of the fourth and fifth grade EL students in the researcher's EL classroom. From the fifteen potential participants, only ten informed consent forms were returned to the researcher with two families declining participation.

Potential grading biases may have occurred due to the relationship that the researcher educator had with the EL participants since the Intercultural Knowledge and Competence Value Rubric had the ability for limited flexibility for values. The creators of the rubric were very keen on providing precise criteria and examples for each rubric level. The subjectivity of grading was noted in the analysis of the qualitative data collected identified, and researcher notes were

supplemented for accurate understanding. Additionally, the researcher did not provide a copy of the rubric to the participants to examine before the study as it related to preparation for the narrative writing samples to satisfy all the criteria of the rubric.

The construction of the writing narrative prompt by the researcher may not have encompassed all the criteria of the Intercultural Knowledge and Competence Value Rubric. The prompt was left very vague and open to provide participants the ability to write about any cultural changes since arrival to the United States. Participants may have provided writing samples that were entirely off topic and in the incorrect writing style. The environmental/ emotional causes may have included recollections of their home countries, refugee status, transience, and the need to produce quality narrative writing samples to satisfy the researcher educator. Limitations that caused results to be skewed are explicitly noted by the researcher in the results and conclusion of this research study as they were essential in understanding the development of ICC in fourth and fifth grade ELs in an elementary school setting.

Conclusion

The methodology for the study provided the researcher with a perspective in conducting and analyzing the data collected from the participants in the research setting. Additionally, the Intercultural Knowledge and Competence Value Rubric (Association of American Colleges and Universities, 2010), was the primary grading rubric for each of the narrative writing samples collected from the fourth and fifth grade EL students. This graded data gave the researcher an opportunity to analyze the relationship between ICC and English language development to uncover implications and recommendations. The next chapter provides the results of the action research study with detailed information on the analysis of the graded data from the rubric instrument utilized in this study. Additionally, discrepancies and other findings are presented to supplement the results for added understanding as they related to the research study.

CHAPTER 4

RESULTS

The results from this action research study included a synopsis of the narrative writing prompt and rubric. Following the synopsis, the researcher presented the basic descriptive statistical analysis of the scores of each of the eight subcategories of the Intercultural Knowledge and Competence Value Rubric (Association of American Colleges and Universities, 2010). Next, the qualitative analysis of the highest and lowest overall value narrative writing samples was conducted as a gap analysis. In examining all participants' writing samples, themes and writing patterns are presented by the researcher. Previous study results (Guerrero Moya, Muñoz Ortiz, & Niño Díaz, 2016; Wu, 2015) were compared to the current findings to build the understanding of ICC development and importance in ELs. In closing, the researcher provides a summary of the data as it related to the conceptual framework and research questions.

Analysis

The narrative writing prompt provided to each participant in the study was "Compose a narrative writing about your native home culture and how it has changed since arriving in the United States. You may choose one important aspect of your native home culture that truly has impacted you. It must encompass a beginning, middle, and end." This writing prompt was worded openly to allow the participants the ability to write about any cultural changes that were important to his/her cultural journey to the United States.

After all participants completed the narrative writing sample, the researcher graded each student narrative writing sample according to the Intercultural Knowledge and Competence Value Rubric (Association of American Colleges and Universities, 2010). The Intercultural Knowledge and Competence Value Rubric follows (Figure 1).

Figure 1. Intercultural Knowledge and Competence Value Rubric

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Knowledge *Cultural self- awareness*	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes *Curiosity*	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes *Openness*	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

Figure 1: Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

This rubric encompassed three primary categories of knowledge, skills, and attitudes. Within

these three categories, each had two subcategories that further investigated specific aspects of

ICC. The knowledge category had subcategories of cultural self-awareness and knowledge of cultural worldview frameworks. As for the skills category, the two subcategories included empathy and verbal/nonverbal communication. Finally, the attitudes category comprised of the subcategories of curiosity and openness. Each subcategory was assessed from 0 to 4. Scores of 0 were given if the participant did not exhibit any of the components of the subcategory to benchmark. The researcher assigned 0.5 scores for participants who were in between the columns of the rubric. The rubric noted scores of 1 as benchmark; scores of 2 and 3 as milestones; and scores of 4 as capstones.

Once the researcher graded all the student narrative writing samples, the graded values were discussed and verified by the researcher's colleague who also works with English Learners at the research site. If any discrepancies of scoring were noted, the researcher averaged the scores for the final scores as the final data. The lowest and highest overall rubric valued samples were further analyzed for specific narrative examples of intercultural communication competence as a gap analysis. The researcher noted themes and writing patterns within each of the subcategories which were investigated as they related to the research questions and conceptual framework for all participants' samples.

In closing, the naming schema of each participant included a participant ID which followed the sequence of an ordinal number for participant number, the first letter of the gender, and grade level number. The study included a total of eight participants with two females and six males. There were five participants from fourth grade and three participants in fifth grade.

