English Language & Literature Teaching, Vol. 17, No. 1 Spring 2011

Designing Cultural Syllabus and Lesson Plan Based on Developmental Stages of Acculturation of Intercultural Communicative Competence

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Jang, Eun-Suk. (2011). Designing cultural syllabus and lesson plan based on developmental stages of acculturation of intercultural communicative competence. *English Language & Literature Teaching, 17*(1), 37-52.

The purposes of this study were to review developmental stages of acculturation, to establish dimensions and components of intercultural communicative competence, and to suggest teaching methods in the elementary school based on the dimensions and the components of the stages. In order to achieve these purposes, theoretical research on the nature of intercultural communicative competence and teaching methods of intercultural dimensions and components was carried out in terms of developmental stages of acculturation. The stages of acculturation have relation to cognitive domain, affective domain, and cultural awareness. In the domain of cognitive development, the models such as Cummins (1981), Wong-Fillmore (1983), and Ausubel (1968) were presented. In the affective domain of second language research, the models of Gardener and Lambert (1972), Maslow (1954), and Bloom (1974) were argued. Modifying the models of Ausubel, Cummins, Wong-Fillmore, the dimensions and components of intercultural communicative competence were established. In addition, it was suggested that cultural syllabus and lesson plan based on tourist and survivor stage should be considered.

[intercultural communicative competence, stages of the acculturation, cultural syllabus, cognitive domain, affective domain]

I. INTRODUCTION

Culture is a dynamic, living phenomenon practiced daily by real people, together or alone, as they go about their shared way of life, living and creating their history or civilization. When across the border from our way of life into theirs, our challenges become communicating, building relationships, and accomplishing tasks in their language

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using their set of rules. To achieve these ends you have to manage your language, actions, emotions, beliefs, and values through trial and error — through experience (Moran, 2001).

Generally, a natural language is described as a communication tool consisting of a vocabulary, grammar and pronunciation and spelling rules governing their use in speech and writing (Ronowicz and Yalop, 1999). Communication is the process through which participants create and share information with one another as they move toward reaching mutual understanding. In speaking and listening, we use words and gestures that have some degree of common meaning for both communicating parties. That common meaning partly emerges from our reservoir of words, experiences, cognitive ability, and world view. Cultural differences or similarities alone are potent enough to hinder or to heighten communication.

Currently, communication is classified as international communication, intercultural communication, intracultural communication, interracial communication, and interethnic communication, based on the levels of cross-cultural communication. But these various dimensions are not mutually exclusive. They simply depict varying levels of interaction under cross-cultural communication. In practice, the terms 'cross-cultural communication' and 'intercultural communication' are used interchangeably (Dodd, 1977).

Intercultural communication competence is the ability to effectively and appropriately carry out communication behaviors. While intercultural communication has been a subject of considerable interest to researchers or teachers, research on dimensions and components of intercultural communicative competence remains only partially answered. Therefore, the purposes of this study are to review developmental stages (tourist, survivor, immigrant, and citizen) of acculturation, to establish dimensions and components of intercultural communicative competence (ICC), and to suggest cultural syllabus and lesson plan based on dimensions and the components of the stages.

II. THE NATURE OF INTERCULTURAL COMMUNICATIVE COMPETENCE

White (1957: 297) viewed competence as ‘a basic human need’ and proposed the measure of competence to be ‘the degree to which a person produces the intended effect from interaction with the environment’. But, Holland and Baird (1968) defined competence as the inherent ability to interact effectively. In other words, they saw communication competence as an inherent ability that relates neither to personal intellect nor to education. However, Weinstein (1969) proposed that communication competence increases through socialization and that we learn it incidentally, rather than through deliberate effort. He viewed competence as the acquired ability to manipulate the

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interaction in response to personal goals. In this respect, Backlund (1978: 26) defined communication competence as the ability to demonstrate knowledge of the socially appropriate communicative behavior in a given situation.

According to Backlund (1978: 26-8), communicative competence is composed of 'two elements: effectiveness and appropriateness'. Appropriateness refers to the degree to which the exchanged behaviors are regarded as proper and match the expectations generated by the insiders of the culture. Allen and Wood (1978) offered 'one set of rules for appropriateness':

- Say just enough—not too little or too much.
- Don't say something that's false—or speak about something for which you lack evidence.
- Relate your contribution to the topic and situation.
- Be clear about what you are saying, and say it with dispatch.

They stressed the four elements of appropriateness: quantity, quality, relevancy, and manner of message sending in interaction. For example, if you are in China, when you offer your guest some food, you should use self-effacing mode of expression such as "The food is not too delicious, but try some...." And if you are an intercultural sensitive guest, you might say something like "All the dishes look so good, you must have been working really hard all day in the kitchen. You're being too humble...." (Ting-Toomey, 1999).

