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**Cross Cultural Communication in Selected Adult ESL Classrooms in Vancouver
A Study of the Cross-cultural Situations ESL students and Teachers Rate as Most
Difficult**

Ruth Bormau

A Thesis

in

the TESL Centre

**Presented in Partial Fulfillment of the Requirements
For the Degree of Master of Arts at
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Abstract

Cross-cultural Communication in Selected Adult ESL Classrooms in Vancouver

Ruth Bornau

This study is an examination of what cross-cultural situations students and teachers find most difficult in adult English as a second language (ESL) classrooms in Vancouver, British Columbia. Cross-cultural situations include any encounter (verbal or non-verbal) with a person from a different culture. Seventy-six advanced to upper-advanced ESL students and 20 teachers from Vancouver adult ESL schools filled out questionnaires detailing situations of cross-cultural communication. The participants rated their level of comfort and understanding on Likert scales and made written comments for each situation in the spaces provided. Nineteen students and 10 teachers were also interviewed orally and asked to elaborate on their questionnaire responses. The results from the Likert scale data and the most frequent and salient oral and written comments suggested that students had the most difficulty with language/pronunciation, classroom discussion, talking to the teacher, students and teachers acting superior, knowing when students or teachers are being impolite, accepting criticism from students, dress and hygiene, teaching style, and personal space in the classroom. Teachers rated students acting superior, cross-cultural conflicts (in general), disagreement with students, managing the interaction of loud and quiet cultures, language/pronunciation, and student unresponsiveness, adjustment, expectations, emotions, and free time as most difficult in the classroom. The findings suggest problem areas for researchers, curriculum developers, and teachers to focus on in order to improve cross-cultural communication in Vancouver adult ESL classrooms.

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1. Introduction

“I no sit here!” insists Ming, a middle aged woman from Hong Kong in an English as a second language (ESL) class for recent immigrants in Vancouver, British Columbia. She points to the only available seat next to Abduhl, a young man from India. Hiroko, a 25-year old woman is in tears after a debate on capital punishment in an ESL class at a Vancouver international private school. She refuses to explain why she is crying. Michelle, a Vancouver ESL teacher of students from Korea and China, slams down her books on the desk. She is frustrated that almost every student copied someone else’s answers on the take-home exam.

Vancouver has often been referred to as the “Gateway to the Pacific,” as Vancouver has experienced a flood of Asian immigrants and visitors in the past decade. Vancouver has also become a popular destination for Asian students studying English abroad. As a result, hundreds of private ESL schools have opened up and public colleges have expanded in order to meet the rising demand for ESL education. The typical Vancouver adult ESL classroom includes a majority of students from Japan, Korea, Taiwan, Hong Kong, and China, and a minority of students from other Asian, European, Eastern European, Middle Eastern, and Latin American countries. With so many vastly different cultures brought together in Vancouver adult ESL classrooms, it is not surprising that frustrating or puzzling incidents occur, often leading to cross-cultural miscommunication or misunderstanding.

Having taught ESL in Vancouver over the past five years, I have often been surprised at or confused by the culturally differing expectations and perceptions in the ESL classroom. For example, I had one Korean student who refused to learn English

stress patterns, particularly the use of the “schwa” for unstressed vowels, as he assumed that not articulating every sound of a word or sentence may be “sloppy” and would result in a less formal, lower-class level of English. As Korea is a country which values a social hierarchy and North American society values social equality, it is not surprising that he was concerned about learning the highest-status form of English. As a result, he needed a further explanation to understand that English stress patterns often do not correlate with social status or level of formality. Students also have problems understanding one another. For example, one of my Japanese students felt that a Mexican student always dominated the conversation and never allowed her the opportunity to speak when they worked as partners or in small groups, due to their culturally differing interaction styles. Such cross-cultural misunderstandings or miscommunication can often lead to frustration or confusion and negative attitudes toward different cultural groups, thus interfering with the learning of culture and language.

As a result, many schools include a cultural component in their language programs, often outlining the rules and norms of Canadian culture. Although research in the fields of intercultural communication training, culture shock, pragmatics and the teaching of culture have highlighted many situations which could lead to cross-cultural communication difficulty, few studies have been done on what cross-cultural situations students perceive as most difficult in adult ESL classrooms, in order to establish what cultural knowledge would be of greatest benefit to the students. Therefore, in the following research project, I attempt to answer the following questions, specifically relating to the classroom dynamics unique to Vancouver adult ESL classrooms,

1. What cross-cultural situations do students rate as most difficult in Vancouver adult ESL classrooms?
2. How do the students' ratings compare with the cross-cultural situations teachers rate as

most difficult?

Cross-cultural situations can include any encounter, either verbal or non-verbal, with a teacher or student from another culture.

The study begins with a review of the literature (Chapter 2) on intercultural communication training, culture shock, the teaching of culture, pragmatics, cross-cultural perception differences in educational settings, and student perceptions of the most difficult cross-cultural situations in educational settings, in order gain an understanding of which cross-cultural situations may be most problematic. The literature review concludes with a summary and critique of the studies presented.

The Method outlined in Chapter 3 involves a descriptive survey design and includes a pilot study conducted at Harbourside College in Vancouver, the characteristics and recruitment of the 76 student and 20 teacher participants from Vancouver adult ESL schools, and a description of the setting, measures and procedures. The participants filled out a questionnaire detailing cross-cultural situations (51 situations for students and 30 for teachers) which could lead to difficulty in the classroom. Participants rated their level of comfort and understanding for each item on Likert scales provided and were encouraged to include written comments for each situation. In addition, I invited 19 students and 10 teachers for a free coffee and asked them to elaborate orally on their survey responses.

Chapter 4 outlines the results from the Likert scale, oral and written data, which suggest that students had the most difficulty with language/pronunciation, classroom discussion, talking to the teacher, students and teachers acting superior, knowing when students or teachers are being impolite, accepting criticism from students, dress and hygiene, teaching style, and personal space in the classroom. Teachers rated students

acting superior, cross-cultural conflicts (in general), disagreement with students, managing the interaction of loud and quiet cultures, language/pronunciation, and student unresponsiveness, adjustment, expectations, emotions, and free time as most difficult in the classroom.

Chapter 5 includes a discussion of the top ten most difficult cross-cultural situations chosen by students and teachers with a summary, possible explanations, comparisons with past literature, implications, limitations, and suggestions for further research for each situation, as well as for the findings in general. The findings suggest problem areas for researchers, curriculum developers, and teachers to focus on in order to more effectively improve cross-cultural communication in Vancouver adult ESL classrooms. Chapter 6 and 7 include the References and Appendices.

2. Literature Review

In order to determine which cross-cultural situations cause teachers and students difficulty in adult ESL classrooms, I reviewed literature on intercultural communication, culture shock, the teaching of culture, pragmatics, cross-cultural perception differences in educational settings, and student perceptions of the most difficult cross-cultural situations in educational settings.

2.1 Intercultural Communication

The literature on intercultural communication suggests that differing world views and value orientations, the effects of social variables on behaviour, the way individuals categorise information, non-verbal communication, as well as the emotional challenges in dealing with people from other cultures can lead to cross-cultural communication failure.

To begin with, differing world views and value orientations are cited as potential sources for cross-cultural misunderstanding. Hofstede (1986), an organisational psychologist, defines values as, “broad tendencies to prefer certain states over others” (Hofstede, 1980: 19); “they lead to feelings of good and evil, right and wrong, rational and irrational, proper and improper; feelings of which we seldom recognise the cultural relativity” (p. 305).

Several value orientation models have been developed, which act as cognitive organisers to compare and categorise information on one’s own and other cultures. One of the most frequently cited value orientation models (e.g., Brislin & Yoshida, 1994a, 1994b; Gudykunst & Kim, 1984; Gannon, 1994; Triandis, 1995; Cushner & Brislin, 1996) is that of Hofstede (1980). Hofstede developed his model based on the

findings from a large scale questionnaire survey conducted on 116,000 IBM employees, from 40 countries over a four year period. His four dimensional value model characterises cultures based on: (a) power distance, which refers to the degree to which a society accepts hierarchies or unequal positions of power; (b) uncertainty avoidance, which refers to the degree to which a society is willing to accept risk or change; (c) individualism, which refers to the degree to which individuals associate themselves with a group; and (d) masculinity, which refers to the degree to which a society makes a distinction between masculine and feminine roles, and emphasises that men should be competitive, assertive, and ambitious. In more feminine societies, social roles overlap and quality of life, interpersonal relationships, and concern for the weak are emphasised. Hofstede later added a fifth dimension, Confucian dynamism, which refers to the degree to which a society places importance on the Confucian values of persistence, status relationships, thrift, and shame.

For example, based on this model, the United States is classified as a society with low power distance, low uncertainty avoidance, high individualism, and high masculinity. These values are reflected in such national traits as informality in the classroom, an emphasis on the nuclear family rather than on the extended family, frequent career changes, and a high level of materialism. Japan, on the other hand, is characterised as a society with high power distance, high uncertainty avoidance, low individualism, and high masculinity. These values are reflected in the Japanese tendencies to rarely question superiors, avoid confrontation, live in homes with extended families, and emphasise group achievement rather than individual achievement.

Another frequently cited value orientation model (e.g., Gannon, 1994; Gudykunst and Kim, 1984; Ortuno, 1991) is that of Kluckhohn and Strodtbeck (1961). They characterise culture based on the following dimensions: (a) man's assessment of innate

human nature (man is good, good and evil, or evil), (b) man's relation to nature (subjugate to, in harmony with, or has power over nature), (c) the temporal focus of life (past, present, or future orientation), (d) the principle mode of activity (being, doing, or being in becoming), and (e) the modality of the group's relationship to others (relating to one another in an individual, collateral, or lineal manner).

Edward T. Hall's model of communication (see Hall & Hall, 1990 for a summary) is also frequently cited to characterise cultures (e.g., Gannon, 1994; Sikkema & Niyekawa, 1987; Gudykunst & Kim, 1984). His four communication patterns include: (a) context orientation, which refers to the degree to which a society communicates information explicitly or implicitly; (b) time orientation, which refers to whether a society views time as monochronic (one activity is completed at a time), or polychronic (many activities can be conducted simultaneously and are frequently interrupted); (c) space orientation, which refers to the way a society handles space when communicating; (d) information flow orientation, which refers to the speed at which information is transferred between organisations or individuals in a society.

Many of the value orientations are examined in other literature, although not directly cited from the models outlined. For example, the differing concepts of space across cultures have also been analysed by Triandis (1995), Cushner and Brislin (1996), Brislin (1990), and Gudykunst and Kim (1984). Other models which have been developed to characterise cultures include those of Condon (1975) and Parsons (1951). An understanding of the differing values between cultures may lead to a greater understanding of behaviour and fewer cross-cultural communication difficulties. Gudykunst and Kim (1994) suggest that, "by knowing the values of strangers when we communicate with them, we can increase our ability to predict their behaviour" (p. 52).

In addition to differing value orientations, the effects of social variables on

behaviour can also cause cross-cultural communication difficulties (Gudykunst & Kim, 1984; Gannon, 1994; Brislin & Yoshida, 1994b; Cushner & Brislin, 1996; Condon, 1975). The literature emphasises creating an awareness of the effect of social variables, such as roles, gender, status and age on communication across cultures. For example, in the United States, teachers in adult educational settings are often addressed by their first name; whereas in Asia they are given a higher status and are often addressed formally.

How individuals process and categorise information about people from other cultures is also cited as a factor affecting cross-cultural communication (Brislin & Yoshida, 1994b; Gudykunst & Kim, 1984; Gudykunst, 1991; Gannon, 1994; Kohls & Knight, 1994; Cushner & Brislin, 1996; Brislin, 1981; Sikkema & Niyekawa, 1987). Processing and categorising information about people from other cultures involves individual levels of ethnocentrism and prejudice, as well as making attributions and stereotypes. People with larger category widths are more accepting of people different from themselves; whereas people with smaller category widths are less accepting of people different from themselves. The degree of acceptance granted to a person from another culture may affect communication with that person.

Other factors affecting cross-cultural communication include differing learning styles and thinking patterns (Cushner & Brislin, 1996; Condon, 1975) and non-verbal communication, including variation in gestures, space, body language, and silence across cultures (Hall, 1959; Gudykunst & Kim, 1984; Brislin & Yoshida, 1994b; Condon, 1975; Pugh & Fenelon, 1988).

The emotional challenges in dealing with people from other cultures (e.g., culture shock) may also affect cross-cultural communication (Gudykunst & Kim, 1984; Brislin & Yoshida, 1994b; Cushner & Brislin, 1996; Brislin, 1990, 1991). Brislin & Yoshida (1994b) suggest that character traits, such as emotional resilience, flexibility, openness,

and perceptual acuity, lead to a greater ability to cope with the acculturation process. Therefore, individuals who lack such traits are more likely to experience a higher level of culture shock, which could result in cross-cultural communication difficulties. The effects of the acculturation process on cross-cultural communication will be examined in greater detail in the next section.

Based on the literature on intercultural communication, world views and value orientations, social variables, information processing, thinking patterns, learning styles, non-verbal communication, and the acculturation process can lead to cross-cultural communication failure.

2.2 Culture Shock

As suggested in the intercultural communication literature, the acculturation process may also have an effect on cross-cultural communication. Pederson (1995) defines “culture shock” as, “the process of initial adjustment into an unfamiliar environment” (p. 1). The following is a very brief overview of some of the literature on culture shock, as both the negative and positive aspects of acculturation could affect cross-cultural communication.

Culture shock has often been viewed as a negative, stage graded experience. For example, Oberg (1960) describes the negative symptoms of culture shock as,

...excessive washing of the hands; excessive concern over drinking water, food, dishes, and bedding; fear of physical contact with attendants or servants; the absent-minded, far away stare...; a feeling of helplessness and a desire for dependence on long term residents of one's own nationality; fits of anger over delays and other minor frustrations; delay and outright refusal to learn the language of the host country; excessive fear of being cheated, robbed, or injured; great concern over minor pains and irritations of the skin; and finally, that terrible longing to be back home. (p. 178)

Culture shock has also been viewed in terms of stages associated with a “U” shaped development process, as a normal psychological state is experienced, followed by a

difficult adjustment period and then a return to a normal state. The most difficult stages are represented by the bottom half of the “U” shape and during those stages the increased anxiety may cause difficulty with cross-cultural communication. Oberg (1958) outlines seven stages of culture shock, which include,

1. incubation stage
 2. crisis resulting from normal daily activity
 3. understanding the host culture
 4. objective viewing of the host culture
 5. reentry
 6. reverse culture shock
 7. readjustment to the home country
- (as cited in Pederson, 1995, p. 2)

Gullahorn and Gullahorn (1963) suggest that the “U” curve could also be viewed as a “W” curve as the adjustment process on returning home mirrors the adjustment process experienced abroad. Adler (1975) developed a five stage model for culture shock, which includes,

1. contact stage- differences are intriguing
 2. disintegration stage- differences become more impactful, resulting in a lower self esteem
 3. reintegration stage- differences are rejected, causing a preoccupation with likes and dislikes
 4. autonomy stage- differences and similarities are legitimised and the individual is able to cope with most situations
 5. independence stage- differences and similarities are valued and significant
- (Adler, 1975, p. 19)

However, not all studies have supported the “U” shaped theories. For example, Pederson (1995) analysed the cultural adjustment process of students participating in the University of Pittsburgh’s semester at sea program and found that the student adjustment process did not appear to be stage graded. He found that students were “only slightly more likely to report incidents coded at lower stages early in the voyage and higher stages later in the voyage” (p. 12). In addition, Furnham and Bochner (1986) present several inconsistencies with the “U” curve hypothesis, which include unclear definitions of what aspects of culture shock are considered (e.g., loneliness, depression, etc.) and

what constitutes a “U” curve. In addition, few studies examine the hypothesis longitudinally and Church’s (1982, as cited in Furnham & Bochner, 1986) review of culture shock literature suggests that many studies do not support the “U” curve hypothesis.