Table 1

Basic Background Information

Participant ID	Ethnicity	Male/Female	Age (yrs.)	Grade Level	Language Spoken	Country of Birth
1M4	Asian	Male	10	4th	Chinese	China
2F4	Asian	Female	10	4th	Korean	S. Korea
3M4	Asian	Male	10	4th	Chinese	China
4M4	Asian	Male	10	4th	Chinese	China
5F4	White	Female	10	4th	Arabic	Iraq
6M5	White	Male	11	5th	Bosnian	Missouri
7M5	Asian	Male	11	5th	Korean	S. Korea
8M5	Black	Male	11	5th	Tigrinya	Eritrea

Note: Participant ID followed the sequence of an ordinal number for participant number, the first letter of the gender, and grade level number.

Table 1 provides the basic background information that was released to the researcher with a signed parental consent form and release of information. As for all the participants, the range of time within the Missouri public education system varied from new arrival to all their life.

Presentation of Results

All the statistical data is presented in Figure 2 which is a multi-graphical representation to incorporate the data table, and Table 2 includes the descriptive statistics of the subcategories of the rubric.

Figure 2. Multi-graphical results of intercultural knowledge and competence value data. Participant ID followed the sequence of an ordinal number for participant number, the first letter of the gender, and grade level number. K1 = Cultural self-awareness; K2 = Knowledge of cultural worldview frameworks; S1 = Empathy; S2 = Verbal and nonverbal communication; A1 = Curiosity; A2 = Openness.

Table 2

Descriptive Statistics of Intercultural Knowledge and Competence Value Scores

Rubric values	Mean	Median	Mode
K1	2.5	2.5	2.5
K2	1.63	1.5	1.5
S1	1.56	2.25	2.5
S2	1.5	1.25	1.0
A1	0.0	0.0	0.0
A2	1.69	2.0	2.0
Overall	8.88	8.75	N/A

Note: K1 = Cultural self-awareness; K2 = Knowledge of cultural worldview frameworks; S1 = Empathy; S2 = Verbal and nonverbal communication; A1 = Curiosity; A2 = Openness; All numerical data points were calculated through data analysis tool in Microsoft Excel.

As noted in Figure 2, Participant 3M4 received the highest overall rubric value of 14.5 while

Participant 6M5 received the lowest overall rubric value of 4.5. Descriptive statistics were

calculated to assist the researcher in determining if intercultural knowledge and competence were

evident in the participants' writing samples.

 After the researcher studied the descriptive statistics, the following was discovered while

utilizing the mean values. The participants scored highest in K1 rubric value, which is

Knowledge: Cultural self-awareness while scoring lowest in S2 rubric value, which is Skills:

Empathy. Participants did not score values in A1 rubric value, which is Attitudes: Curiosity.

These results were very similar to the previous research studies (Guerrero Moya, Muñoz Ortiz, &

Niño Díaz, 2016; Wu, 2015) as participants were able to express five of the six subcategories of

the intercultural knowledge and competence value rubric. As noted by Guerrero Moya, Muñoz

Ortiz, and Niño Díaz (2016), "…participants could reflect, evaluate, and analyze upon cultural

similarities and differences, which allowed them to better comprehend different situations and

prepared them to communicate more accurately" (p. 124).

 The participants in this study demonstrated the ability to express cultural self-awareness,

knowledge of cultural worldview frameworks, empathy, utilize communication to discuss

cultural differences, and be open to interactions with culturally different people. While the

degrees of categories were varying from benchmark (1) to milestones (2), all the participants

wrote about cultural experiences that exhibited their development of ICC. The curiosity

subcategory was challenging to assess in a narrative writing sample as it required the participant

to ask questions about other cultures in varying degrees. Unfortunately, the narrative writing

prompt did not allow this questioning to be included in the participants' samples since the

researcher is allowed to observe the participants while in the mainstream classroom setting. The

assessment of the curiosity subcategory could be readily determined if permission was granted.

Qualitative Commentary of Participant 3M4 Writing Sample

As for the knowledge scores, Participant 3M4 was aware of how his experiences created new perspectives on cultural self-awareness. Additionally, he demonstrated the knowledge of cultural worldview frameworks. From the narrative writing sample, the participant stated, "When I came to Missouri, there are some good things and some bad things happened." This statement provided recognition of new perspectives about his own cultural rules and biases. As for the skills scores, Participant 3M4 demonstrated the intellectual and emotional dimensions of empathy. He recognized and participated in cultural differences. An example of these cultural differences is evident when he stated, "The greatest things is that now my mom is coming and I can eat Chinese food every day! Now, I already been here almost one year, so I can eat some United States food, too!" The researcher was unable to find any curiosity in this narrative writing sample. As for openness, Participant 3M4 exhibited values of his interactions with culturally different students. From the participant's narrative writing sample, he stated, "So these things is changing in my culture, and here is something to remember, I think it is Okay for throw up after eating a new foods." Participant 3M4 truly valued the ability to try new food that is different from his tastes but understands that he may not like it.