Effectiveness refers to the degree to which communicators achieve mutual shared meaning and desired goal-related outcomes. An effective encoding and decoding process lead to mutually shared meanings. Mutually shared meanings lead to perceived intercultural understanding. Ineffective encoding and decoding by one of the two communicators can lead to intercultural miscommunications and misunderstandings (Ting-Toomey, 1999). Thus, intercultural communication competence can be defined as the ability to effectively and appropriately carry out communication behaviors to elicit a desired response in interactions between people who belong to specific environments.

III. DIMENSIONS AND COMPONENTS OF INTERCULTURAL COMMUNICATIVE COMPETENCE

According to Chen (1989), intercultural communication competence has four dimensions: personality attributes, communication skills, psychological adaptation, and cultural awareness. Table 1 illustrates the dimensions and components of intercultural communicative competence (ICC). **TABLE 1**

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Dimensions and Component s of ICC

Competence	Dimensions	Components
ICC	Personal Attributes	Self-Disclosure
		Self-Awareness
		Self-Concept
		Social Relaxation
	Communication Skills	Message skills
		Social skills
		Flexibility
		Interaction management
	Psychological Adaptation	Frustration
		Stress
		Alienation
		Ambiguity
	Cultural Awareness	Social Values
		Social Customs
		Social Norms
		Social Systems

Personality attributes refer to the traits that constitute an individual's personality (Chen, 1989). These traits stem from our unique experiences within a culture and reflect, in part, our heredity. The main personal traits that affect intercultural communication competence include self-concept, self-disclosure, self-awareness, and social relaxation. Communication skills are the verbal and nonverbal behaviors that enable us to be effective in interactions with others. Such behaviors in intercultural communication include message skills, behavioral flexibility, interaction management, and social skills. Psychological adaptation refers to our ability to acclimate to a new culture. It entails a complex process through which we acquire the ability to fit in the new cultural environment. That is, psychological adaptation represents our general psychological well-being, self-satisfaction, and contentment within a new environment. Cultural awareness refers to understanding the conventions of the target culture that affect how people think and behave. Each culture shows different thinking patterns. The key components of a cultural awareness that affect ICC include social values, social customs, social norms, and social systems.

However, Chen (1989)'s model has a few problems in establishing the dimensions and components of ICC. First, intercultural adaptation process was not considered in detail.

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Adler (1975) described intercultural adaptation as a transitional experience that moves from a low level to a high level of self-awareness and cultural awareness in a new environment. In this respect, the adaptation process needs to be involved in setting up the dimensions and components of ICC. Second, the difference between personal attributes and psychological adaptation is not clear. Learners become more competent in intercultural competence as they acquire a positive self-concept, appropriate self-disclosure, self-awareness, and less anxiety. If they try to acquire the personal attributes, they need to have their ability to deal with stress and feeling of frustration caused by a new environment. Accordingly, personal attributes and psychological adaptation needs to be integrated into affective domains.

In establishing the dimensions and components of ICC, intercultural adaptation process needs to be considered. Change and difference are inevitable for sojourners in their encounter of the target culture. Acculturation occurs when sojourners establish a strong need to adopt the way of living of the target culture. Acculturation, the gradual adaptation to the target culture without necessarily forsaking one's native language identity, has been proposed as a model for both the adult entering a new culture and the child in the bilingual program in a public school (Schuman, 1976).

The model of acculturation entails four stages (Acton & Felix, 1986):

- Tourist: The early stage, in which the new culture is almost totally inaccessible; the phase often referred to as entailing some degree of culture shock. The language spoken might be termed 'phase-bookese.' Learners draw extensively on first language strategies and resources.
- Survivor: The stage of functional language and functional understanding of the culture. One must pass through this stage to be considered an educated, competent speaker of the language. Many do not. For example, manual labor jobs often require little more than 'survivor' competence in language and culture. To remain at this stage is to speak something akin to a 'pidgin.'
- Immigrant: The degree of acculturation we expect of an educated learner, one who is literate in his or her own language. It is the stage reached by most literate people who spend an extended period of time working and living in a foreign culture. Most, however, do not progress beyond this stage.
- Citizen: The stage that is almost at the level of the native speaker, in which one has acculturated to the degree that one is only rarely tripped up by the subtleties of the language and culture. We should expect this person to have both pronunciation and gestures very similar to those of natives.