In addition, culture shock may affect people in different ways and to differing degrees. Furnham and Bochner (1986) outline six classes of predictor variables for determining success in another culture. They include,

1. Control factors. How much control does one have over initiating the other-culture experience?...
2. Intrapersonal factors. These would include the person’s age, extent of previous travel, language skills, resourcefulness, independence, fortitude, capacities to tolerate ambiguities and frustrations, appearance and similar personal characteristics.
3. Organismic-biological factors. Included here would be one’s overall physical condition...
4. Interpersonal factors. The nature and extent of one’s support group, both at home and abroad, including whether one is travelling alone, would be important...
5. Spatial-temporal factors. Where on earth is one going, and when, and for how long?...
6. Geopolitical factors. The current level of international, national, regional or local tensions, which can change in an instant, depending on ‘whose’ side one is on.... (pp. xix-xx)

To my knowledge, no research has been done to measure the negative effects of culture shock on cross-cultural communication. However, intuitively, such characteristics as stress, frustration, and low self esteem could lead to communication difficulties across cultures.

More recently culture shock has been viewed as a positive and educational experience and some studies have shown that those who have undergone intense culture shock were actually more productive in their work than those who had not. For example, Kealy (1988, as cited in Pederson, 1995) found that in some situations members of the Canadian International Development Agency who experienced intense culture shock were in fact more productive than those who had not experienced culture shock. Ruben and Kealy (1979) found that the amount of culture shock members experienced was unrelated to psychological adjustment and in some situations the culture

shock intensity correlated positively with effectiveness in the target culture. In addition to the negative aspects of culture shock, the positive aspects of culture shock, including increased effectiveness, could also have an effect on communication across cultures.

2.3 Pragmatics

In addition to literature on intercultural communication and culture shock, the field of pragmatics also sheds light on cross-cultural communication difficulties. Thomas (1983) defines pragmatic failure as, “the inability to understand what is ‘meant by what is said’” (p. 91). Pragmatic failure can occur when expressing politeness across cultures, when social variables are not taken into account, when using non-verbal communication, when speech acts are not used appropriately with other speech acts, and when individual personality cannot be expressed.

To begin with, pragmatic failure can occur when expressing politeness across cultures, as the rules of politeness are cultural and language specific, rather than universal (Meier, 1997; Gu, 1990; Richard & Arndt, 1993) and an awareness of the complexity of politeness speech acts is required (Meier, 1997). White (1993) illustrates the complexity of the use of speech acts by providing six illustrations of when “please” was used inappropriately by a non-native speaker (NNS) as a politeness marker, which was perceived as rude by native speakers (NSs).

The difficulty second language learners have in using politeness speech acts appropriately is evident in several studies. Hinkel (1994) examined how NSs and very advanced NNSs of English rated the appropriateness of “thank you” in varying situations and found a large discrepancy between NS and NNS responses, regardless of how high NNS language proficiency was. Garcia (1989) compared the politeness strategies used by Venezuelans in an English language role play using apologies. They found that the

American apologies led to harmony; whereas the Venezuelan apologies created disharmony. Saito and Beecken (1997) looked at American learners of Japanese and found that their compliment responses differed from Japanese NSs. Takahashi (1996) found that the male Japanese English students from a Japanese university performed very differently from English NSs when using indirect requests. Takahashi attributes this discrepancy primarily to transfer from the L1, as well as transfer of training, and overgeneralization.

Several studies have also compared politeness strategies across cultures in order to determine what may transfer into the second language. For example, Aston (1995) highlights the differences between the uses of “thank you” in conversational closings between English and Italian servicemen, which he attributes to differences in conversation management. Nelson et al. (1996) found differences between English and Arabian compliment responses. These studies indicate that the complexity of politeness speech acts can lead to cross-cultural communication failure.

Along with expressing politeness, social variables can also lead to miscommunication across cultures. Harlow (1990) compared the effect of age, sex and degree of formality on French NSs’ and NNSs’ speech act performance in order to establish whether social variables merited consideration and found that the social variables affected performance and need to be addressed in the classroom. Tyler (1995) found that differing perceptions of role and status between an English NS and a Korean NS during a tutoring session resulted in each interactant perceiving the other as uncooperative. Pearson and Lee (1992) tested the effects of English NS and NNS status and gender on the structure of directions given by native speakers of English. They found that status and gender influenced the structure and content of both the direction givers’ and seekers’ discourse. Therefore, the studies indicate, in order to avoid pragmatic

failure, social variables require consideration.

Problems can also arise in cross-cultural communication when speech acts are put together inappropriately. Ranney (1992) examined a medical consultation with a group of South East Asian patients in the USA and called for a greater focus on the speech event, how speech acts fit together, as well as the setting and roles, rather than speech act rules. Pearson and Xu (1991) examined the different ways Americans, Taiwanese, and Chinese reach a consensus and concluded that students need to be exposed to a variety of disagreement and suggestion forms, along with how they are used in discourse. Maynard (1980) contrasted American and Japanese back-channel expressions in conversation (e.g., uh huhs, brief comments, punctual head movements, and laughter) and found significant differences. In her 1997 article she analysed listener back-channel responses between American and Japanese university students and called for greater attention in interactional management and the significance of realising “otherness” in communication and social interaction. Hayashi (1991) investigated the nature of the “floor” and how it’s created and managed in conversations and found universal applications for English and Japanese speakers.

Other problems which can lead to pragmatic failure include differences in non-verbal communication (e.g., gestures and kinetics) (Kellerman, 1992; Hurley, 1992; Antes, 1996) and inability to express individual personality, due to a limited variety of speech act strategies (Thomas, 1983; Littlewood, 1983).

Thus, the complexity of politeness speech act rules, social variables, speech act use in a speech event, non-verbal communication, and lack of individual expression can lead to pragmatic failure, which may affect communication across cultures.

2.4 Teaching Culture in the Language Classroom

Much literature has been written on the teaching of culture in the classroom. The following brief review is by no means exhaustive, but does highlight some of the objectives, evaluation criteria, and techniques put forth for teaching culture. The literature suggests when the objectives, evaluation criteria, and techniques are not applied in the classroom, students may have difficulty with cross-cultural communication.

Several goals and objectives have been outlined for the teaching of culture. House (1973) defines two goals, which include (a) cross-cultural communication, involving the meanings of lexical items and utterances, social factors and individual differences (e.g., age, socioeconomic status, sex, religion, etc.), paralanguage (e.g., tone of voice, laughter, rhythm, etc.), kinetics (e.g., gestures, body language, facial expressions, etc.), and functional behaviour (e.g., greetings, introductions, and apologies, etc.); and (b) cross-cultural understanding, involving attitudes toward the target culture.

Seelye (1976) identifies seven cultural skills a learner should acquire. They include,

1. The sense, or functionality, of culturally conditioned behaviour. The student should demonstrate an understanding that people generally act the way they do because they are using options the society allows for satisfying basic physical and psychological needs.
2. Interaction of language and social variables. The student should demonstrate an understanding that social variables such as age, sex, social class, and place of residence affect the way people speak and behave.
3. Conventional behaviour in common situations. The student should indicate an ability to demonstrate how people conventionally act in the most common mundane and crisis situations in the target culture.
4. Cultural connotations of words and phrases. The student should indicate an awareness that culturally conditioned images are associated with even the most common target words and phrases.
5. Evaluating statements about culture. The student should demonstrate the ability to make, evaluate, and refine generalities concerning the target culture.
6. Researching another culture. The student should show that he has developed the skills needed to locate and organise information about the target culture from the library, the mass media, people, and personal observation.
7. Attitudes toward other societies. The student should demonstrate intellectual curiosity about the target culture and empathy toward its people. (p. 7)

Brooks (1975) distinguishes between individual and institutional acts of culture. He

suggests that culture learning should be based on “individual” questions, such as (a) how do you think and feel about families?; (b) how do you behave with a stranger?; (c) how do you treat a guest?; (d) how should minority groups be treated?; (d) and what are your hopes and dreams?; as well as “institutional” questions, such as (a) what kind of subjects can you study at school?; (b) what kind of transportation systems do you have?; (c) what are some religions in your country?; (d) what is your legal system like?; (e) how does your government operate?

Several models have also been developed to evaluate the teaching of culture. For example, Anderson and Risager (1981) suggest that culture teaching should include,

1. the spheres of activity and consciousness of the person (subjects of conversation, norms and values)
2. verbal and non-verbal interaction (nature of social relationships, sex and generation roles)
3. explicit information about the country or countries (historical, geographical, contemporary, social, etc.)
4. ...different, appropriate varieties of language should be exemplified for the range of social groups included (as cited in Byram, 1988, p. 73).

Huhn (1978) identifies seven criteria with which to evaluate the teaching of culture. The criteria include,

- factual accuracy and contemporaneity of information in cultural studies- an a priori point which raises immediately the question of keeping books up to date
- the avoidance or at least relativisation of stereotypes- by making students conscious of them
- the presentation of a realistic picture, not one which implies the society is problem-free (this is the point which Anderson and Risager have developed in detail)
- freedom from, or at least the questioning of ideological tendencies in the material- pupils should not be encouraged to accept the dominant image of society, whether foreign or their own, but rather to question it, partly through comparison
- the comparative dimension further requires that phenomena be presented in their structural, functional contexts rather than presented as isolated facts- a view shared by Anderson and Risager, and of significance for the view taken of the appropriate model of cultural analysis...
- the sixth and seventh criteria are concerned with the presentation of historical material; its relevance to understanding contemporary society should be explicit, and where presented through personalities it should be made clear that they are products of their age. (as cited in Byram, 1988, pp. 73, 74)

Several techniques have also been proposed to teach culture. They include simulation games or models (Johnson, 1995; Ploumis-Devick & Follman, 1993; Seelye,

1976), culture assimilators (sets of short descriptions of situations in the target culture that require learners to choose the correct response from a variety of responses) (Seelye, 1976), culture capsules (5-10 minute illustrated cultural presentations of minimal differences between two cultures) (House, 1973; Seelye, 1976), values clarification strategies, including survival games to prioritise essentials and establish values (Green, 1975), video tape and film analysis (Pang & Klassen, 1993; Soudek & Soudek, 1985), role plays (Donahue & Parsons, 1982; House, 1973; Lieberman et al., 1989; Seelye, 1976), vocabulary learning (Byram, 1997), listening, writing and discussion (Pugh & Fenelon, 1988; Seelye, 1976), and reading and literature (Pugh & Fenelon, 1988; Kenji, 1982; Valdes, 1986; Shanahan, 1997).

Suggestions for promoting equality in the classroom include increasing the cultural sensitivity of both teachers and students, treating all students equally, including multicultural content, and using students as resources (Allameh, 1986; Anderson, 1982; Roberts, 1994). Attitude change theory and multicultural teaching techniques have also been suggested by Bromley & Miller (1991). Thus, the literature suggests that when the goals, evaluation criteria, and teaching techniques are applied, students may communicate across cultures more effectively.

2.5 Studies Comparing Cross-cultural Perception Differences in Educational Contexts

A few studies have been conducted in order to compare cross-cultural perception differences in educational contexts in order to anticipate when cross-cultural communication failure may occur. For example, Hofstede (1986) and Furnham & Alibhai (1986) focus on value differences which could result in cross-cultural miscommunication in teaching and learning. McCargar (1993) examines the role expectation differences of students and teachers across cultures, and Kaplan (1966) compares cultural thought

patterns evident in student writing samples across cultures.

To begin with, Hofstede (1986) applies his four dimensional model (see the 4D model on p. 5 of this review) to teacher-student and student-student interaction. Hofstede cites the following areas of teacher-student interaction across cultures as potentially problematic,

1. differences in the social positions of teachers and students in the two societies;
2. differences in the relevance of the curriculum (training content) for the two societies;
3. differences in the profiles of cognitive abilities between the populations from which teacher and student are drawn;
4. differences in expected patterns of teacher/student and student/student interaction. (1986, p. 303)

In order to give a visual representation of how cultures differentiate based on the four dimensions, Hofstede plotted 50 countries on graphs measuring the four dimensions outlined in his 1980 study (see figures 1 & 2, & table 1, p. 19). Based on the scores, Hofstede made predictions on student-student and student-teacher behaviour in individualistic and collectivistic societies, societies with small or large power distance, strong and weak uncertainty avoidance, and masculine and feminine societies (see tables 2-5, pp. 21-22). Hofstede concludes his paper with a “plea for an anthropological approach, based on insight into cultural variety across the world. Good intentions are not enough” (1986, pp. 316, 317). Therefore, Hofstede suggests that a lack of knowledge and consideration of other cultures’ teaching and learning styles may lead to cross-cultural communication breakdown in the classroom.

Furnham & Alibhai (1986) also examine value differences in foreign students. They administered the Rokeach Value Survey to British, African, European and Asian students, studying in Britain. The survey required students to rank order 18 values (e.g., freedom, equality, wisdom, etc.). Furnham & Alibhai hypothesised that the groups would

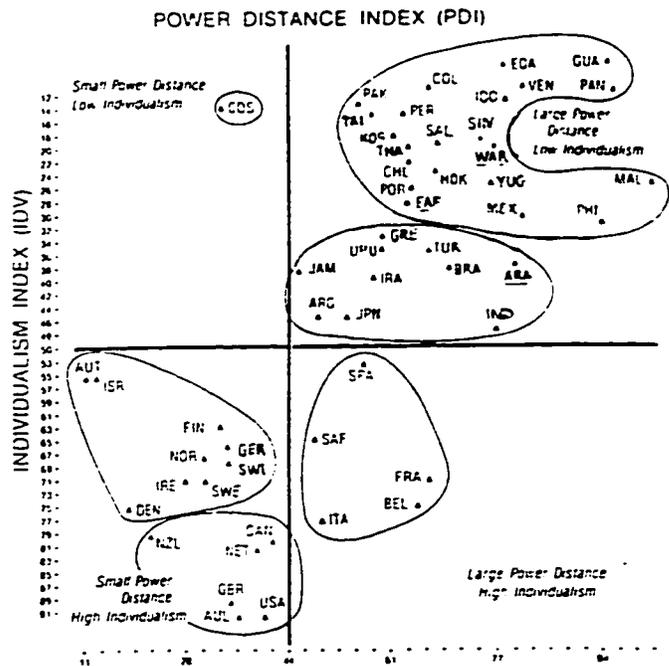


Figure 1: A power distance x individualism- collectivism plot for 50 countries & 3 regions.