Qualitative Commentary of Participant 6M5 Writing Sample

Participant 6M5 did not fully understand the writing prompt. He wrote a persuasive essay instead of a narrative. As for the knowledge scores, Participant 6M5 identified his cultural values on food, but only demonstrated a surface understanding of cultural worldview frameworks. The participant stated, "Trust me if you ever have bosnian food it well feel like heaven. some Bosnian food is sort of related to american food burritos." He only related to his cultural worldviews with the surface understanding of the American culture. As for the skills scores, he exhibited a very minimal level of understanding of cultural differences and provided no

perspectives on empathy. Since the participant wrote a persuasive essay, the researcher had a tough time assessing the skills of empathy and communication as it relates to intercultural knowledge and competence. As it relates to the attitudes score, Participant 6M5 received no scores. He did not incorporate any aspects of cultural curiosity or openness within his writing sample.

Themes and Writing Patterns

When the researcher graded and analyzed all the writing narrative samples with keyword analysis, two main themes were uncovered which included cultural changes in food and cultural changes in school environment/learning. The writing patterns for groups of participants within specific rubric categories were analyzed. These themes and writing patterns provided the researcher infromation to verify if participants had developed ICC in the narrative writing format. Additionally, they allowed him to examine if ICC had any influence on the English language development process of English Learners within the research environment.

Three participants (3M4, 4M4, and 6M5) wrote their narrative writing samples on the cultural changes in food. The researcher noted that all these participants were males. Participants 3M4 and 4M4 both discussed how they changed to like pizza, but participant 3M4 provided more details about the change in the amount of food that he could eat after he became acclimated to the food in the United States. In retrospect, Participant 4M4 recounted the first time he went grocery shopping at Walmart with his mother and was unable to find any Chinese food. Unfortunately, participant 6M5 provided no aspect of cultural changes in food. He instead persuaded the reader that Bosnian food is much better than American food. As for most English Learners arriving from abroad, the first cultural shock when they arrive in the United States was the different types of food Americans eat, and need to eat it as a necessity for survival.

The remaining five participants (1M4, 2F4, 5F4, 7M5, and 8M5) discussed the cultural changes in the school environment/learning. A key pattern within three participants' narrative writing was learning English in the researcher's EL classroom. The following were participant statements that included the researcher's EL classroom in the writing sample: Participant 1M4 stated, "(He) want to know how about my English. So he give me a test. And he teaching English. I 'm very good now." Participant 7M5 wrote, "In America it have ELL class in school but in Korea we (students) don't have ELL because in America other country many people are coming but in Korea it doesn't come many other country people." Lastly, Participant 8M5 authored, "I have many friends at school. There is ELL class at (school) with my friends."

One pattern that was noticed was participants were comparing school in their home country to school in the United States. Participant 7M5 stated, "In Korea we (students) don't have recess we (students) have break time 10 to 20 minit but in america they have recess." Finally, Participant 8M5 wrote, "I came to the United States from Malta when I was in elementary school in fourth grade. I flew to the United States by airplane. When I come to the United States, the school was better. Because in Malta, the schools in Malta are bad."

These two writing themes were the life-changing events that first occurred when ELs arrived in the United States. Additionally, these narrative writing samples provided real first-hand accounts of these cultural changes and the development of intercultural communication competence. The results from this study provided insights on how intercultural communication competence is a definite skill for our ELs in the public-school environment.

One observation that was made by the researcher was the two primary home languages from the research study were Chinese and Korean. Three participants (1M4, 3M4, and 4M4) speak Chinese while two participants (2F4 and 7M5) speak Korean. The researcher completed a descriptive statistical analysis of the participants speaking Chinese and Korean to conduct a

quantitative comparison to the whole participant group data. All the Chinese speaking

participants were from the fourth grade. Additionally, all three of the participants were males.

This was different from the Korean speaking participants as there was one female from fourth

grade and one male from fifth grade.

Table 3

Descriptive Statistics of Chinese Speaking Participants (1M4, 3M4, and 4M4)

Rubric values	Mean	Median	Mode
K1	3	3	N/A
K2	1.83	1.5	1.5
S1	2.5	2.5	2.5
S2	1.83	1.5	N/A
A1	0.0	0.0	0.0
A2	2.5	2.5	N/A
Overall	11.67	10.5	N/A

Note: K1 = Cultural self-awareness; K2 = Knowledge of cultural worldview frameworks; S1 =

Empathy; S2 = Verbal and nonverbal communication; A1 = Curiosity; A2 = Openness; All

numerical data points were calculated through data analysis tool in Microsoft Excel.

Table 4

Descriptive Statistics of Korean Speaking Participants (2F4 and 7M5)

Rubric values	Mean	Median	Mode
K1	2.5	2.5	2.5
K2	2.0	2.0	2.0
S1	1.5	1.5	N/A
S2	1.5	1.5	N/A
A1	0.0	0.0	0.0
A2	2.0	2.0	2.0
Overall	9.5	9.5	N/A

Note: K1 = Cultural self-awareness; K2 = Knowledge of cultural worldview frameworks; S1 =

Empathy; S2 = Verbal and nonverbal communication; A1 = Curiosity; A2 = Openness; All

numerical data points were calculated through data analysis tool in Microsoft Excel.