The stages of the acculturation have relation to cognitive domain, affective domain, and cultural awareness, because participating in the culture does involve using language

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(interacting with members of the culture) to learn the culture. The cognitive domain has been greatly influenced by the models such as Cummins (1981), Wong-Fillmore (1983), and Ausubel (1968). Juxtaposing Ausubel's model with those of Cummins and Wong-Fillmore illustrates the cognitive underpinning of acculturation as shown in the following table (Kaplan, 1986).

TABLE 2

Models of Cognitive Development

Model	Tourist(1)	Survivor(2)	Immigrant(3)	Citizen(4)
Cummins	BICS	BICS	CALPS	CALPS
Wong-Fillmore	Novice	Advanced beginner	Competent	Proficient
Ausubel	Exploration	Manipulation	Acquisition of knowledge	Ego enhancement

Cummins proposed the distinction between basic interpersonal communication skill (BICS) and cognitive academic language proficiency (CALP). BICS can be developed in two or three years by children, whereas CALP probably requires over five years to evolve to a satisfactory level. According to Cummins's Common Underlying Proficiency (CUP) theory generally accepted in the field of second-language acquisition, concepts are most readily developed in the first language and, once developed, are accessible through the second language. In other words, what we learn in one language transfers into the new language (Haynes, 2007).

Considering the stages in the second language acquisition and relatively specific language skills, Wong-Fillmore noted qualitatively different stages—novice speaker, advanced beginner, competent speaker, and proficient speakers. Novice speakers depend almost exclusively on situational clues and first language strategies and vocabulary. Advanced beginners understand most face-to-face conversations and can use rules to produce language but are generally limited to functional kinds of tasks and interactions. Competent speakers know most basic rules of grammar and conversation, think in the language, and make relatively few serious mistakes. Proficient speakers can select language effectively to meet specific goals, even if they have to bend the rules to do so; they have developed reliable intuitions as to which word form is most appropriate.

Another well-known model of cognitive development is that of Ausubel. He delineated four stages of cognitive development: exploration, manipulation, knowledge acquisition, and ego enhancement. Learners in stages 1 and 2 acquire BICS. New second language lexical items are processed through existing first language schemata. With experience,

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competent speaker develops the adequate CALP in the second language. This stage requires a great deal of socialization and acculturation to create the cognitive networks (Acton & Felix, 1986).

Affective domain also needs to be considered as well as cognitive development in establishing ICC, because affective components such as security, self-esteem, interest, etc. enable learners to communicate effectively and appropriately. The current view of the affective domain in second language research has been greatly influenced by the models of Gardener and Lambert (1972), Maslow (1954), and Bloom (1974), as shown in table 3.

TABLE 3

Models of Affect and Acculturation

Model	Tourist(1)	Survivor(2)	Immigrant(3)	Citizen(4)
Gardener and Lambert	← Instrumental and/or integrative →			integrative only
Maslow(needs)	Physical security	Identity development	Self-esteem	self-actualization
Bloom(affect)	Receiving	Responding	Organizing a value system	Acting within a value system

Gardener and Lambert (1972) argued that students learning a second language benefit from a positive orientation toward learning the language. In addition to intelligence and aptitude, a desire to identify with or closely associate with members of the target language, termed integrative orientation, was shown to promote acquisition of a second language. They found that integrative orientation was particularly adventurous when members of the dominant group are a society actively attempted to integrate into the target culture. Maslow (1954) identified what he termed a hierarchy of human needs, beginning with the need for food and security (stage 1) to develop a clear sense of identity(stage 2), self-esteem (stage 3), and self-actualization(stage 4). Bloom's taxonomy of the affective domain provided an interesting parallel to that of Maslow and Ausubel. It ranged from receiving (stage 1) to corresponding and valuing (stage 2), organizing a value system (stage 3), and acting in accordance with a value system (stage 4).

Cultural awareness also has to be considered in setting up ICC domains. This domain referring to understanding the conventions of the target culture that affect how people think and behave include social values, social customs, social norms, and social systems. Each culture shows different thinking patterns. Senders and receivers encounter frequent problems in intercultural communication when they misunderstand thinking patterns. To be effective in intercultural interaction they must first learn the preferences of the target

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culture for supporting arguments and determining knowledge. Understanding a target culture enables them to modify our communication patterns to be congruent with the cues of unfamiliar interactants. Changing behavior to be congruent with target cultures helps them reach a mutual understanding (Hecht, Sedano, and Ribeau, 1993).