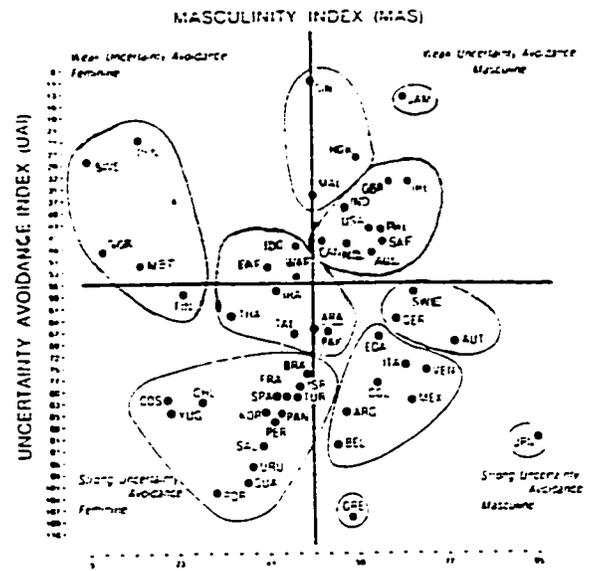


Figure 2: A masculinity-femininity x uncertainty avoidance plot for 50 countries & 3 regions.

Table 1
Country Abbreviations

ARA Arab countries (Egypt, Lebanon, Lybia, Kuwait, Iraq, Saudi-Arabia, U.A.E.)	GER Germany	PER Peru
ARG Argentina	GRE Greece	PHI Philippines
AUL Australia	GUA Guatemala	POR Portugal
AUT Austria	HOK Hong Kong	SAF South Africa
BEL Belgium	IDO Indonesia	SAL Salvador
BRA Brazil	IND India	SIN Singapore
CAN Canada	IRA Iran	SPA Spain
CHL Chile	IRE Ireland	SWE Sweden
COL Colombia	ISR Israel	SWI Switzerland
COS Costa Rica	ITA Italy	TAI Taiwan
DEN Denmark	JAM Jamaica	THA Thailand
EAF East Africa (Kenya, Ethiopia, Zambia)	JPN Japan	TUR Turkey
EQA Ecuador	KOR South Korea	URU Uruguay
FIN Finland	MAL Malaysia	USA United States
FRA France	MEX Mexico	VEN Venezuela
GBR Great Britain	NET Netherlands	WAF West Africa (Nigeria, Ghana, Sierra Leone)
	NOR Norway	YUG Yugoslavia
	NZL New Zealand	
	PAK Pakistan	
	PAN Panama	

(Hofstede, 1986, pp. 309-311)

Table 2:
Differences in Teacher/Student and Student/Student Interaction Related to the Individualism versus Collectivism Dimension:

Collectivist Societies:

- positive association in society with whatever is rooted in tradition
- the young should learn; adults cannot accept student role
- students expect to learn how to do
- individual students will only speak up in class when called upon personally by the teacher
- individuals will only speak up in small groups
- large classes split socially into smaller, cohesive subgroups based on particularist criteria (e.g., ethnic affiliation)
- formal harmony in learning situations should be maintained at all times (T-groups are taboo)
- neither the teacher nor any student should ever be made to lose face
- education is a way of gaining prestige in one's social environment and of joining a higher status group ("a ticket to a ride")
- diploma certificates are important and displayed on walls
- acquiring certificates, even through illegal means (cheating, corruption) is more important than acquiring competence
- teachers are expected to give preferential treatment to some students (e.g., based on ethnic affiliation or on recommendation by an influential person)

Individualist Societies:

- positive association in society with whatever is "new"
- one is never too old to learn: "permanent education"
- students expect to learn how to learn
- individual students will speak up in class in response to a general invitation by the teacher
- individuals will speak up in large groups
- subgroupings in class vary from one situation to the next based on universalist criteria (e.g., the task "at hand")
- confrontation in learning situations can be salutary; conflicts can be brought into the open
- face-consciousness is weak
- education is a way of improving one's economic worth and self-respect based on ability and competence
- diploma certificates have little symbolic value
- acquiring competence is more important than acquiring certificates
- teachers are expected to be strictly impartial

Table 3:
Differences in Teacher/Student and Student/Student Interaction Related to the Power Distance Dimension:

Small Power Distance Societies:

- stress on impersonal "truth" which can in principle be obtained from any competent person
- a teacher should respect the independence of his/her students
- student-centred education (premium on initiative)
- teacher expects students to initiate communication
- teacher expects students to find their own paths
- students may speak up spontaneously in class
- students allowed to contradict or criticise teacher
- effectiveness of learning related to amount of two-way communication in the class
- outside class, teachers are treated as equals
- in teacher/student conflicts, parents are expected to side with the student
- younger teachers are more liked than older teachers

Large Power Distance Societies

- stress on personal "wisdom" which is transferred in the relationship with a particular teacher (guru)
- a teacher merits the respect of his/her students
- teacher-centred education (premium in order)
- students expect teacher to initiate communication
- students expect teacher to outline paths to follow
- students speak up in class only when invited by the teacher
- teacher is never contradicted nor publicly criticised
- effectiveness of learning related to excellence of the teacher
- respect for teachers is also shown outside class
- in teacher/student conflicts, parents are expected to side with the teacher
- older teachers are more respected than younger teachers

Table 4:
Differences in Teacher/Student and Student/Student Interaction Related to the Uncertainty Avoidance Dimension

Weak Uncertainty Avoidance Societies:

- students feel comfortable in unstructured learning situations: vague objectives, broad assignments, no timetables
- teachers are allowed to say "I don't know"
- a good teacher uses plain language
- students are rewarded for innovative approaches to problem solving
- teachers are expected to suppress emotions (and so are students)
- teachers interpret intellectual disagreement as a stimulating exercise
- teachers seek parents' ideas

Strong Uncertainty Avoidance Societies:

- students feel comfortable in structured learning situations: precise objectives, detailed assignments, strict timetables
- teachers are expected to have all the answers
- a good teacher uses academic language
- students are rewarded for accuracy in problem solving
- teachers are allowed to behave emotionally (and so are students)
- teachers interpret intellectual disagreement as personal disloyalty
- teachers consider themselves experts who cannot learn anything from lay parents- and parents agree

Table 5:
Differences in Teacher/Student and Student/Student Interaction Related to the Masculinity versus Femininity Dimension:

Feminine Societies:

- teachers avoid openly praising students
- teachers use average student as the norm
- system rewards students' social adaptation
- a student's failure in school is a relatively minor accident
- students admire friendliness in teachers
- students practice mutual solidarity
- students try to behave modestly
- corporal punishment severely rejected
- students choose academic subjects in view of intrinsic interest
- male students may choose traditionally feminine academic subjects

Masculine Societies:

- teachers openly praise good students
- teachers use best students as the norm
- system rewards students' academic performance
- a student's failure in school is a severe blow to his/her self-image and may in extreme cases lead to suicide
- students admire brilliance in teachers
- students compete with each other in class
- students try to make themselves visible
- corporal punishment occasionally considered salutary
- students choose academic subjects in view of career opportunities
- male students avoid traditionally feminine academic subjects

(Hofstede, 1986, pp. 312-316)

differ in terms of affluence levels, country of origin, and cultural values. The values of the British and European participants were the most similar, and the African group differed the most from other participants. British and European students rated values associated with self actualisation and self esteem highest (e.g, true friendship, mature love, world beauty, etc.), which, according to Maslow's needs hierarchy (1964, as cited in Furnham & Alibhai, 1986, p. 371), are highly valued once needs of basic security are met. The African and Asian cultures ranked values associated with physical and social security highly (e.g., family security, a comfortable life, etc.). However, the African group placed a higher value on a comfortable life and world peace than the Asians, who valued highly a sense of accomplishment and self respect. All of the cultures placed a high value on family security, happiness, freedom, and wisdom.

Furnham & Alibhai also suggest that the findings support those of Patterson (1976, as cited in Furnham & Alibhai, 1986). Patterson examined the differences between Eastern and Western cultures and found that Western cultures place a higher value on individual economic productivity, health, happiness, personal satisfaction, and youth. In Eastern countries cooperation, family, age, and the group are more highly valued. These findings also correspond with Hofstede's (1980) four dimensional model of culture, particularly with respect to Western "individualism" and Eastern "collectivism". Therefore, such differing values among students could lead to cross-cultural communication failure in the classroom.

However, several weaknesses in Furnham and Alibhai's study need to be taken into consideration. For example, the Asian group consisted of 27 students from India and Pakistan. Thus, the participants may not be representative of all Asian cultures, particularly Oriental cultures (e.g., Thai, Japanese, Korean, etc.). In addition, the 26 African participants were from Nigeria and Western Africa and may not be representative

of the entire continent. The 23 Europeans were primarily from Northern Europe and also may not be representative of Southern Europeans. Also, the participants were mostly male and information on their socioeconomic background is not included. Standard deviation scores were not provided for the length of stay and age in order to determine variability within the groups.

In addition, the study is based on a rank order survey method, which is subject to self report biases. As the instrument was developed in North America, it is also subject to cultural biases. Also, many of the items on the questionnaire are vague and open to interpretation (e.g., the concept of freedom may vary across cultures and individuals). The amount of exposure students have had to other cultures may have also affected their responses. Finally, in order to provide additional support for the findings, the study could have been replicated or triangulation strategies (more than one data collection technique) could have been used.

However, Furnham and Alibhai acknowledge many of the weaknesses and the study does provide an indication of how values differ across cultures. Therefore, based on Hofstede (1986) and Furnham and Alibhai's (1986) research, cultural value differences in the classroom may lead to cross-cultural communication failure.

Along with studies on value differences across cultures in educational contexts, role expectations across cultures have also been examined. McCargar (1993) developed a "Survey of Educational Expectations" (SEE) in order to analyse the role expectation differences of 41 American ESL teachers and 161 intensive post-secondary ESL students from ten different countries. The 95 item survey was divided into 17 subsections (e.g., student/teacher relationship, student attitude toward error, student disagreement with teacher, teacher knowledge of subject, teacher warmth, teacher questioning strategies, etc.).

The results of the study reveal that, with the exception of the Japanese participants, most of the students expected a more teacher-centred environment. Error correction expectations and student classroom behaviour expectations were diverse. The Japanese student responses were contrary to commonly held stereotypes of Japanese students and contrary to what was predicted by Hofstede (1986). For example, the teachers, the Japanese students, and the Indonesian students strongly disagreed with the statement that students should feel embarrassed about giving the wrong answer; whereas all other students agreed. In addition, the teachers and the Japanese participants strongly disagreed, the Arabs, Persian and Indonesian groups mildly disagreed, and the other students agreed, that students should not err when answering questions.

These findings contradict Hofstede's (1986) predictions for Japanese expectations, as Hofstede categorises the Japanese culture as collectivistic and masculine. Therefore, Hofstede predicted that the Japanese would avoid causing either teachers or students to lose face, and that failure in school could lead to a damaged self image. On the other hand, the Indonesian and Thai responses were in keeping with Hofstede's predictions, as their cultures are categorised as more feminine. In figure 2 on p. 19 of this review, Hofstede plots the Arabian cultures on the border between masculine and feminine. Therefore, their mild disagreement that students should not err when answering questions is also in keeping with Hofstede's predictions. Hofstede's predictions of Japanese expectations are also contradicted on items suggesting that students should agree with teachers, as only the teachers and Japanese responded with strong disagreement. As Japan is a collectivist culture with high power distance, Hofstede predicted that the Japanese would seek formal harmony in learning situations, and that the teacher would never be contradicted or publicly criticised.

Several explanations could be made for the surprising Japanese responses. For

example, the Japanese students may have been more influenced by Western culture and, therefore, more aware of their stereotypes, or more open to the Western educational systems than other cultures or previous generations. As a result, they may have chosen to respond contrary to perceived expectations. Also, as Japanese society values harmony, the students may have chosen to conform to, rather than contradict, the Western ideals.

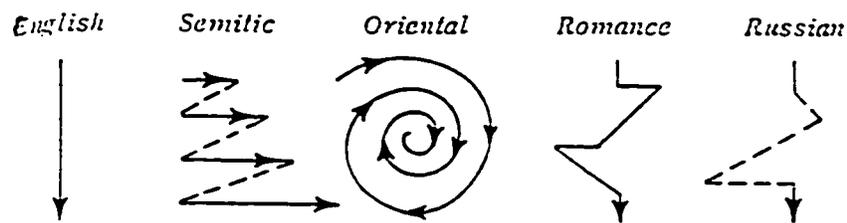
However, several weaknesses in the study need to be taken into consideration. For example, only the groups from China, Arabia, Indonesia, and America were large enough to be representative of their respective cultures. In addition, the teacher group differed from the student group in that the teachers were older, had a higher level of education and socioeconomic status, and were primarily female. The study is also subject to self report biases, as what participants say and do often differs. McCargar also implies that, based on his study, teachers of one culture group should conform to student expectations. However, such decisions may be better based on student or school objectives. For example, in Japan, many schools are set up to acculturate Japanese students to Western educational environments before they study overseas.

Nevertheless, the study does provide an indication that expectations differ across cultures with respect to error correction and student classroom behaviour, and that a more teacher-centred classroom is expected from most cultures represented in the study. The study also provides an indication that expectations do not always follow cultural stereotypes or predictions as culture, like language, is constantly evolving.

In addition to comparisons of value and expectation differences across cultures in educational settings, Kaplan (1966) also examined culturally differing thought patterns which he inferred from differences in student routine theme papers. Kaplan analysed six hundred writing samples from several languages. He found that, in comparison to English speakers, Arabic/Semitic speakers tended to use a more parallel writing construction,

Orientalists used an indirect writing approach, French and Spanish writers exercised more freedom to digress and introduce extraneous material, and Russian writers used more “presumably” parallel constructions with a number of subordinate structures which were often irrelevant to the central idea of the paragraph. Figure 3 gives a visual representation of how, according to Kaplan (1966), thought patterns are expressed in the following languages.

Figure 3.



(Kaplan, 1966, p. 15)

Kaplan states that, “each language and each culture has a paragraph order unique to itself, and that part of the learning of a particular language is the mastery of its logical system” (1966, p. 14). Gudykunst and Kim (1984) echo the findings of Kaplan as they compare Eastern and Western logic. They state,

In the West knowledge comes from postulation, with an emphasis on analysis through “linear” logic by syllogism and dialectic processes. In contrast, in the East knowledge comes from intuition, with an emphasis on synthesis through “spiral” logic and contemplation of the self and the universe. These differences in the knowing process have a tremendous impact on how people from the East and the West encode communication messages and perceive or interpret incoming messages. For example, linear logic causes Westerners to use a direct form of communication (i.e., “to get to the point”), while spiral logic causes Easterners to use indirect forms of communication. (p. 41)

Therefore, based on Kaplan’s research, another potential source for cross-cultural communication failure in the classroom is differing thought patterns across cultures.