With respect to the overall rubric values, the Chinese and Korean participants scored

higher than the group grades. Referring to Table 3 and 4, the Chinese participants scored 2.79

points above the group mean overall scores while the Korean participants only scored 0.62 points above. It showed that the Chinese participants exhibited more of their intercultural communication competence criteria in their writing samples with the control of the English language. In comparing Table 1 and 3, the particular rubric values that the Chinese scored higher than the overall group in were K1: Cultural self-awareness; K2: Knowledge of cultural worldview frameworks; S1: Empathy; S2: Verbal and nonverbal communication; and A2: Openness. In analyzing Table 1 and 4, the Koreans scored higher in K2: Knowledge of cultural worldview frameworks and A2: Openness. The two criteria of knowledge of cultural worldview frameworks and openness showed that the Chinese and Koreans could quickly master these criteria in their development of intercultural communication competence due to factors not exhibited in this research study.

Relationship to Research Questions and Conceptual Framework

As a review, the research questions that this study investigated are: How is intercultural communication competence (ICC) in fourth and fifth grade ELs developed by narrative writing? Does ICC impact the English language development process in a positive manner? With the data collected, the narrative samples exhibited that the EL teacher's instructional methodologies utilized in the EL classroom environment were instrumental in the development of ICC as the participants cognitively produced the narrative writing samples answering the narrative writing prompt to their best of their abilities. In relation to the English language development process, the data did not sufficiently uncover the effect that ICC had on the process but provided a solid background for future research investigations on the relationship.

The conceptual framework was grounded with Kramsch's (2004) *linguistic relativity hypothesis* and intercultural communication pedagogy perspectives provided the researcher the ability to investigate the relationship between language and culture as it relates to ELs in the

public-school environment. The results from this study created the foundation for the study of the relationship that Baker's (2015) perspectives noted as, "…the close relationship between language and culture made in many of the theories discussed, and the importance of not taking language for granted, underscore the importance of taking an equally critical approach to language and its relationship to culture" (p. 102). The data confirmed that the relationship between language and culture was important as ELs are building upon their ICC through valid intercultural communication pedagogy provided by the EL educator. With more intentional EL educators that provide intercultural communication pedagogy, researchers have more opportunities to study if ICC affects English language development within ELs.

Summary

The data showed that fourth and fifth grade ELs successfully developed intercultural communication competence in narrative writing utilizing the Intercultural Knowledge and Competence Value Rubric (Association of American Colleges and Universities, 2010). As noted in the descriptive statistics of the rubric values, the participants exhibited growth in five of the six subcategories. There were no assessed values in attitudes/curiosity as the rubric descriptions looked at how participants asked questions as it related to comparisons of differing cultural frameworks.

With the limited narrative writing samples, it was difficult to generalize the results to all fourth and fifth grade ELs within the public school EL classroom environment due to other factors. The results did clarify the importance of intercultural communication pedagogy within the EL classroom but could not exhibit any corresponding significance to English language development with ELs. The last chapter of this dissertation discusses the conclusion of this research study as it pertains to the interpretation of findings and implications. Additionally,

recommendations for action and further study are presented to develop the significance of the

research topic for stakeholders.

CHAPTER 5

CONCLUSION

In closing, this research study examined the development of intercultural communication competence (ICC) in fourth and fifth grade ELs through narrative writing within a public elementary school setting. Participants provided the researcher qualitative data on the varied themes and patterns within the samples to assess by the Intercultural Knowledge and Competence Value Rubric (Association of American Colleges and Universities, 2010) as it pertained to development of intercultural communication competence.

This research study examined the following research questions: (1) How is intercultural communication competence (ICC) in fourth and fifth grade ELs developed by narrative writing? (2) Does ICC impact the English language development process in a positive manner? The first research question investigated the process by which 4th and 5th developed narrative writing.

The results exhibited that the EL teachers' instructional strategies were instrumental in the development of ICC. Due to the nature of the research methodology, however, the researcher was unable to pinpoint the instructional methods that were most effective in the development of ICC. The quantitative data results showed that all participants exhibited growth in five of the six subcategories with no assessed values in attitudes/curiosity on Intercultural Knowledge and Competence Value Rubric (Association of American Colleges and Universities, 2010). The subgroups of Chinese and Korean speaking participants scored higher in ICC than other participants in the study. The two specific criteria that were higher included knowledge of cultural worldview frameworks and openness. The researcher infers that the scores of Chinese and Korean speaking participants are greater due to their understanding of the importance of cultural awareness as it relates to their cultural upbringings abroad.

Interpretation of Findings

Findings for the two main research questions are presented in this section. The topics that emerged from the findings were very eye-opening for the researcher to uncover as they are important to many cultural backgrounds in ELs.

Research Question 1: How is intercultural communication competence (ICC) in fourth and fifth grade ELs developed by narrative writing?