Juxtaposing Schuman' adaptation model with those of Cummins, Ausubel, Wong-Fillmore, Maslow, and Bloom illustrates the dimensions and components of ICC based on developmental stages of acculturation are as follows:

TABLE 4
Tourist Stage

Stages	Dimensions	Components
Tourist	Affective Domain	Security
		Receiving
	Cognitive Domain	Novice
		Exploration
		BICS
	Cultural Awareness	Social Values
		Social Customs
		Social Norms
		Social Systems

TABLE 5
Survivor Stage

Stages	Dimensions	Components
Survivor	Affective Domain	Identity Development
		Responding
	Cognitive Domain	Advanced Beginner
		Manipulation
		BICS
	Cultural Awareness	Social Values
		Social Customs
		Social Norms
		Social Systems

TABLE 6
Immigrant Stage

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Stages	Dimensions	Components
Immigrant	Affective Domain	Self-esteem
		Organizing a Value System
	Cognitive Domain	Competent Speaker
		Acquisition of Knowledge
		CALPS
	Cultural Awareness	Social Values
		Social Customs
		Social Norms
		Social Systems

TABLE 7

Citizen Stage

Stages	Dimensions	Components
Citizen	Affective Domain	Self-actualization
		Acting within a Value System
	Cognitive Domain	Proficient Speaker
		Ego Enhancement
		CALPS
	Cultural Awareness	Social Values
		Social Customs
		Social Norms
		Social Systems

As shown in the above table, each stage is classified as tourist, survivor, immigrant, and citizen, based on Acton & Felix's model of acculturation. Each stage includes affective domain, cognitive domain, and cultural awareness, but the components of the domains has a different characteristics according to the stages. For example, in the affective domain, the tourist stage includes 'security and receiving', the survivor stage identity 'development and responding', the immigrant stage 'self-esteem and organizing a value system', and the citizen stage 'self-actualization and acting within a value system'. In the cognitive domain, the tourist stage includes 'novice, exploration, and BICS', the survivor stage 'advanced beginner and manipulation', the immigrant stage 'competent speaker, acquisition of knowledge, CALPS', and the citizen

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stage ‘proficient speaker, ego enhancement, CALPS’. However, in the domain of cultural awareness, each stage includes ‘social values, social customs, social norms, social systems’.

Affective domain refers to the traits that constitute an individual's human needs and Bloom's taxonomy. As I said earlier, human needs ranges from the need for food and security to self-actualization. And Bloom's taxonomy of the affective domain ranges from stage of receiving to stage of acting within a value system. Cognitive domain is similar to communication skills which are the verbal and nonverbal behaviors that enable us to be effective in interactions with others. This domain is based on Cummins (1981), Wong-Fillmore (1983), and Ausubel (1968). Thus, it ranges from the stage of novice, exploration, and BICS to the stage of competent speaker, acquisition of knowledge, and CALPS. And cultural awareness includes social values, social customs, social norms, and social systems. Culture is defined as a learned set of shared interpretation about values, norms, customs, and systems. Particularly, values involve what a culture regards as good or bad, right or wrong, fair or unfair, just or unjust, beautiful or ugly, clean or dirty, valuable or worthless, appropriate or inappropriate, and kind or cruel (Lustig & Koester, 2006).

IV. DESIGNING CULTURAL SYLLABUS AND LESSON PLAN BASED ON TOURIST AND SURVIVOR STAGE

Syllabuses are based on accounts and records of what actually happens at the classroom level as teachers and learners of EFL situation apply a given curriculum to their own situation (Nunan, 1988). Unlike methodology, syllabus design is seen as being concerned essentially with the selection and grading of content. In the classroom activities of the elementary level, topics provide the vehicle for the presentation of language. Topics considering tourist and survivor stage are greetings, friendly exchange, farewells, numbers, folklore, childhood literature, festivals, holidays, observance of Sunday, games, music, pets, telephone, appointments, invitations and dates, traffics, sports, radio and television programs, hobbies, letter writing and mailing, family meals, movies and theaters, etc. These topics relate to the purposes for which learners are attending the course and which can be translated into communicative goals, because contents motivate learners and serve as the best basis for teaching the skill areas.

According to Fantini (1997), to maintain the focus on culture / intercultural dimensions as well as language, a process approach framework shown in the following table may be a helpful device.