2.6 Studies Measuring What Students Perceive as Most Difficult When Interacting Cross-culturally in Educational Settings

Few studies have measured what students perceive as most difficult when communicating cross-culturally in educational settings. Liberman (1994) examines Asian student perspectives on American university education and Hartung (1983) looks at what Japanese adolescents rated as most difficult during a one year exchange program in the United States. The studies provide many similar findings.

To begin with, between 1985 and 1992 Liberman (1994) and his students interviewed 680 Asian students in order to examine their perspectives on American university instruction. The interviews took place in an informal setting with three Asian students to one interviewer. The participants were asked to discuss any area of American life they felt was significant. They were encouraged to be forthcoming with any comments or criticisms on life or education in America. The topics of conversation were directed by the interviewees with little interruption from the interviewer. The most salient responses indicated that overall students enjoyed the freedom to give opinions in the classroom, but were critical of the lack of formality and respect among students and teachers.

These findings also correspond to Hofstede's (1986) four dimensional model, and his predictions of Asian student values with respect to education. For example, the Asian students criticised the American students for being superficial, shallow, and even selfish with regard to their own families. Many Asian students commented that Americans were concerned only with "me, me" (Liberman, 1994, p. 176). Other Asians commented that Americans were "emotionally starved" without close family ties, as one student stated, "losing closeness as the price for independence... So free, and I think, so unhappy" (Liberman, 1994, p. 177). Other criticisms included the lack of discipline and respect

given to teachers. The American students were viewed as egoistic for challenging the professor's ideas, as well as undisciplined and inarticulate. Several students commented that, "We study, and they party" (Lieberman, 1994, p. 177). As Hofstede rated most Asian cultures as collectivistic with high power distance and the American culture as the most highly individualistic with low power distance, the Asian students' responses are not surprising given the clash of values.

Most students really enjoyed the opportunity to try a greater variety of courses than in Asia, as well as the closer relationship with the professor. They also very much enjoyed the thought provoking classroom discussions, in which they were taught to think for themselves and give opinions, rather than passively memorise information, which is common in collectivist countries. However, some Asian students complained that the system was too flexible and required too much self discipline, rather than discipline from the teacher. The students' desire for greater structure in their learning is in keeping with Hofstede (1986), as he categorises most Asian countries as "high uncertainty avoidance"; whereas American culture is categorised as low uncertainty avoidance.

Lieberman suggests that the students' responses are paradoxical, for on the one hand students praised the creativity of the American educational system, but they also criticised the lack of discipline. Lieberman concludes with a question which addresses the fundamental paradox between Eastern and Western culture, or in Hofstede's terms "individualistic" and "collectivistic" societies, "How can respect for one's superiors be maintained when critical inquiry can lead one to question authority?... How is it possible for social harmony to coexist with a freely exercised tendency toward critical analysis?" (1994, p. 188). Based on this study, therefore, the problems of cross-cultural communication stem from a clash of fundamental values between Eastern and Western societies.

However, several weaknesses in the study deserve consideration. Firstly, the results of the study can only be generalisable to Asian students from upper-middle to upper-class families as the participants were the highest ranking students from the most prestigious schools in Asia. Although students representing 21 countries were interviewed, only ten of the cultural groups were large enough to be representative of their respective cultures. The Japanese were the best represented, with 229 participants and, therefore, had the most influence on group scores as a whole. Also information on age and gender of participants is not included.

In addition, Liberman provides few details on how the interviews were conducted, as well as the interviewers themselves. Therefore, it is not clear whether interviewer characteristics or the interview procedure affected student responses. Also, no information is provided on how the data were analysed. No information is given on whether interrater reliability was measured and whether the rater (or raters) were blind to the participant characteristics. Also, whether the responses from each culture represented were analysed separately and compared, or whether all responses were analysed together is not clear. The only detail provided on the procedure of analysis is Liberman's statement that, "comments were selected when they were represented in a perspicuous way perspectives that were articulated over many interviews" (1994, p. 176). However, how Liberman measures "perspicuity" and "many" interviews is unclear. The addition of written responses or a Likert scale questionnaire may have provided more support for his findings, as would a replication of the study. Although Liberman does not acknowledge these weaknesses in his paper, he does note that the term "Asian" does not account for individual and cultural differences within the group.

Nevertheless, the study has several strengths, including a large sample of in-depth interviews, which are relatively absent of subject constraints. These interviews provide an

indication that the Asian students perceive the informality and lack of respect and discipline as difficult when interacting with American university teachers and students. At the same time, they appreciate the creativity and opportunities to offer their opinions. Unfortunately, an increase of one aspect leads to a decrease in the other.

A second study measuring student perceptions of cross-cultural interaction in an educational setting includes that of Hartung (1983). Hartung examined the student-percieved cross-cultural adjustment difficulties of 106 Japanese adolescent students, who participated in the 1981-82 AFS year program in the USA. The study also included views of high school teachers and host-parents. As part of her thesis, Hartung asked students to rate the level of difficulty of 52 cross-cultural situations on a Likert scale. Students were also given the opportunity to make written comments in the spaces next to the situation statements. Table 6 on p. 31 illustrates the student-ranked top 10 most difficult situations pertaining to the classroom. Many students also commented on the most difficult item (knowing what to talk about), that knowing “when” to talk was also a problem, as silence is not valued in America as it is in Japan.

As in Liberman’s study, the students complained that the American students were childish and selfish, rather than independent. Many students were also frustrated by the lack of respect given to the teacher and lack of disciplined behaviour, such as treating the teacher as a friend, or chewing gum in class. A few students complained about the teacher’s lack of formality and ability to control the class, but overall teachers were liked. As in Liberman’s study, the students were impressed by how teachers elicit ideas and discussion from the students, as well as the opportunity to develop a close relationship with the teachers.

Several weaknesses in the study also need to be taken into consideration. The findings can only be generalisable to middle to upper-class, primarily female Japanese

Table 6

Student-Ranked Top Ten Most Difficult Situations Pertaining to the Classroom

<u>Rank</u>	<u>Questionnaire Item</u>	<u>Mean from a 1-5 scale</u>
1	knowing appropriate topics to talk about	4.0
2	making friends with other students	3.6
4	using the English language	3.6
7	knowing when someone is really a friend	3.1
8	seeing students holding and kissing each other	3.0
9	understanding American humour	2.9
10	understanding the way Americans show emotions	2.9
13	understanding student behaviour in the classroom	2.8
14	refusing an invitation	2.8
17	understanding the sexual attitudes of friends of the opposite sex	2.7

students with previous experience in America. Many of the terms in the questionnaire were vague and open to interpretation. For example, some students could have rated “understanding the way students show emotions” as difficult either because they understood it, but found it uncomfortable, or because they did not fully understand the situation. In addition, no standard deviations were given, so that the variability of responses for each question could not be analysed.

Nevertheless, the results do indicate, as in Liberman’s study, that the students appreciated the creativity, but criticised the lack of discipline. As Liberman states, “Preserving a student’s creativity without cultivating a lack of discipline or encouraging slothfulness, is an abiding educational challenge” (1994, p. 187).

2.7 Summary and Critique

In summary, the literature on intercultural communication, culture shock, pragmatics, the teaching of culture, cross-cultural perception differences on education, and cross-cultural situations which are perceived as most difficult in educational contexts, suggests that students and teachers may have several cross-cultural communication problems in adult ESL classrooms. These problems can be a result of differing value orientations, the effect of social variables on behaviour and language, how individuals process information about people from other cultures, non-verbal communication differences, the emotional challenges of interacting across cultures, speech act and speech event complexity, the lack of knowledge of facts about a culture, and differing thought patterns and learning styles.

Firstly, differing value orientations are frequently cited as causing cross-cultural communication difficulties. For example, in the literature on intercultural communication, several value orientation models have been developed in order to create

an awareness and understanding of value differences across cultures. Many of the objectives of teaching culture involve awareness raising of one's own values, as well as the values of others. For example, Seelye's (1976) first objective in teaching culture is to develop the students' "sense and functionality of culturally conditioned behaviour" (p. 7). Anderson and Risager (1981) suggest that teaching culture should indicate, "the spheres of activity and consciousness of the person" (as cited in Byram, 1988, p. 73). Hofstede (1986), Furnham and Alibhai (1994), and McCargar (1993) suggest that educational values differ across cultures, and Liberman (1994) and Hartung (1983) suggest that Asian students have the most difficulty in dealing with values associated with discipline and self-centred behaviour in the classroom, but appreciate the creativity of Western educational approaches.

The effect of social variables, such as status, age, gender, and roles, on language and behaviour is also cited as problematic for cross-cultural communication in all of the literature reviewed. Particularly problematic are the student and teacher role and status expectations, as foreign students often expect a more formal, disciplined, and teacher-centred classroom than is common in North America.

How individuals process information about people from other cultures is also frequently cited as affecting cross-cultural communication. The literature on intercultural communication examines making attributions, stereotypes, and prejudice and suggests that individuals with narrow category widths are less open to culturally different behaviour, which could also affect communication. The literature on culture shock outlines qualities which may hinder acculturation (e.g., tolerance for ambiguity, etc.) and the literature on the teaching of culture aims to promote equality and positive attitudes toward other cultures, as well as the ability to evaluate statements about culture.

In addition, non-verbal communication is also cited as problematic in literature on

as the Japanese students rated the use of silence in America as difficult. The emotional challenges involved in intercultural contact are also outlined in literature on intercultural communication and culture shock. Other variables affecting cross-cultural communication include the complexity of speech acts and events, differing thought patterns and learning styles, and a lack of general knowledge of the target culture, including history and geography.

Therefore, the problems which may occur in Vancouver adult ESL classrooms could be related to value differences, social variables, individual category width, non-verbal communication, emotional challenges, speech act and event complexity, thought patterns, learning styles, and a general lack of knowledge about the target culture.

The studies I have reviewed have several strengths. The researchers provide a strong rationale for the research, and as a whole use large participant samples. Although the self-report methods are subject to bias, they allow the researchers access to more information than would be possible through observation.

However, the studies could be improved upon in several ways. For example, triangulation strategies, including the use of oral interviews, Likert scale questionnaires, and the collection of written comments, could strengthen the results. A more detailed report on how the personal interviews are conducted could also be included to ensure interviewer characteristics and methods do not affect interviewer responses. In addition, the items on the questionnaires could be given more explicit definitions, which provide the same meaning across culture and individuals. How the data are analysed could be clearly outlined and could include a second rater to rate 25% of the data to ensure interrater reliability. Also, the raters involved could be blind to participant characteristics to avoid researcher bias. Standard deviations could also be provided in order to analyse within group differences. Future research in the area could include these improvements.

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UMI

and students were of similar description to those in the main study (see p. 39). However, only two culture groups (rather than three in the main study) were large enough to be representative of their respective cultures. In addition, all students and teachers were interviewed orally in the pilot study (rather than 10 teachers and 19 students in the main study).

b. Measures.

In the pilot study there were three questionnaires. The questionnaire for the teachers included 36 cross-cultural situations with a Likert scale measuring level of difficulty for each situation. The items were followed by two open ended questions for written comments on any other situations which cause cross-cultural difficulty in the classroom (see Appendix B, p. 181). The students received two questionnaires, which were for perceptions of students from other cultures in the classroom and perceptions of Canadian teachers. Both the “student to student” and the “student to teacher” questionnaires included 33 cross-cultural situations, with a Likert scale measuring the degree of difficulty for each situation, followed by one open ended question for written comments on other situations students found difficult when interacting with students from other cultures and with Canadian teachers, respectively (see Appendix A, p. 176).

c. Procedure.

The procedure for the pilot study was similar to the procedure outlined in the main study, which follows (see p. 46). However, all students and teachers participated in the oral interviews in the pilot study (rather than 10 teachers and 19 students in the main study). In addition, I interviewed students in groups of two or three (rather than individually as in the main study).

d. Results.

Due to time constraints, I did not categorise or statistically analyse any of the data

I collected from the pilot study. However, after interviewing 31 students and 14 teachers, I was able to identify some cross-cultural situations which were often mentioned as problematic. However, these findings are merely based on my observations and have not been fully analysed. The most frequent and salient responses during the oral interviews of the pilot study indicated that teachers were frustrated by lack of student (particularly Asian) initiative in pursuing free-time activities. For example, when students were asked about their weekend activities, they often responded that they were bored and slept all weekend. Other difficult situations included understanding non-verbal communication, and recognising and dealing with cross-cultural communication problems in the classroom. Students often mentioned the political tension between Korean and Japanese students and the difficulty in achieving equal opportunities for all students to speak in the classroom. (e.g., Asian students often complained about the Latin American students dominating classroom conversation, etc.)

e. Changes made as a result of the pilot study.

In the original questionnaire, many of the students indicated that the meanings of some of the items were unclear. For example, many of the items included the term “understanding,” as in “understanding student behaviour,” and were followed by a single Likert scale representing degree of difficulty. This caused many participants confusion as many were uncertain as to whether “difficulty” referred to a lack of understanding, or a lack of comfort with a situation. For example, several interpretations could be made for a rating of 5 on the 1 to 5 Likert scale. This could mean, (a) understanding the behaviour, but finding it uncomfortable, (b) not understanding the behaviour, but finding it comfortable, or (c) not understanding the behaviour and finding it uncomfortable. Thus, in the main questionnaire, I omitted the term “understanding” in each situation and included two Likert scales for each item, measuring both degree of comfort and

understanding.

In addition, the participants perceived some items as irrelevant and these were omitted in the main questionnaires. For example, many teachers did not consider the item “making friends with students” as part of their job description. I also gave the students fewer situations and only one questionnaire for the main study, as two questionnaires proved to be too tedious for students to fill out. Moreover, I added a space for written comments after each item in the main questionnaires in order to collect more written data from both students and teachers (see Appendixes F & G, pp. 189 & 196 for main questionnaires).

For the oral interviews in the main study, I decided to limit the participants to 10 teachers and 19 students due to time constraints. In addition, I interviewed the participants individually and placed a greater emphasis on standardising my comments in order to ensure that the participant responses were not affected by my comments or those of other teachers or students.

3. Method

3.1 Participants

a. Characteristics of student participants who completed the questionnaires.