Two primary themes were discovered in the participants' narrative writing samples. The findings of this research study exhibited fourth and fifth grade ELs' demonstrated benchmark to milestone levels of ICC through the narrative writing which clarified the importance of intercultural communication pedagogy within the EL classroom (Guerrero Moya, Muñoz Ortiz, & Niño Díaz, 2016; Wu, 2015). Using the descriptive statistics values, the mean overall rubric value of all the participants was an 8.88 which falls at the milestone level. The participants scored an average score of 2.5 in K1 rubric value, which is Knowledge: Cultural self-awareness. The lowest average score of 1.5 in S2 rubric value, which is Skills: Empathy. The results showed no major significance to English language development with ELs.

In the qualitative analysis of the writing samples, two main themes with various writing patterns were discovered. The two main themes consisted of cultural changes in food and cultural changes in school environment/learning. The primary writing pattern discovered by the researcher included vocabulary comparing native culture and culture within the United States such as the terms *better*, *because*, and *but*. These themes reflect the first-hand experiences of ELs' arrival in the United States that are the most recognizable changes in their own cultural experiences.

Research Question 2: Does ICC impact the English language development process in a positive manner?

In respect to the second research question, the researcher was unsuccessful in the discovery of the impact of ICC on English language development for ELs. Without access to the English language development assessment (i.e. ACCESS for ELs 2.0) results and mainstream classroom teacher observations of ELs, the relationship between ICC and English language development could not effectively be discovered or analyzed. More limitations of the study are presented in this chapter that caused the insufficient data to adequately answer both research questions. The researcher infers that in time with more mainstream classroom and EL teachers effectively implementing intercultural communication pedagogy within their classrooms, an analysis of the influence of ICC on English language development will be possible. This chapter ends with recommendations for action, pre-service EL teachers, and further study based on the study results.

The qualitative analysis of the writing samples that led to discovery of various writing patterns did focused on students' experiences with cultural changes in food and cultural changes in school environment/learning. The primary writing pattern discovered suggests that participants demonstrated use of comparative vocabulary with native culture and culture within the United States such as the terms better, because, and but. Thes relevance of these themes reflect the experiences of ELs' arrival in the United States and would be anticipated by educators and others who work with immigrant communities.

Limitations of Study

Some limitations of the study were noted in the interpretation of the data. After completing the study, there were many weaknesses in the study that the researcher now discovered. The writing prompt utilized in this study was purposefully general with no required

direction in the composition of the narrative writing samples. After reviewing the data, the prompt should have been very directive and utilized clear directions of what was required of the writing as it related to the Intercultural Knowledge and Competence Value Rubric (Association of American Colleges and Universities, 2010). The current prompt should have been piloted before the data collection to test for validity and understanding. The results from the pilot would have provided the researcher with valid information to modify the prompt. With a modified prompt, the writing samples would have provided more rich results to the study.

In reviewing the data and rubric, the instrument should have been modified for the age set of the participants due to the type of specific writing style utilized in the samples. The empathy subcategory of the rubric should have been removed after looking at the results since no participant scored any points within this subcategory. Next, participants of the study were unaware of the grading instrument that the researcher was using to grade so writing samples ranged in grades. With an exemplary model essay, the researcher could provide the understanding of the grading instrument and required elements within the writing sample to the participants. This was a factor overlooked as the participants of the study were fourth and fifth grade ELs. Finally, the generalization of the results to all fourth and fifth grade ELs within the public school EL classroom environment was not completed due to factors dependent on the EL teachers' teaching methodologies and cultural pedagogical understandings since the sample size for the research study consisted of only eight participants.

Implications

With the results obtained in this study, EL researchers and educators across the nation can extend their understanding of how intercultural communication pedagogy is influential in building ICC within the EL classroom environment. Pre-service education professionals within the colleges and universities across that nation can initiate change in the field of EL pedagogy to

become inclusive of all cultures and teaching methodologies that are culturally relevant to the ELs in the classroom to foster the building of ICC. This perspective was noted by Baker (2011) when he stated, "If English language teaching aims to equip learners for intercultural communication, this will need to be translated into pedagogy" (p. 211). With additional research studies in intercultural communication pedagogy, the importance of reforms in EL education initiates to educate ELs in becoming culturally competent individuals. As it relates to local implications, the results from the study are shared with the researcher's school administrators and educators at the school site to initiate discussions about the importance of intercultural communication pedagogy for all students including the ELs. Professional development opportunities are possible outcomes from the discussions with other educators at the school site to begin district level overhaul of EL pedagogy and curriculum.

Recommendations for Action

With the results from this study on ICC in ELs in the elementary school environment, the following recommended action steps begin the understanding of the importance of intercultural communication pedagogy within each EL classroom.

1. Building positive relationships with ELs: Educators need to build relationships with ELs to understand their cultural backgrounds and target learning styles.