TABLE 8

A Process Approach Framework: A Syllabus and/or Lesson Schema

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Ⅰ. Presentation of New Material

1. A full abbreviated dialogue
2. A two-line exchange(question/answer)
3. Manipulation of cuisenaire rods(Silent way)

Ⅱ. Practice in context

1. Pattern practice(all types of drills)
2. Controlled narrative and questions
3. Structured conversation or other activity

Ⅲ. Grammar Exploration

1. Grammatical explanations of rules
2. Students figure out rules(Counseling Language Learning)
3. Use of grammar reference books

Ⅳ. Transposition (or Use)

1. Unstructured or free conversation
2. Manipulation of visual aids, objects, and so on
3. Free narratives
4. Games

Ⅴ. Sociolinguistic Exploration

1. Research aspects of language use
2. Simulation and role play
3. Practice interactional strategies(e.g., greeting, commands interrupting)

Ⅵ. Target Culture Exploration

1. Cultural operations(e.g., making peanut butter and jelly sandwiches)
2. Panel and/or group discussion of cultural themes(e.g., family unit, time concepts, respect systems, humor, personal hygiene)

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3. Viewing video segments of events in the target language

Ⅶ. Intercultural Exploration

1. Comparing and contrasting target culture and students' own culture(s)

2. Exploring cultural contact and entry

3. Exploring causes for culture shock/stress

Most teachers are already familiar with Stages 1-4 (usually preceded by warm-up phase); less obvious perhaps are Stages 5-7. Teachers are open left to develop Stages 5-7 activities alone, because language texts generally focus on communication and language structure (Fantini, 1997). Thus lesson plan considering Stages 5-7 activities needs to be considered.

Based on tourist and survivor stage and characteristics of learners, the lesson plan can be presented as follows:

TABLE 9

Lesson Plan Based on Tourist and Survivor Stage

Phase	Activities	Teaching Aids
Presentation of New Material(5 min)	- Brainstorming: What do learners know about various cultures?	Animation, flag, map, pictures, visual presenter
Practice in context (15 min)	- Pattern practice - TPR - Structured conversation	Charts, Game, Song, Chant, Cards
Sociolinguistic Activity (15 min)	- Practice interactional strategies through simulation and role play - Information gap activity	Graphic organizer, Charts, Pictures
Intercultural Activity (5 min)	- Comparing and contrasting target culture and students' own culture(s) - Exploring cultural contact and entry	Video, Animation Graphic organizer, Powerpoint

Various activities appropriate to levels of learners needs to be implemented in classroom, because activities explore beliefs and assumptions held by different cultures of appropriate classroom behavior, interactions, and environment. EFL learners in tourist and survivor stage are frustrated because they cannot communicate with unfamiliar surroundings and a

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relenting barrage of new sounds. They feel angry and helpless because they have had no say in the classroom activities (Vold, 1992). Teachers need to help learners acquire language by hearing and understanding messages. In this vein, the characteristics of each stage and activities for learners should be considered in the classroom. Instruction can be aligned with learning levels of EFL learners, because the stages of learners are important in teaching. Tourist and survivor stages of the four stages mentioned earlier are appropriate in designing lesson plan.

Most learners will go through a silent period during which they are unable or willing to communicate orally in the target language. The learner's emotional state or affective filter can interfere with acquiring public practice and speaking in front of others. These skills require that the learner take a risk. This risk can produce embarrassment and anxiety that can block the learner's ability to produce new information (Krashen, 1981; Krashen & Terrell, 1983). Thus, during the tourist and survivor stage, learners can usually speak in one- or two-word phrases. They can memorize and use short language chunks, although they may not use them correctly (Haynes, 2007).

V. CONCLUSION

To wrap up, we have discussed the developmental stages of acculturation, the dimensions and components of intercultural communicative competence, and teaching methods in the elementary school based on the dimensions and the components of the stages. In section 2, we reviewed what the nature of intercultural communicative competence is. Intercultural competence is defined as the ability to effectively and appropriately execute communication behaviors to elicit a desired response in a specific environment. In section 3, juxtaposing Ausubel's model with those of Cummins and Wong-Fillmore, the dimensions and components of intercultural communicative competence based on the developmental stages of acculturation were established. Finally, the characteristics of tourist and survivor stages and activities for learners were argued in the classroom.

A program is multicultural when it recognizes diversity in experience and the relationships between differences in experience and the ways children acquire or construct new knowledge (Vold, 1992). But a program including two or more cultures was not devised in our environment. In other words, a program needs to include multicultural practices (operations, acts, and scenarios) within broad and public communities. Nowadays, the implementation of language policy for the elementary English program in Korea constantly involves the conflicts between the desire for English proficiency and the fear of English dominance on local cultures and local identities (Jung, 2006; Park, 2007). In order

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to solve those conflicts, programs for multicultural education based on the dimensions and components of ICC suggested need to be developed systematically.

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Examples in: English

Applicable Languages: English

Applicable Levels: Secondary

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Received in January, 2011
Reviewed in February, 2011
Revised version received in March, 2011

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