Seventy-six advanced to upper-advanced students from adult ESL programs at four Vancouver colleges filled out the written questionnaires. The participants included 51 immigrant students from the Vancouver Community College (VCC), and 25 international students, which included 12 students from Canadian Cascadia International College (CCIC), 7 students from Winfield College (WC), and 6 students from the International Language Learning Centre (ILLC) in Vancouver. The immigrant students (Imm) differed from the international students (Int) in that their English programs were government funded, the students tended to be older (Imm: $M=31.13$ years old, $SD=8.10$; Int: $M=26.6$ years old, $SD=7.43$), they had studied at their respective schools for a longer period of time (Imm: $M=13.34$ months, $SD= 8.02$; Int: $M= 3.38$ months, $SD= 3.36$), they had studied English in Canada for a longer period of time (Imm: $M= 21.58$ months, $SD= 19.38$; Int: $M= 5.45$, $SD= 7.11$), and they had lived in Canada for a longer period of time (Imm: $M= 32.64$ months, $SD= 25.84$; Int: $M= 6.33$ months, $SD= 8.64$). Both Immigrant and international students were selected due to the difficulty in obtaining a large enough sample from either group. Advanced to upper-advanced students were selected as their English proficiency level was high enough to understand the questionnaire items.

The sample included 18 male participants and 58 female participants. Seventeen of the participants were Taiwanese, 17 Chinese (10 from Mainland China, 7 from Hong Kong), 12 Japanese, 8 Latin American (6 Mexican, 1 Colombian, 1 Salvadorian), 7 Eastern European (3 Ukrainian, 2 Russian, 1 Romanian, 1 Polish), 5 Koreans, 4 Iranians,

2 Vietnamese, 1 Quebecer, 1 East Indian, 1 Egyptian, and 1 Swiss. The students' ages ranged from 15 to 50 ($M= 29.5$, $SD= 8.16$). All of the students were from middle to upper socioeconomic classes and had been studying at their respective schools from 1 week to 3 years ($M= 9.97$ months, $SD=8.34$). The length of time the students had studied in Canada ranged from 1 week to 10 years ($M= 16.28$ months, $SD= 18.04$) and the length of time the students had been in Canada ranged from 1 week to 12 years ($M= 24.1$ months, $SD= 25.03$). The number of countries the students had visited, other than Canada or their home country, ranged from 0 to over 33 countries ($M= 3.39$ countries, $SD= 4.85$). Sixteen students had lived or worked in another country other than Canada or their home country and 2 students had lived or worked in two countries other than Canada or their home country. The total years the students had been studying English ranged from 1 to 18 ($M= 6.4$ years, $SD=3.78$).

b. Recruitment of student participants for the questionnaires.

I recruited students for filling out the questionnaires at VCC, CCIC, and WC with a 10 minute presentation given during class time to intact classes. At ILLC, the director asked for volunteers for a research project during class time. After class, he gathered the volunteers for my 10 minute presentation. The presentation included a brief description of the study, instructions on filling out the survey and an explanation of the consent form and the free coffee and discussion of culture. During the presentations, I gave students a handout outlining the study (see Appendix D, p. 185) and the questionnaires, which also included the consent forms and sign-up sheets for the coffee and cultural discussion which were attached to the questionnaires. I also stressed that the participation was both voluntary and confidential and would in no way affect their grades or standing at the school. I asked students to take the questionnaires home and fill them out if they were interested and return the questionnaires to their teachers or the director by a specified

date.

c. Characteristics of the student participants who included written comments on the questionnaires.

Of 76 participants who completed the Likert scale questions on the survey, 52 students included written comments in addition to the Likert scale responses. The students who wrote comments included 12 Japanese, 9 Taiwanese, 9 Chinese (4 Mainland, 5 from Hong Kong), 6 Mexican, 5 Eastern European (2 Russian, 1 Romanian, 1 Polish, 1 Ukrainian), 5 Korean, 2 Vietnamese, 1 Iranian, 1 Egyptian, 1 Indian, and 1 Swiss student. Sixteen of the students were male and 36 of the students were female. The students came from middle to upper socioeconomic classes. Twenty-two of the students came from international classes (ILLC-6, WC-7, CCIC-9) and 30 of the students came from immigrant classes (VCC-30). The students' ages ranged from 15 to 47 years of age ($M= 28.06$, $SD= 7.48$). The students had studied at their respective schools from 1 week to 36 months ($M= 9.75$, $SD= 8.96$). The students had been studying English in Canada from 1 week to 12 years ($M= 14.52$ months, $SD= 18.66$). The length of time the students had been in Canada ranged from 1 week to 12 years ($M= 22.8$ months, $SD= 27.86$). The number of countries the students had visited, other than their home country or Canada, ranged from 0 to over 10 countries (approx. $M= 2.97$, $SD= 3.23$). Thirteen of the 52 students had studied or worked in another country other than their home country or Canada and 2 of the students had studied or worked in two other countries other than their home country or Canada. The length of time the students had studied English in total ranged from 1 to 16 years ($M= 6.39$, $SD= 3.82$).

d. Characteristics and recruitment of the student participants for the oral interviews

Nineteen of the 76 students also participated in the oral interviews. The students were selected for the oral interviews based on a sign-up sheet (see Appendix H, p. 201) which was attached to the questionnaire. I asked students to sign their names (or identity markers) and include the times they were available during the interview week. I then posted a schedule at each school with the interview times and meeting places. I was able to meet with all students who signed up, with the exception of one or two students who handed the questionnaires in late. The interviewees included 5 Japanese, 4 Taiwanese, 4 Mexican, 2 Chinese, 3 Korean, and 1 Russian student. Three of the students were male (1 Korean and 2 Mexicans) and 16 were female. The students came from middle to upper socioeconomic classes. The students' ages ranged from 15 to 40 ($M= 28, SD= 7.64$). Ten of the students came from international schools (4- WC, 4- ILLC, 2- CCIC) and 9 students came from immigrant classes at VCC. The length of time students had studied at their respective schools ranged from 1 week to 20 months ($M= 5.01, SD= 6.44$). The length of time students had studied English in Canada ranged from 1 week to 24 months ($M= 7.86, SD= 7.67$). The length of time students had been in Canada ranged from 1 week to 36 months ($M= 13.07, SD= 13.55$). The number of countries the students had visited ranged from 0 to over 33 countries (approx. $M= 5.58$ countries, $SD= 7.69$). Eight students had studied or worked in one other country other than Canada. The length of time the students had studied English in total ranged from 2.5 to more than 10 years (approx. $M= 6.55$ years, $SD= 2.40$).

e. Characteristics and recruitment of teacher participants.

Twenty teachers from CCIC ($n= 4$), ILLC ($n= 4$), WC ($n= 5$), VCC ($n= 1$), and ELI ($n= 6$) filled out the teacher survey. Four of the instructors were male. They ranged in age from 27 to 60 ($M= 38.9, SD= 9.81$). Eighteen teachers were Canadian (3 originally from England and 1 originally from Ireland) and 2 were American. The teachers'

teaching experience ranged from 1.75 years to 22 years ($M= 7.78, SD= 5.63$). Fourteen teachers had lived or worked in a non-English speaking country. Of those, 7 teachers had lived or worked for 2 or more years in a non-English speaking country. All teachers had travelled to at least one other country than Canada and 13 teachers had travelled to at least 5 or more countries.

f. Characteristics and recruitment of the teachers who participated in the oral interviews.

The teachers who participated in the oral interviews completed the survey and indicated on an attached sign-up sheet that they would like to be interviewed and included the dates and times they were available. I then collected the surveys and organised an interview schedule. I either confirmed with the teachers through the director, personally, or posted a schedule at the school. I was able to meet with all teachers who indicated they were interested in participating. Ten teachers (7 females and 3 males) participated in the oral interviews. Four teachers were from ELI, 2 from WC, 2 from ILLC, 1 from VCC, and 1 from CCIC. Nine teachers were Canadian (although 2 were originally from England and Ireland) and one teacher was from the United States. Their ages ranged from 27 to 52 years ($M= 37.8, SD= 8.79$). Their teaching experience ranged from 1.75 years to 18 years ($M= 7.82, SD= 5.35$). Five teachers had lived for a year or more in another country other than Canada, and 3 had lived in 2 countries or more for more than 4 months. Five teachers had travelled to at least 10 countries other than Canada, 2 had travelled to between 5 and 10 countries and 3 had travelled to between 3 and 5 countries.

3.2 Setting

Students were presented with the questionnaires either for 10 minutes during class

time or for 10 minutes after class in one of the classrooms. The students then took the questionnaires home to fill out and return on their own time. The teachers received the questionnaires with a 10 minute presentation by myself or the director during a teacher staff meeting. For one school (WC), I approached the teachers individually at the school and explained the study to them. The teachers filled the questionnaires out on their own time and returned them to me.

For the oral interviews, I met all of the participants at the school and interviewed them either at a coffee shop, outside of the school, or in the school lounge. I bought them a coffee or a drink and had a hand-held tape-recorder and the questionnaires with me.

3.3 Measures

In order to assess which situations of cross-cultural communication cause students the most difficulty, the degree of difficulty was measured by a Likert scale questionnaire with space for written comments, along with oral interviews. Situations of cross-cultural communication can be defined as any encounter (either verbal or non-verbal) with a student or teacher from another culture in the classroom.

a. Instrument.

Students filled out a 51 item survey and teachers filled out a 30 item survey. Each item described a situation of cross-cultural communication which could potentially lead to discomfort or confusion. The situations were chosen based on the literature I reviewed on the topic (see Literature Review on p. 5). The level of difficulty students had with each item was measured by their responses to two Likert scales measuring both degree of understanding and degree of comfort (see Appendixes F & G, pp. 189 & 196).

The difficulty participants perceived for each situation was also measured by the written comments in the spaces provided in the questionnaires, including four open ended

questions on the last page of the survey. In addition, 10 teachers and 19 students were asked to comment orally on the items they rated as most confusing or uncomfortable.

b. Analysis of student data.

In order to analyse the Likert scale responses, I examined the overall average and standard deviation scores of comfort and understanding for each questionnaire item. I then looked at the 10 highest averages in order to assess what the students had the most difficulty with. In order to ascertain whether any of the participant demographic variables affected participant scores, I calculated the 10 highest averages based on each cultural group represented, gender, type of program (immigrant or international), age, length of time at the school, student travel experiences, and the length of time students spent in Canada.

Both the oral and written comments were categorised and the most difficult cross-cultural situations were determined by the categories with the most frequent and salient comments (see the Results and Discussion for definitions of the categories used for the oral and written data). The data were not analysed based on the cultural groups or other demographic variables because the sample of oral responses or written comments was not large enough to be representative of their respective populations.

Twenty-five percent of the oral comments and written comments were categorised independently by a trained assistant, with a 90% interrater reliability score for the oral data and a 96% interrater reliability score for the written data. The procedure for training my assistant included going over my definitions of the categories to ensure he understood what they represented as well as what I expected of him. My assistant then signed the agreement form (see Appendix K, p. 236) stating that the information he read and listened to would remain strictly confidential, that he understood the definitions of the categories, and that he was unaware of how I had previously categorised the data. The

assistant then listened to 25% of the oral data and read 25% of the written data and matched each comment with a category from the list of categories I had given him. I then compared the categories he had chosen with those I had chosen to obtain the interrater reliability scores.

c. Analysis of teacher data.

The same procedure of analysis was used for the teacher data as for the student data. However, in order to ascertain whether any of the participant demographic variables affected participant scores, I calculated the 10 highest averages based on age, teaching experience, experience living in a foreign country, and travel experience. The data were not analysed based on the demographic variables because the sample of oral responses or written comments was not large enough to be representative of their respective populations.

Twenty-five percent of the oral comments and written comments were categorised independently by a trained assistant, with an interrater reliability score of 86% for the oral data and a 95% for the written data. The procedure for training my assistant was the same as for the student data (see p. 45).

3.4 Procedure

During a 10 minute presentation, I explained the study to the ESL students and teachers orally with a study outline (the director of the school presented the study to some of the teachers). Teachers and students were also given the written survey along with the consent form and sign up sheet (see Appendixes C-H, pp. 184-201). I orally went over the instructions for the questionnaires and the consent forms, emphasising that their participation was voluntary and confidential. In addition, I orally explained the sign up sheet (see Appendix H, p. 201) and gave the participants an example of an identity

marker they could use (any number, letter, or false name) on the sign up sheet, if they did not want to use their real names. The students filled the surveys out in class and the teachers took them home to fill out on their own time and returned them to me or the department office.

I was able to interview all students and teachers who signed up for the discussion and free coffee, with the exception of some students who had handed their questionnaires in late. I then posted an interview schedule with the times and locations of the interviews at each school. I met each student at the specified time at the school and together we walked to a coffee shop or cafeteria. During this time I casually chatted with the students (e.g., about their countries, etc.) in order to make the students feel comfortable. I bought each student a coffee or drink and we sat down for the interview either at the cafe, or outside. I asked the students to elaborate and give examples of situations they had marked as most difficult (usually a rating of 3 or more) on the Likert scale questionnaires. I also encouraged the students to comment on any other cross-cultural situations they found difficult or most difficult in the classrooms. I attempted to keep my instructions and comments to a minimum to ensure the interviews were student directed and standardised. The interviews took anywhere from 20 to 30 minutes, depending on how elaborative the students were. The average interview was about 30 minutes. The same interview procedure was used for most of the teachers. However, I brought some teachers a coffee at the school as they did not have time to go to a cafe.

4. Results

4.1 Student Data

a. Likert scale responses

Overall scores: Tables 7 and 8 (p. 49) show the top 10 average Likert scale responses for the most difficult to understand and most uncomfortable situations. Students and teachers who think they are better than students from other cultures in the classroom were rated as the most difficult to understand and most uncomfortable situations. Confrontational situations, such as disagreeing with students and teachers, talking to students and teachers about something that bothers you, and accepting criticism from students also appear as some of the top 10 most difficult to understand and most uncomfortable, along with student conversation style and knowing when students and teachers are being impolite. Student values were difficult to understand and how students show emotions caused discomfort. The average rating in the top 10 situations ranged from 2.54 to 3.06 with standard deviations no greater than 1.28, suggesting that none of the situations caused the students serious difficulty.

Taiwan: Tables A2 & A28 (pp. 237 & 246) show that the Taiwanese students found disagreement with students and teachers most uncomfortable, although not as difficult to understand. Teachers and students who think they are better than students from other cultures were also rated as most difficult to understand and uncomfortable. How teachers spend their free time and how students dress or take care of themselves were in the top 5 most difficult to understand but did not cause the most discomfort. Knowing when students and teachers are being impolite rated as one of the most uncomfortable, but not as one of the most difficult to understand.