2. Implement intercultural communication pedagogy within the EL classroom: This is the most challenging aspect for educators as intercultural communication pedagogy is similar to culturally relevant pedagogy but embodies more into a holistic perspective that includes cultural self-awareness; knowledge of cultural worldview frameworks; empathy; verbal and nonverbal communication; curiosity; and openness.

3. Continual assessment of ICC: The Intercultural Knowledge and Competence Value Rubric (Association of American Colleges and Universities, 2010) is a well-grounded

rubric in assessing ELs in different modalities (i.e., speaking, writing, and verbal

exercises). Currently, federal and state EL assessments do not assess ICC

development.

4. Collaboration with EL educators that effectively utilize intercultural communication

pedagogy in their EL classrooms: The understanding of intercultural communication

pedagogy need to be initiated by the front line EL educators effectively exhibit the

relationship between culture and language.

With these overarching action steps, the need for effective intercultural communication

pedagogy for ELs within the US school systems become apparent to educators who create

additional opportunities for educational researchers to study the effects of intercultural

communication pedagogy on ELs further as it relates to ICC.

Recommendations for Pre-service EL Teachers

The governing association of EL teachers is the Teaching English to Speakers of Other

Languages (TESOL) International Association. The findings from this study could initiate

change in curriculum for pre-service EL teachers in colleges and universities, but the adjustment

will not be implemented until the years to come. As a pre-service EL teacher, the education

received at the collegiate level needs to be current and valid. Without the real understanding of

the importance of intercultural communication competence for EL students, the instructional

methods being taught in current methods courses do not engage in true English language

learning. The following recommendations are provided to pre-service EL teachers:

1. Try to ask questions about intercultural communication pedagogy and intercultural

communication competence in your TESOL instructional methods courses.

2. Search for current research articles on intercultural communication pedagogy and

intercultural communication competence to educate yourself.

3. Ask instructors and/or professors to invite current EL educators from local public schools that effectively implement intercultural communication pedagogy within their EL classrooms to speak.

4. Inform your collaborating EL teachers about how intercultural communication pedagogy and intercultural communication competence is essential in English language acquisition.

The change in the curriculum for pre-service EL teachers has to start by informing current TESOL instructors and professors about the importance of intercultural communication pedagogy and intercultural communication competence. As more research studies are conducted upon this topic, the TESOL International Association will be pressed to implement changes in curriculum in educating pre-service EL teachers in the colleges and universities across the globe.

Recommendations for Further Study

This research study exhibited similar findings as in comparison to previous studies. The following recommendations are provided for further study:

1. The researcher should provide adequate background and understanding to the participants on all the categories of the assessment rubric within the research time frame.

2. Pre-/post-writing samples need to be collected for comparative analysis with respect to growth in ICC and EL language proficiency.

3. Practice writing exercises should be conducted before the collection of the writing samples to reiterate to the participants the writing style required.

4. The writing prompt should be provided to participants in a format that is very directive, clear, and concise. Additionally, the criteria of the grading need to be embedded in the prompt.

5. EL annual assessment scores (i.e., WIDA ACCESS for ELs) should be part of the research data to track growth in English language development.

6. A larger participant population provides more substantial data results and provide perspectives for generalizations.

7. The researcher must be aware of the consideration of the participant's parents' education (i.e., college degree), background, socio-economic status during the analysis of the data as they may impact the results.

The researcher firmly believes with these modifications for a follow-up research study can uncover findings to initiate organizational/departmental changes in the EL pedagogy and curriculum to be inclusive of intercultural communication pedagogy for successful ELs that are developing ICC. Additionally, the ability to track English language development with the EL annual assessment scores can provide perspectives on the effects of intercultural communication pedagogy on English language development.

Conclusions

The perspectives of Kuo and Lai (2006) were visible throughout this research study as the relationship of language and culture were observed in the narrative writing samples of fourth and fifth grade ELs with the Intercultural Knowledge and Competence Value Rubric (Association of American Colleges and Universities, 2010). Participants in this study provided perspectives on the growth of ICC from a written perspective that embodied cultural self-awareness; knowledge of cultural worldview frameworks; empathy; verbal and nonverbal communication; curiosity; and openness. There were many limitations on the results that are noted for further studies to solidify the understanding to build clear modifications to pedagogical methodologies to be inclusive of intercultural communication pedagogy.

The results of this study did not provide a clearly defined direction in the effects upon English language development but revealed the importance of ICC in ELs within the elementary school environment. The components of ICC were valid for all students to attain in becoming a global citizen within the United States. However, our current pedagogical methodologies within the EL classroom environment supplementing the growth of ICC is still unknown. Future studies need to be purposeful in investigating this understanding for change to occur for the benefit of ELs.

Many themes and writing patterns were discovered in the results that can be translated into the development stages of intercultural communication pedagogy which provided a clearer understanding of how the English language and culture are relational. The native language and culture of ELs were apparent in the narrative writing samples as an effective filter in the development of ICC. These minor discoveries were considered milestones in this journey to bring meaning for change in EL pedagogy and curriculum. Additionally, the assessment techniques currently utilized for ELs must become inclusive of ICC as it becomes a set of skills to continue the learning process within schools today.

In conclusion, this research study provided further data to educational researchers that inclusion of intercultural communication pedagogy and assessment of ICC are essential in the EL classroom environment. This action research study within the researcher's EL classroom has been beneficial in investigating the necessary components of ICC that should be utilized in future EL pedagogy. Additionally, the Intercultural Knowledge and Competence Value Rubric (Association of American Colleges and Universities, 2010) dictated and assisted in the development of instructional strategies for ELs to acquire intercultural communication competence.

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APPENDIX A

Intercultural Knowledge and Competence Value Rubric

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Knowledge *Cultural self- awareness*	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes *Curiosity*	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes *Openness*	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

APPENDIX B

English Learner Narrative Writing Prompt

Compose a narrative writing about your native home culture and how it has changed since

arriving to the United States. You may choose one important aspect of your native home culture

that truly has impacted you. It must encompass a beginning, middle, and end.

APPENDIX C

Study Invitation

March 2018

<u>Translation of Documents:</u> Please contact the researcher at the e-mail addresses and/or phone number provided in the Questions section.

Dear Parent(s)/Guardian(s) of Potential Study Participant:

As a doctoral student completing my dissertation study through the University of New England, I am inviting your child to provide narrative writing samples to investigate the development of intercultural communication competence in English Learners. This study focuses primarily on how student narrative writing develops intercultural communication competence in the public-school environment. By allowing your child's participation, you are providing a valuable contribution to the reform of the English Learners' education field.

Research Questions:
How is intercultural communication competence (ICC) in fourth and fifth grade ELs developed by narrative writing?
Does ICC affect the English language development process in a positive manner?

Study's Purpose: The purpose of this qualitative, descriptive study is to collect a wide range of writing samples to assess on how student narrative writing develops intercultural communication competence in fourth and fifth grade English Learners and its effect on the English language development. The findings will inform and educate English Learner educators/programs to guide continuous improvement toward effective intercultural communication pedagogy in English Learner classrooms across the nation.

Procedures: Your child's participation in this research study is completely voluntary. The study includes a written narrative writing prompt on their native home culture and how it has changed since arriving to the United States. The study will run from March 2018 to July 2018, with results/findings published by August 2018. Upon your request, I can send you a copy of your child's individual writing sample, as well as a copy of the completed dissertation. I do not foresee this study presenting any risks or hardship on you, other than the time your child invests in it. However, your child's time invested will contribute to the immense anticipated benefits of collecting this data to share with other English Learner educators and programs. Together, we can create a better tomorrow for our English Learner children and their families.

Confidentiality: Your child's identity will be protected throughout the study and thereafter. Only I, the researcher, will have access to your child's information. Written reports and discussions will identify your child only as a number (i.e. Participant #2). Your child's name and school location will not be shared with anyone else. Your child's confidentiality will be protected in compliance with the University of New England's research with human participants' policies and procedures.

Compensation: No monetary or non-monetary compensation will be provided for your child's input or time.

Questions: If you have any questions or concerns regarding this study and your participation, you may contact me, the researcher, via e-mail at atai@une.edu, or via my home phone personal line at 573-825-7183. You also may contact Dr. William Boozang at the University of New England at wboozang@une.edu or by phone at 508-446-7685.

Thank you for your valuable insights and willingness to participate in this research study. Your contribution not only supports my dissertation study, but also future reforms in English Learners' education.

Sincerely,

Alexander L. Tai, Ed. D. Candidate
University of New England
Doctor of Education in Educational Leadership Program

APPENDIX D

Informed Consent Form

March 2018

Translation of Documents: Please contact the researcher at atai@une.edu or call on my personal line at 573-825-7183

Dear Parent(s)/Guardian(s) of Participant:

Your child may choose to voluntarily participate in this study or decline/withdraw from the study at any time. Do not hesitate to ask questions or present concerns throughout the research study process. Your child's personal identifying information will not be reported with the findings. Only the researcher will know your identifying information. Your child's responses will remain anonymous. At any time during the study, you or your child may request access to the individual data, and in August 2018, you may request access to the study's results reported in a manner that protects the confidentiality of all participants.

The purpose of the narrative writing prompt and data collection is to collect a wide range of samples to assess on how student narrative writing develops intercultural communication competence in fourth and fifth grade English Learners and its effect on the English language development. After all of the writing samples are coded with the Intercultural Knowledge and Competence Value Rubric created by the Association of American Colleges and Universities (2010) and reviewed, the highest and lowest coded narratives for each grade level will be further investigated in a qualitative method for key writing snippets that exhibit the gain or lack of intercultural communication competence development for added discussion.

This study will not present any known risks throughout the process, other than inconveniencing your child for the time to compose their response to the writing prompt in the English Learner class. The expected benefit of your participation is to allow other English Learner educators/programs improve the intercultural communication pedagogy in how they can serve English Learners.

Please sign/agree to this consent form with full knowledge of the purpose and procedures of the study and data collection as it relates to your child. A copy of the consent form will be given to you.