China: The Chinese students (see Tables A3 & A22, pp. 237 & 244) rated talking

Table 7

The top 10 questionnaire items students rated on average as most difficult to understand (N=76)

Question	<i>M</i>	<i>SD</i>
27) Teachers who think they are better than students	3.02	1.26
26) Students who think they are better than other students	2.97	1.11
46) Talking to teachers about something that bothers you	2.8	1.17
45) Talking to students about something that bothers you	2.79	1.19
18) Student conversation style	2.78	0.9
44) Disagreeing with teachers	2.71	1.13
49) Accepting criticism from students	2.68	1.1
43) Disagreeing with students	2.65	0.9
32) Knowing when teachers or students are being impolite	2.61	1.25
1) Student values	2.54	0.9
40) How teachers spend their free time	2.54	1.29

Table 8

The top 10 questionnaire items students rated on average as most uncomfortable (N=76)

Question	<i>M</i>	<i>SD</i>
26) Students who think they are better	3.07	1.12
27) Teachers who think they are better	3.05	1.38
32) Knowing when teachers or students are being impolite	2.98	1.23
18) Student conversation style	2.95	1.02
45) Talking to students about something that bothers you	2.94	1.21
44) Disagreeing with teachers	2.79	1.11
43) Disagreeing with students	2.78	0.9
49) Accepting criticism from students	2.77	1.14
46) Talking to teachers about something that bothers you	2.74	1.19
12) How students show emotions	2.63	0.9

to students and teachers about something that bothers you and knowing when students and teachers are being impolite as both uncomfortable and difficult to understand. Student conversation style and students who think they are better than students from other cultures also caused the Chinese discomfort and difficulty in understanding. Disagreeing with teachers and teachers who think they are better than students were among the 5 most difficult situations to understand for the Chinese, but were not rated among the most uncomfortable.

Japan: Like the Taiwanese students, the Japanese students also rated disagreeing with teachers and students as most difficult to understand and most uncomfortable (see Tables A4 & A23, pp. 238 & 244). The Japanese also rated teachers and students who think they are better than students from other cultures and knowing when students or teachers are being impolite in the top 5 most difficult to understand and most uncomfortable.

Latin America: The Latin American students (see Tables A5 & A24, pp. 238 & 245) found students and teachers who think they are better than students from other cultures, along with student conversation style as most uncomfortable and difficult to understand. How students and teachers show emotions rated as the 2nd and 3rd most difficult to understand, although only how students show emotions was rated as uncomfortable. Talking to teachers and students about something that bothers you also caused discomfort and difficulty in understanding.

Eastern Europe: The Eastern European students (see Tables A6 & A25, pp. 238 & 245) rated students and teachers who think they are better than students from other cultures and accepting criticism from students as most difficult to understand and most uncomfortable. Student behaviour toward other students and knowing when students and teachers are being impolite were also rated as some of the most uncomfortable, but not

most difficult to understand. The Eastern European students also had difficulty understanding student learning styles and study habits and how to talk to the teacher about something that bothers them.

Korea: The Korean students (see Tables A8 & A27, pp. 239 & 246) found accepting criticism from students, knowing when students and teachers are being impolite, personal space with students, talking to students and teachers about something that bothers you, and how students show emotions as difficult to understand and uncomfortable. Personal space with the teacher and how teachers show emotions were also rated as some of the most difficult to understand, but not as the most uncomfortable situations.

Iran: The Iranian students (see Tables A7 & A26, pp. 239 & 245) rated students' conversation style, student level of formality, teachers who think they are better than students and knowing when students and teachers are being impolite as the most difficult to understand and most uncomfortable. The Iranian students also rated how students show emotions in the top 5 most uncomfortable, but did not rate the situation as difficult to understand. Also in the top 5 most difficult to understand was how students greet or take leave, which was also rated as uncomfortable.

Gender: Tables A9, A10, A29 & A30 (pp. 239, 240, 246, & 247) show that the males and females found similar situations to be difficult. However, the men ranked confrontational situations (e.g., disagreeing with students and teachers) as most difficult; whereas the females rated students and teachers who think they are better as most difficult. Both groups found student conversation style, talking to students and teachers about something that bothers you, knowing when teachers and students are being impolite, and accepting criticism from students as difficult. The men also rated what students and teachers did in their free as more difficult to understand, which did not

appear in the female top 10 list.

International and immigrant: The international and immigrant students (see Tables A11, A12, A31, & A32, pp. 240 & 247) also rated similar situations as most difficult. Both groups found teachers and students who think they are better than students from other cultures as most difficult to understand and most uncomfortable, although the international students rated disagreeing with students and teachers as more difficult than did the immigrant students. How students show emotions was rated more difficult for international students, as the situation appears in both the comfort and understanding tables of the international students, but not of the immigrant students. The immigrant students rated talking to teachers about something that bothers you as more difficult, as the situation appears in both the comfort and understanding tables of the immigrant students, but not in those of the international students.

Age: Students aged 25 and younger and 26 and older (see Tables A13, A14, A33, & A34, pp. 241 & 248) also chose similar situations as most uncomfortable and difficult to understand, including students and teachers who think they are better than students from other cultures, student conversation style, and talking to students and teachers about something that bothers you. The older students may have had more difficulty with how students show emotions, as the situation appeared only in the top 10 lists of the older students.

Travel experience: Little difference existed between students who had travelled to two or more countries other than Canada and those that had travelled to only one other country or less (see Tables A17, A18, A35, & A36, pp. 242, 248, & 249). Both groups rated the same 10 situations as most uncomfortable (although, in a different order), and they differed only in the understanding scores, as the less experienced traveller had more difficulty with humour and the free time activities of students from other cultures. The

more experienced traveller had more difficulty understanding student values and knowing when students and teachers were being impolite. The less travelled students may have experienced slightly more difficulty with student conversation style as they rated the situation as the most uncomfortable and difficult to understand. Students and teachers who think they are better were the most difficult to understand and uncomfortable situations for the more experienced travellers.

Length of time at the school: The situations chosen as most difficult for students who had studied at their respective schools for a year or more and less than a year are also similar (see Tables A15, A16, A37, & A38, pp. 249, 241, & 242). However, accepting criticism from teachers appeared only in the tables for students who had studied over a year at their schools and how students show emotions appeared only in the tables of the students who had studied at their schools for less than a year. Conversation style and disagreeing with students were rated a little more difficult to understand and more uncomfortable for students who had studied less than a year at their respective schools.

Length of time in Canada: Those who had lived in Canada for more or less than 6 months also did not differ significantly in ratings of the most difficult situations (see Tables A19, A20, A39, & A40, pp. 243 & 250). Students who had lived in Canada for more than 6 months rated teachers who think they are better than students, student values, and talking to teachers about something that bothers you as more difficult than those who had lived in Canada for a shorter time. Students who had lived in Canada for less than 6 months rated how students show emotions as more difficult, and how students take care of themselves and treat the opposite gender as more difficult to understand than did the longer residents of Canada.

b. Written comments (total)

Based on the most frequent and salient comments the students wrote next to each questionnaire item and the answers to the final open-ended questions in the surveys, the students found the following situations most difficult. (Table 9 on p. 55 provides an outline of the categories, number of comments, and the nationality and background of the students who made the comments.)

Language and pronunciation: The most frequent and salient written comments made by the students for the questionnaire items and the open ended questions fell under the category of language/pronunciation. Twenty-two students made 39 comments regarding difficulty in understanding or expressing English, the pronunciation of students from other cultures, having to ask for repetition or having to repeat many times, or the language problem in general. Thirteen comments referred specifically to pronunciation. Twenty-two students rated the language/pronunciation problem as most difficult. The situation was rated as most difficult 13 times with regard to interaction with the teacher and 10 times with regard to interaction with other students.

Classroom discussion: Thirteen students made 22 comments referring to giving opinions, disagreeing, and discussing controversial political, religious, or cultural topics. Eight students rated classroom discussion issues as most difficult among students.

Teaching style: Eight students made 16 comments referring to problems with the teaching, including too much homework and lack of systematicity, variety, or teaching skill. Only 2 students rated the teaching style as most difficult between students and teachers.

Students acting superior: Ten students made 13 comments with regard to students acting superior toward other students due to past political or religious conflict, or racial discrimination. Three students rated the problem as most difficult among students.

Table 9

The most frequent and salient written comments made by the students on the surveys
(comments include both questionnaire item and open ended question responses) (N=52)

Situation	<i>n</i> of comments	<i>n</i> of students	<i>n</i> most difficult	nationalities	background
language/pronunciation	39	22	22	6J, 5C,4T,3M, 1IN,1IR,1EE,1V	11 IMM 11 INT
classroom discussion	22	13	8	6J, 2M, 2T, 1EE,1C,1K	4 IMM 9 INT
teaching style	16	8	2	2J, 2EE,1C 1I,1S,1T	5 IMM 3 INT
students acting superior	13	10	3	3J, 2K, 2C 2EE,1E	6 IMM 4 INT
talking to teachers	11	9	3	2C, 2T,1M 2J,1EE,1S	5 IMM 4 INT
teachers acting superior	11	7	1	2C,2EE,1M 1T,1K	6 IMM 1 INT
dress and hygiene	10	7	1	2M,2J,2K 1C	4 IMM 3 INT
casual student behaviour	9	7	0	5J,1IR,1C	2 IMM 5 INT
casual teacher behaviour	8	8	1	4J,1K,1M 1V,1EE	4 IMM 4 INT
personal space	8	6	0	3J,1K,1M, 1EE	3 IMM 3 INT
disrespecting teachers	7	6	0	3J,1IR,1E,1T	2 IMM 4 INT
opposite gender	7	6	0	3J,2K,1M	3 IMM 3 INT
showing emotions	6	5	0	1IR,1M,1K 1J,1S	3 IMM 2 INT

Note. IMM= immigrant; INT= international; M= Mexican; IN= Indian; IR= Iranian; C= Chinese; T= Taiwanese; EE= Eastern European; S= Swiss; J = Japanese; V= Vietnamese; K= Korean; E= Egyptian

Talking to the teacher: Nine students made 11 comments regarding difficulty in talking to the teacher. Three students rated the situation as most difficult. Three students suggested they had difficulty talking to the teacher because it was rare or not an option in their home country, one student suggested they were afraid the teacher would get angry, and one student didn't consider talking to the teacher as an option at all, as she stated, "If some teacher do not nice to students there is nothing we can do about it."

Teachers acting superior: Seven students made 11 comments with regard to teachers acting either racially or intellectually superior. One student rated the situation as most difficult between students and teachers.

Dress and hygiene: Seven students made 10 comments on the dress and hygiene of both teachers and students. One student rated the situation (smell) as most difficult among students. Four comments referred to teachers and 6 comments referred to students from other cultures. Four comments were made regarding body odour or perfume and six comments were made regarding casual dress, body piercing, and lack of grooming (e.g., underarm hair).

Casual student behaviour: Seven students made 9 comments suggesting that student behaviour was too casual, including the use of cellular phones or eating and drinking in class, skipping classes and not completing homework assignments. None of the students rated the situations as most difficult.

Casual teacher behaviour: Eight students made 8 comments suggesting that the teacher's behaviour was too casual, as teachers often discussed personal information, drank coffee while teaching, placed feet on desks and chairs, sat on the table, or arrived late for class. One student rated the situation (too much personal information) as most difficult between students and teachers.

Personal space: Six students made 8 comments regarding difficulty with personal

space. Four comments addressed space between students and teachers and 4 comments addressed space between students. None of the situations were rated as most difficult.

Students disrespecting teachers: Six students made 7 comments regarding difficulty with students disrespecting teachers, by ignoring the teacher or talking too much in class. None of the situations were rated as most difficult.

Opposite Gender: Six students made 7 comments referring to discomfort with the opposite gender. None of the situations were rated as most difficult.

Showing emotions: Five students made 6 comments with regard to showing emotions. Four of the comments were directed to students and 2 were directed to teachers. The Asian students commented that students and teachers from other cultures show too much emotion and the Swiss student commented on the Asian students' lack of emotion.

Other situations which were mentioned more than once include difficulty with religion (5 comments), eye-contact (5 comments), making friends with students (5 comments), humour (4 comments), gestures (4 comments), greetings (3 comments), classroom atmosphere (3 comments), interrupting (2 comments), lack of interaction across cultures (2 comments), and age (2 comments).

c. Open-ended questions regarding the most difficult situations.

Thirty-six students answered the open ended question regarding what cross-cultural situations students found most difficult with other students in the classroom. The situations identified as most difficult included language/pronunciation (12 students), classroom discussion (7 students), understanding students from other cultures "deeply" (3 students) and other cultures being too loud or quiet (2 students). All other situations were identified only by one student and included making friends with students, knowing what to talk about with students, lack of interaction with students across cultures, body odour,

religion, politeness, differing educational needs across cultures, lazy students, students breaking promises, students who think they are superior, general behaviour, and misunderstanding.

The open ended question on what cross-cultural situations students found most difficult with teachers in the classroom was answered by 22 students. Only 3 situations were mentioned more than once and included language/pronunciation (10 students), talking to the teacher regarding a problem (3 students), and too much homework (2 students). The situations only 1 student commented on included lack of teacher understanding of homesickness, asking the teacher for good grades, teachers acting superior, teachers embarrassing students, providing too much personal information, and being too friendly. Table 10 (p. 59 of the study) outlines the categories and the backgrounds of the students that wrote answers to the open ended questions in the surveys.

e. Oral responses

The students' most frequent and salient oral comments fell under the following categories. (Table 11 on p. 60 outlines the categories, number of comments, and the backgrounds of the students who provided the comments.)

Classroom discussion: The most frequent and salient oral comments during the oral interviews were made about classroom discussion. Classroom discussion included any comments about giving opinions, disagreeing with students or discussing controversial topics. Thirteen students made 28 comments regarding difficulty with classroom discussion and 3 students rated the situation as most difficult among students. The Asian students identified expressing opinions, disagreeing politely, dealing with more aggressive cultures, and a lack of student understanding of differing cultures as difficult during class discussion. The Latin students identified the quiet nature of the

Table 10

The answers given by more than one student to the open- ended questions on what cross-cultural situations students found most difficult with students from other cultures and the teacher in the classroom.

Situation	<i>n</i> of students	nationalities	background
Between students (<i>n</i>=36):			
language/pronunciation	12	3C, 3J, 2T, 1V, 1EE, 1IN, 1M	7 IMM, 5 INT
classroom discussion	7	3J, 2T, 1K, 1EE	3 IMM, 4 INT
understanding other cultures "deeply"	3	2C, 1T	1 IMM, 2 INT
Between students and teachers (<i>n</i>=22):			
language/pronunciation	10	5C, 1M, 1J, 1EE, 1V, 1T	8 IMM, 2 INT
talking to the teacher	3	2T, 1M	2 IMM, 1 INT
too much homework	2	1S, 1T	1 IMM, 1 INT

Note. IMM= immigrant; INT= international; M= Mexican; IN= East Indian; C= Chinese; T= Taiwanese; EE= Eastern European; S= Swiss; J = Japanese; V= Vietnamese, K= Korean.

Table 11

The most frequent and salient oral comments made by the students during the interviews
(*n*=19).