I, (parent's/guardian's name) _____, allow (child's name) _____ to participate in this study, titled Assessing Intercultural Communication Competence in Narrative Texts of English Learners.

Parental/Guardian Signature: _____

Date: _____

Sincerely,

Alexander L. Tai, Ed. D. Candidate
University of New England
Doctor of Education in Educational Leadership Program

APPENDIX E

Assent Form

March 2018

Project Title: *Assessing Intercultural Communication Competence in Narrative Texts of English Learners*
Primary Investigator: Alexander Tai

I, Alexander Tai, am doing a research study about how your native home culture affects your English learning. A research study is a way to learn more about people. If you decide that you want to be part of this study, you will be asked to write an essay as it relates to your home culture and changes.

There are some things about this study you should know. You will be given two days to write your essay. All students will be writing essays during these two days. I will provide any writing help that you will need.

Not everyone who takes part in this study will benefit. A benefit means that something good happens to you. I think these benefits might be learning about your peers' experiences of their native home culture as it relates to English learning.

When we are finished with this study, I will write a report about what was learned. This report will not include your name or that you were in the study.
You do not have to be in this study if you do not want to be. If you decide to stop after we begin, that's okay too. Your parents already know about the study too.
If you decide you want to be in this study, please print and sign your name.

I, (Print Name) _____, want to be in this research study.

_____   _____
Signature   Date

APPENDIX F

UNE IRB Acknowledgement

Institutional Review Board
Olgun Guvench, Chair

Biddeford Campus
11 Hills Beach Road
Biddeford, ME 04005
(207)602-2244 T
(207)602-5905 F

Portland Campus
716 Stevens Avenue
Portland, ME 04103

To: Alexander Lee-Heng Tai

Cc: Bill Boozang, Ed.D.

From: Lliam Harrison, M.A. J.D.

Date: February 26, 2018

Project # & Title: 020918-010, Assessing Intercultural Communication Competence in
                Narrative Texts of English Learners

The Institutional Review Board (IRB) for the Protection of Human Subjects has reviewed the
above captioned project and has determined that the proposed work is exempt from IRB review
and oversight as defined by 45 CFR 46.101(b)(1).

Additional IRB review and approval is not required for this protocol as submitted. If you wish to
change your protocol at any time, you must first submit the changes for review.

Please contact Lliam Harrison at (207) 602-2244 or wharrison@une.edu with any questions.

Sincerely,

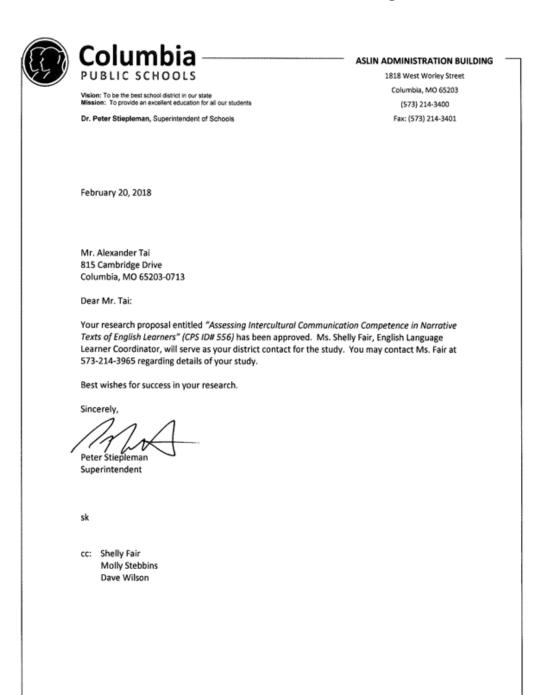William R. Harrison, M.A., J.D.
Director of Research Integrity

IRB#: 020918-010
Submission Date: 02/9/18
Status: Exempt, 45 CFR 46.101(b)(1)
Status Date: 02/26/18

APPENDIX G

Columbia Public Schools IRB Acknowledgement

Columbia
PUBLIC SCHOOLS

ASLIN ADMINISTRATION BUILDING

1818 West Worley Street

Columbia, MO 65203

(573) 214-3400

Fax: (573) 214-3401

Vision: To be the best school district in our state
Mission: To provide an excellent education for all our students

Dr. Peter Stiepleman, Superintendent of Schools

February 20, 2018

Mr. Alexander Tai
815 Cambridge Drive
Columbia, MO 65203-0713

Dear Mr. Tai:

Your research proposal entitled *"Assessing Intercultural Communication Competence in Narrative Texts of English Learners" (CPS ID# 556)* has been approved. Ms. Shelly Fair, English Language Learner Coordinator, will serve as your district contact for the study. You may contact Ms. Fair at 573-214-3965 regarding details of your study.

Best wishes for success in your research.

Sincerely,

Peter Stiepleman
Superintendent

sk

cc: Shelly Fair
      Molly Stebbins
      Dave Wilson

www.cpsk12.org