Situation	<i>n</i> of comments	<i>n</i> of students	<i>n</i> most difficult	nationalities	background
classroom discussion	28	13	3	5J, 3T, 3K, 2M	9 INT, 4 IMM
talking to the teacher	23	12	5	4T, 2C, 3M, 1J, 1EE, 1K	5 INT, 7 IMM
language/pronunciation	20	14	2	3T, 3M, 4J, 3K, 1C	8 INT, 6 IMM
dress and hygiene	17	12	0	3M, 3T, 3J, 2K, 1C	7 INT, 5 IMM
teaching style	15	11	0	4T, 2C, 2M, 2J, 1EE	5 INT, 6 IMM
opposite gender relations	14	9	0	3M, 3K, 3J	5 INT, 4 IMM
personal space	12	7	0	3M, 2K, 1EE, 1J	2 INT, 5 IMM
humour	11	8	0	2T, 2J, 3K, 1M	6 INT, 2 IMM
students acting superior	9	9	1	3J, 2K, 2M, 2T	5 INT, 4 IMM
teachers acting superior	11	5	0	2T, 1EE, 1M, 1J	2 INT, 3 IMM
eye contact	10	7	0	3K, 2T, 1M, 1J	4 INT, 3 IMM
how to be polite	9	7	1	3M, 2K, 2T	2 INT, 4 IMM
disrespecting the teacher	11	4	0	2T, 1M, 1J	3 INT, 1 IMM
casual students	9	6	0	2J, 1M, 1C, 1T, 1K	4 INT, 2 IMM
greetings	8	6	0	3M, 2J, 1T	4 INT, 2 IMM
showing emotions	7	5	0	3K, 1C, 1J	2 INT, 3 IMM

Note. IMM= immigrant; INT= international; M= Mexican; C= Chinese; T= Taiwanese;
EE= Eastern European; S= Swiss; J = Japanese; V= Vietnamese, K= Korean.

Asians as difficult during classroom discussion, along with disagreeing politely and having differing opinions.

Talking to the teacher: Twelve students made 23 comments regarding talking to the teacher and 5 students rated the situation as most difficult between students and teachers. Most students suggested they had difficulty talking to teachers as they were afraid of speaking in English or interrupting the class, or because talking to the teacher was uncommon in their culture, or the teacher didn't have time to talk.

Language/pronunciation: Fourteen students made 20 comments regarding language/pronunciation and 2 students rated the situation as most difficult between students. All students suggested they had difficulty understanding students from other cultures or expressing themselves in English due to pronunciation.

Dress and hygiene: Twelve students made 17 comments regarding the dress and hygiene of students or teachers from other cultures in the classroom. None of the comments were rated as most difficult. Two comments suggested the teachers' dress was too casual and one comment suggested discomfort with a teacher who did not shave her underarms and wore sleeveless shirts. Nine comments suggested that the dress of some students from other cultures was not appropriate for the classroom because it was too casual, too provocative, too liberal (body piercing), or too traditional and created distance among students. Five comments were made regarding discomfort with students' body odour or perfume in the classroom.

Teaching style: Eleven students made 15 comments regarding the teaching style. None of the comments were rated as most difficult. Five students suggested their lessons were boring (6 comments) and others suggested they had too much homework, their classes were too casual or too fast, they weren't learning anything, the lessons were unclear, the teacher lacked skill or patience, or the teaching styles varied too much among

teachers.

Opposite gender: Nine students made 14 comments regarding discomfort with students or teachers of the opposite gender from other cultures. None of the comments were rated as most difficult. The comments suggested the Asian students preferred a greater personal distance than the Mexican students with teachers or students of the opposite gender and the Mexican students were often confused by the timidity of the Asian students of the opposite gender.

Personal space: Seven students made 12 comments regarding personal space. None of the comments were rated as most difficult. The comments suggested that the Mexican students were confused or uncomfortable with the amount of personal space teachers or students from other cultures required and the Asian students preferred more personal space, particularly with teachers or students of the opposite gender. The Russian student was uncomfortable with the teacher walking around the students while they were writing exams.

Humour: Eight students made 11 comments regarding humour in the classroom. None of the comments were rated as most difficult. Four comments suggested difficulty with teacher humour and 7 comments suggested difficulty with student humour, primarily due to language and cultural differences. One Mexican student suggested that Asian students were too serious and lacked in humour.

Students acting superior: Nine students made 9 comments regarding students acting superior in the classroom. One situation was rated as most difficult. Four students suggested that European students felt they were better than other cultures and 3 students suggested that past political conflicts (including 2 comments about the Japanese and Korean political conflict and 1 about the Taiwanese and Chinese political conflict) caused some students to treat other students as inferior.

Teachers acting superior: Five students made 11 comments regarding the teachers acting superior to the students in the classroom due to race, culture, or position. None of the comments were rated as most difficult. Although only 5 students commented on the situation, most described the situation at length suggesting that the problem was serious for them. Most suggested that the teachers did not show the students enough respect and treated the students like children.

Eye contact: Seven students made 10 comments regarding eye contact with students or teachers from other cultures. None of the comments were rated as most difficult. Two students suggested that teacher eye-contact was too direct and one student suggested too unfriendly. The Koreans suggested that eye-contact with students was too direct. A Japanese student (32 years old) and a Mexican student suggested that they preferred more eye contact and one student was uncomfortable with other students “talking with their eyes” in class.

Knowing how to be polite: Seven students made 9 comments regarding difficulty in knowing how to be polite to students or teachers in the classroom. One student rated the situation as most difficult. Two Mexican students suggested that they may be too aggressive for Asian students.

Disrespecting the teacher: Four students made 11 comments regarding discomfort with the disrespect some students from other cultures showed the teacher. The students had difficulty with students from other cultures that ignored the teacher, showed their boredom or dislike for the teacher or the lesson in the classroom, or spoke to the teacher in an impolite manner. None of the students rated the situation as most difficult.

Casual students: Six students made 9 comments regarding the behaviour of students from other cultures being too casual in the classroom. None of the comments were rated as most difficult. The students suggested they disliked when other students did

not complete their homework, joked around, ate, or sang in class, or came late to class.

Casual teachers: Six students made 8 comments regarding greeting or taking leave of students or teachers from other cultures. None of the comments were rated as most difficult. Three comments indicated that the teacher greeted in a cold or unfriendly manner, or often forgot to greet students. Two comments indicated that some students forgot to greet and the two Mexican students made 3 comments suggesting that the greetings from students and teachers were cold.

Showing emotions: Five students made 7 comments suggesting that some students from other cultures show their emotions (anger, sadness, etc.) too quickly. One student made 3 comments about how easily Iranian or Latin American students show their emotions and 4 students commented on how easily students from other cultures become angry.

Other situations which the students commented on more than once include complaints that students from other cultures are either too loud or too quiet (6 comments), the teacher's behaviour is too casual in the classroom (6 comments), religion in the classroom is problematic (5 comments), students from different cultures have differing educational needs (4 comments), students from different cultures are being inconsiderate of other students (4 comments), and the teachers reveal too much personal information about themselves (4 comments). The complaints that some students are too serious in the classroom (particularly Asian), expressing in English is difficult, the teacher is impatient, the teacher does not provide students with a sufficient cultural orientation in the classroom, and that teachers lack understanding of other cultures were commented on 3 times. Making friends with students, teacher favouritism, and students from other cultures criticising other students were each mentioned twice.

4.2 Teacher data

a. Likert scale responses.

Overall scores: Tables A41 & A50 (pp. 251 & 254) show the top 10 most difficult to understand and most uncomfortable situations, based on the teachers' Likert scale responses. The teachers rated students who think they are better than students from other cultures and disagreeing with or criticising a student as the 2 most difficult to understand and uncomfortable situations. In addition, the teachers rated dealing with cross-cultural communication problems and racism, knowing when students are being impolite, students' expectations of other students, student behaviour toward other students, students criticising or disagreeing with you, and how students show emotions as both difficult to understand and uncomfortable. How students spend their free time and student behaviour toward the teacher was rated as difficult to understand, but not in the top 10 most uncomfortable. Identifying cross-cultural communication problems was rated in the top 10 most uncomfortable, but not difficult to understand.

Age: Based on the scores of teachers ages 35 and younger and 36 and older (see Tables A42, A43, A51 & A52, pp. 251 & 254), the two groups differed in that the older teachers rated understanding how to deal with cross cultural situations, student humour, student learning styles and study habits, and student values and gestures in their top 10 most difficult to understand; whereas the younger teachers included student behaviour toward students and teachers, student expectations of other students, how students show emotions, and student dress and hygiene as most difficult to understand. All other items were similar.

In terms of discomfort, the younger teachers included student behaviour as a result of being away from home (homesickness) and how students show emotions in their top 10 most uncomfortable situations. On the other hand, the older teachers rated student

free time activities and student learning styles and study habits as most uncomfortable. All other top 10 situations were similar.

Teaching experience: The participants who had 5 years or less of teaching experience differed from those with more teaching experience primarily in what they rated as difficult to understand (see Tables A44, A45, A53, & A54, pp. 252 & 255). For example, teachers with less experience rated students who think they are better than other students, student expectations of other students, how students show emotions, and student behaviour toward other students in the top 6 most difficult situations. None of these situations appeared in the top 10 list of the more experienced teachers. Rather, the more experienced teachers rated student humour, learning styles and study habits, knowing what to talk about with students, and how students dress and take care of themselves in the top 10 most difficult to understand. All other situations were similar for both groups. In terms of discomfort, both groups found the same 10 situations most uncomfortable (in a different order), with the exception of the less experienced teachers rating student emotions in the top 10; whereas the more experienced teachers included student gestures.

Experience living in a foreign country: The responses of participants who had never lived in a non-English speaking country differed from those who had in that the former rated student learning styles and study habits, values and humour as difficult to understand; whereas the latter included students who think they are better than other students, student expectations of other students and how students show emotions in the top 10 most difficult to understand. All other situations were similar between the two groups. In terms of discomfort, those who had not lived abroad included student humour, how students dress and take care of themselves, and student free time activities in the top 10 most uncomfortable. Those who had lived abroad rated student learning styles and study habits and how students show emotions as uncomfortable. All other situations were

similar in the top 10 lists of the two groups (see Tables A46, A47, A55 & A56, pp. 252, 253, 255, & 256).

Travel experience: Teachers who had travelled to 5 countries or less differed from teachers who had travelled to more countries in that the less travelled participants rated student expectations of other students, student learning styles and study habits and knowing when teachers or students are being impolite in the top 4 most difficult to understand. These situations did not make the top 10 most difficult to understand for the more travelled teachers. They rated how students show emotions, student humour and gestures, and how students dress and take care of themselves as most difficult to understand. All other situations were similar between the groups.

In terms of discomfort the less travelled participants found student learning styles and study habits, student expectations of the teacher, student behaviour, and knowing what to talk about with students as most uncomfortable. On the other hand, the more travelled teachers rated students disagreeing with or criticising you, identifying cross-cultural communication problems, how students show emotions and getting students to give opinions or ask questions as most uncomfortable. All other top 10 most uncomfortable situations were the same, but in a different order (see Tables A48, A49, A57, & A58, pp. 253 & 256).

b. Written comments (total)

Based on the most frequent and salient comments the teachers wrote next to each questionnaire item and the answers to the final open-ended questions in the surveys, the students found the following situations most difficult (see Table 12 on p. 68 for an outline of the categories, number of comments, and the background of the teachers who made the comments).

Students acting superior: The most frequent and salient comments fell under the

Table 12

The most frequent and salient written comments made by the teachers during the interviews (n=20).

Situation	<i>n</i> of comments	<i>n</i> of teachers	<i>n</i> most difficult	teacher ages	<i>n</i> years teaching	<i>n</i> countries visited
students acting superior	18	12	3	2-20s,4-30s,* 2-40s,3-50+	2A,1B, 4C,5D	4A,2B* 2C,3D
student unresponsiveness	14	7	2	1-20s,3-30s * 1-40s,1-50s	1A,1B 1C,4D	3A,1B, 2D*
student learning styles & study habits	10	7	2	1-20s,3-30s 1-40s,2-50+	2A,2C,3D	3A,1B,3D
language/pronunciation	7	6	5	2-30s,1-40s 3-50s	1A,1B, 3C,1D	1A,2B, 2C,1D
cross-cultural conflicts (in general)	7	6	4	3-20s,1-40s, 2-50s	2B,3C,1D	1A,3C,2D
managing loud/quiet cultures	6	5	3	1-20s,2-30s 1-40s,1-50+	1A,1B,3D	1A,1B 1C,2D
disagreeing with students	6	5	0	3-30s,1-40s *	1A,1C,3D	1A,2B,1C *
opposite gender	5	5	0	3-30s,2-50s	1B,1C,3D	1A,1B 1C,2D
student free time	5	5	0	3-30s,1-40s 1-50s	1A,2C,2D	1A,2C,2D
emotions	5	5	0	3-30s,1-40s *	1A,4D	1A,2C,1D*

Note. A= more than 15; B= 10-15; C= 5-10; D= 5 or less. Travel experience is approximate.

* = one participant did not provide the demographic information on the survey.

category of students acting superior to other students in the classroom. The category includes any indication of conflict between students due to past political, racial, intellectual, or cultural differences. Twelve teachers made 18 comments with respect to students acting superior and 1 teacher rated the situation as the most difficult between students. Two teachers commented on the difficulty between Japanese and Korean students and 1 teacher commented on the conflict between Jewish and Arabian, and Cambodian and Vietnamese. One teacher suggested the European students look down on the Asian students and another teacher reported that students from more developed countries have superior attitudes toward those from lesser developed countries. Five teachers suggested that the situation very rarely happens in their classroom, if ever, and stressed that the situation was not serious. Most could only think of one or two incidents of the situation over a course of several years of teaching experience.

Student unresponsiveness: Seven teachers made 14 comments with respect to the slow response from some students during a lesson. Two teachers rated the situation as most difficult between students and teachers. Two teachers suggested the Asian students were the slowest to respond. Most teachers reported that, although they understood the differing conversational conventions between Asian and Western cultures, they still had trouble with silence, lack of expression of ideas and opinions, fear of making mistakes, and blank expressions.

Student learning styles and study habits: Seven teachers made 10 comments with respect to student learning styles and study habits causing difficulty in the classroom. Two teachers rated the situation as most difficult. The teachers suggested they had difficulty with students memorising material, depending on the dictionary, having differing learning styles, concerning themselves over getting the right answer or perfect score (rather than learning through the process), and expecting a more grammar oriented,

teacher centred classroom.

Language/pronunciation: Six teachers made 7 comments with respect to the language and pronunciation of students across cultures causing difficulty in the classroom. Five teachers suggested that language/pronunciation was the most difficult either between students in the classroom (3) or between the students and themselves (2). One teacher suggested the situation improves with time as students become accustomed to varying accents.

Dealing with cross-cultural conflicts in general: Six teachers made 7 comments with respect to dealing with cross-cultural problems in general. Four teachers rated the situation as most difficult among students. No examples were given of any specific cross-cultural situations.

Managing loud and quiet cultures: Five teachers wrote 6 comments with respect to managing the interaction between students with more aggressive conversation styles (e.g., Latin American, European, Middle Eastern) and less aggressive conversation styles (e.g., Asian). Two teachers rated the situation most difficult among students, and 1 teacher rated the situation as most difficult between teachers and students. Most teachers found that they had difficulty accommodating the two styles, the “nonstop chatty to near silent.” One teacher suggested she felt she was too aggressive for the quieter cultures.

Disagreeing with students: Six teachers made 5 comments with respect to disagreeing with students. None of the teachers rated the situation as most difficult. One teacher suggested she avoided disagreeing students, but encouraged intellectual disagreement in the classroom.

Opposite gender: Five teachers made 5 comments with respect to gender relations causing difficulty in the classroom. One teacher suggested she had difficulty with the patriarchal values of some of her students. Another teacher was uncomfortable about the

response of some male students to female teachers and a male teacher suggested interaction with students of the opposite gender should be done carefully. None of the teachers rated the situation as most difficult.

Student free time: Five teachers made 5 comments with respect to student free-time activities. None of the teachers rated the situation as most difficult. The teachers were amazed at the amount of time students spent shopping, watching movies, watching TV, or sleeping.

Emotions: Five teachers made 5 comments with respect to how the students show their emotions. None of the teachers rated the situation as most difficult. Two teachers reported they preferred students who were more direct with their emotions. Two teachers found the crying of Japanese girls to be difficult, and one teacher suggested that students may have difficulty expressing emotion due to their English level.

Student formality: Three teachers made 5 comments with respect to student formality as difficult in the classroom. None of the teachers rated the situation as most difficult. Two teachers suggested that the students' bowing made them uncomfortable, one teacher felt uncomfortable with being addressed as "teacher" rather than her first name, and another teacher found the frequent apologies of Japanese students uncomfortable.

Student dress and hygiene: Four teachers made 4 comments with respect to student dress. None of the teachers rated the situation as most difficult. Two teachers suggested strong perfume, body odour, or smokers breath to be uncomfortable. Another teacher felt "annoyed" by the "Asian obsession with fashion".

The situations which the teachers commented on 3 times include eye-contact, the adjustment period students and teachers go through at the beginning of a session, student gestures, humour, greetings, age, the classroom atmosphere, students criticising one

another, and the difficulty in reading what students are really thinking. The situations teachers mentioned twice include student homesickness, disciplining paying students, lack of feedback from students, and value clashes in general. Other situations only mentioned once include knowing what to talk about with students, students “ganging up” on the teacher (approaching the teacher with a question or concern in groups rather than individually), students having unrealistic expectations, trauma from problems experienced in the students’ native country, students competing for the teacher’s attention, and managing casual and serious students in the same classroom.

c. Open ended questions regarding the most difficult situations.

Thirteen teachers filled out the open-ended questions with respect to the most difficult situations between students in the classroom. They identified language/pronunciation (3 teachers), students acting superior (3 teachers), conflicts between loud and quiet cultures (2 teachers), the adjustment period students require to become comfortable with one another early in the session (2 teachers), getting students to understand differences (2 teachers), and cross-cultural conflicts in general (1 teacher), and when students feel uncomfortable (1 teacher) as the most difficult.

Fifteen teachers filled out the open-ended question with respect to the most difficult cross-cultural situations between teachers and students. They identified reading students’ emotions or behaviour (knowing what they are really thinking) (3 teachers), language/pronunciation (2 teachers), lack of student responsiveness (2 teachers), and the adjustment period teachers and students undergo at the beginning of a session in order to negotiate teaching style, levels, and expectations (2 teachers) as most difficult. Other situations identified by only one teacher include, student indirectness, unreal expectations, interacting with quiet cultures, students traumatised by problems in their native countries, understanding student experiences, students competing for the teacher’s

attention, and disciplining paying students. Table 13 on p. 74 provides an outline of the findings as well as information on the background of the teachers who answered the open-ended questions.

d. Oral responses.

The teachers' most frequent and salient comments fell under the following categories (see Table 14 on p. 75 for the categories, the number of comments and the demographic information about the teachers who made the comments).

Students acting superior: Nine teachers made 24 comments regarding students acting superior in the classroom. Two teachers rated the situation as the most difficult among students in the classroom. Several teachers suggested conflicts between students arose as a result of past political conflict. The past political conflict between the Japanese and Korean students was mentioned most frequently (5 times). However, other comments included conflicts between Iraqi and Iranian, Turkish and Greek, Israeli and Arabian, and Vietnamese and Cambodian students. Four teachers suggested that some Eastern and Western European and Middle Eastern students treated Asian students as inferior. One teacher speculated this may be because the European students are able to acquire many aspects of the language and culture at a faster rate due to their countries' linguistic and cultural similarities. As a result, they may perceive themselves as more intelligent than the Asian students. Some teachers suggested that students also behaved in a superior manner due to religion (e.g., Muslim females looking down on Western females) and economics (e.g., students from first world countries looking down on students from 2nd or 3rd world countries, as well as students from different classes within cultures behaving in a superior manner). Most teachers suggested that the situations did not occur frequently, but when they did, they caused considerable discomfort in the classroom.

Loud versus quiet cultures: Nine teachers made 16 comments with respect to

Table 13

The answers given by more than one teacher to the open-ended questions on what cross-cultural situations teachers found most difficult with students from other cultures in the classroom.

Situation	<i>n</i> of comments	teacher ages	<i>n</i> years teaching	<i>n</i> countries visited (approx)
Between students (<i>n</i> =13):				
language/pronunciation	3	50, 50, 36	10, 7, 9	54, 6, 10
students acting superior	3	31, 36, 47	3, 18, 14	5, 10, 6
understanding differences	3	28, 42, 52	5, 12, 14	4, 6, 8
loud vrs. quiet cultures	3	36, 32, 42	3, 3, 14	16, 10, 6
student adjustment	2	-, 36	2, 9	-, 6
Between teachers and students (<i>n</i> =15):				
reading students	3	28, 34, 37	1.75, 5, 14	10, 4, 4
language/pronunciation	2	31, 52	3, 12	5, 8
student unresponsiveness	2	36, -	3, 2	16, -
student/teacher adjustment	2	32, 36	3, 9	10, 6

Table 14

The most frequent and salient oral comments made by the teachers during the interviews
(*n*=10).

Situation	<i>n</i> of comments	<i>n</i> of teachers	<i>n</i> most difficult	teacher ages	<i>n</i> years teaching	<i>n</i> countries visited
Students acting superior	24	9	2	2-50s,1-40s, 5-30s,1-20s	4D,2C, 2B,1A	2D,5C 1B,1A
loud vrs. quiet	16	9	3	1-50s,1-40s 5-30s,2-20s	1A,2B 2C,4D	2A,4C 3D
gender	10	6	0	2-20s,4-30s	1B,1C,4D	3D,2C,1A
lack of student responsiveness	8	3	2	1-50s,1-30s, 1-20s	2C,1B	1A,1C,1D
student expectations	7	5	0	1-20s,2-30s, 1-40s,1-50s	2D,2B,1A	2D,2C,1A
disagreeing with students	7	5	0	1-20s,2-30s 1-40s,1-50s	1A,1C,3D	3C,1D,1A
students' free time	6	6	0	1-20s,2-30s 1-40s,2-50s	1A,1B, 3C,1D	1A,4C,1D
disciplining paying adults	6	4	1	1-20s,3-30s	3D,1B	2D,1C,1A
homesickness	5	4	0	1-50s,1-30s, 2-20s	3C,1D	2C,2D
language/pronunciation	4	3	3	2-30s,1-50s	2C,1D	3C
student adjustment	4	3	3	2-30s,1-20s	2C,1D	2C,1D
getting feedback	5	2	2	2-30s	1B,1D	1C,1D
student formality	5	3	0	1-50s,1-40s, 1-30s	1A,1B,1C	1A,2C

Note. A= more than 15; B= 10-15; C= 5-10; D= 5 or less. Travel experience is approximate.

balancing the interaction of the louder and more aggressive cultures (e.g., Latin American, Eastern and Western European, Middle Eastern) and the quieter less aggressive cultures (e.g., mostly Asian). Three teachers rated the problem as most difficult among students and for teachers. The teachers suggested that the students from louder cultures tended to dominate classroom conversations and interrupt students from quieter cultures. The teachers suggested that this problem may be due to cultural differences in terms of conversation management (e.g., listening skills and time allowed for formulating answers).

Gender: Six students made 10 comments with respect to gender values causing cross-cultural difficulty in the classroom. Three teachers suggested that Iranian or Latin American men caused Asian females discomfort. Two female teachers suggested they had difficulty obtaining respect from Muslim or Arabian men and 2 teachers felt that some male students treated females in the classroom as inferior. None of the situations were rated as most difficult.

Student unresponsiveness: Three teachers made 8 comments regarding lack of responsiveness from Asian students (particularly Japanese and Korean). Two teachers identified the situation as most difficult between teachers and students. The teachers suggested they were uncomfortable with the students' silence in the classroom, along with the difficulty some students had in giving opinions.

Student expectations: Seven teachers made 5 comments with respect to student expectations. None of the situations were rated as most difficult. The teachers suggested that some students expected a more traditional, teacher centred, serious teaching approach. Three teachers reported that student expectations were diverse and depended on such variables as their educational background and whether the students came from rural or urban environments.

Disagreeing with students: Five students made 7 comments with respect to disagreeing with students. Two teachers suggested they avoid disagreeing with their students, particularly on opinions, and encourage intellectual disagreement in the classroom in order to stimulate conversation. Three teachers suggested they had difficulty disagreeing politely, particularly with respect to a conflict over levels and the values of students from upper classes who show little respect for those of lower classes. None of the situations were rated as most difficult.

Student free time: Six teachers made 6 comments regarding the free time activities of students. The teachers found the students either drank, shopped, slept, watched TV, hung out at casinos or clubs, or studied all the time. None of the teachers suggested the situation was uncomfortable or rated the situation as most uncomfortable. They simply did not share the students' interest in such free time activities.

Disciplining paying adults: Four teachers made 6 comments regarding difficulty disciplining paying adults. One student rated the situation as most difficult. One teacher suggested the he had difficulty regulating the language his students were using in the classroom.

Language/pronunciation: Three teachers included 4 comments regarding the students' English language/pronunciation ability causing difficulty with cross-cultural communication in the classroom. All of the teachers suggested the situation was most difficult among students in the classroom. Two teachers suggested that the problem was only difficult at the beginning of a term or session and that students eventually adjusted to working with students with differing accents and English ability.

Classroom adjustment: Three teachers made 4 comments with respect to the adjustment period students required in order to become comfortable with other students and the teaching style. All of the teachers rated the situation as most difficult between

the students and teachers in the classroom. Two teachers suggested getting the students working together in groups and pairs takes time and 2 teachers reported getting students accustomed to their informal teaching style also required adjustment. All of the teachers suggested that over time the students became comfortable with the classroom and adjustment problems tended to work themselves out.

Getting feedback: Two teachers made 5 comments with respect to difficulty getting feedback from students. Both teachers rated the situation as most difficult .

Homesickness: Four teachers made 5 comments with respect to students being homesick in the classroom. None of the teachers rated the situation as most difficult and all of the teachers suggested homesickness affecting classroom behaviour was rare. However, on occasion a student may be withdrawn in class, which is often the result of the homestay situation. Usually the situation improves when the homestay situation gets resolved.

Student level of formality: Three teachers made 5 comments regarding student level of formality. Three teachers suggested that the students initially address the instructor as “teacher” rather than the instructors’ first name. One teacher suggested that some students had to be reminded not to chew gum in class. None of 3 situations were rated as most difficult by the teachers.

Student emotions: Three teachers made 4 comments with respect to how students show emotions. None of the situations were rated as most difficult. One teacher found the fact that her female Japanese students often cried in class (early in the term) to be puzzling and uncomfortable. Two teachers suggested they had difficulty reading students (particularly Asian) because they suppress their emotions in the classroom.

European students’ linguistic expectations of Asian students: Three teachers made 4 comments regarding the fact that many European students did not recognise that

Asian students have a greater challenge in learning English, as their languages and cultures are so different from that of Canada. The teachers suggested some European students lacked understanding and patience. However, the teachers reported the situation improved after providing students with activities to highlight the language differences and the greater challenge Asian students have in learning English.

Dealing with cross-cultural conflict: Three teachers made 3 comments with respect to dealing with cross-cultural conflicts in the classroom. Two teachers questioned whether dealing with the situation was part of their job description or whether they were in fact trained to handle such situations. None of the situations were rated as most difficult.

Knowing when students are being impolite: Three teachers made 3 comments with respect to knowing when students are being impolite. Two of the teachers suggested they often assume the student is polite, as one can never be sure. None of the situations were rated as most difficult.

Personal space: Three teachers commented on differing cultural perceptions of personal space causing difficulty in the classroom. None of the situations were rated as most difficult. The teachers observed that the smaller personal distance of more aggressive cultures (e.g., Iranian and Latin American) caused difficulty for some Asian students who were more accustomed to a greater personal distance.

Talking to students: Three teachers made 3 comments with respect to knowing what topics to discuss with students. The teachers reported that they weren't sure if certain topics were taboo for some cultures in the classroom and 1 teacher reported she had difficulty thinking of topics to talk about with students during class outings.

Value differences: Two teachers made 3 comments with respect to differing values causing difficulty in the classroom. Some examples the teachers gave included

environmental values, the values of the richer classes being different from those of poorer classes, and sensitive issues like female children given less value in some cultures than others. None of the situations were rated as most difficult.

Other situations that were mentioned one or two times by one or two teachers include, being nervous on the first day of classes, age differences between teachers and students or among students, student anxiety over exams or assignments, student dress, gestures (pointing in particular), students bowing or forgetting to greet, knowing when to change the teaching style to suit a student's needs, student humour, lack of student directness, lack of appreciation from students, managing serious and casual students, knowing what to do when students don't respond to a lesson, refugees that cannot concentrate on language learning because of other problems, Muslims praying during class time, students holding stereotypes about Canada, students being rude to one another, student study habits (including too much memorisation or disorganisation) and being able to understand all cultures.

5. Discussion

5.1 Summary and Discussion of the 10 Most Difficult Cross-cultural Situations Identified by the Students

a. Language/pronunciation.

Language/pronunciation, which includes difficulty with understanding or expressing in English due to limitations of language and pronunciation, appears in all of the data students identified as causing the most difficulty. Language/pronunciation is ranked as the most difficult in the written comments, and in the open ended questions regarding the most difficult cross-cultural situations between students and students and teachers, and 3rd in the oral comments. Language/pronunciation is also closely related to the survey item "student conversation style." When I asked students to comment on student conversation style during the oral interviews most students related the question to language and pronunciation difficulties. For example, one student stated,

Mostly because accent is different, right. Sometimes people doesn't understand me or I'm not easy to understand them too. So when we talk just like what is she talking or is she thinking what am I talking and we keep asking what, pardon me something like that and sometimes we feel not so patient, right, get bored.

Student conversation style ranks 5th in the top 10 most difficult to understand situations and 4th in the top 10 most uncomfortable situations, based on the Likert scale data. All of the cultures ranked student conversation style in the top 10 of the most uncomfortable and all cultures, with the exception of the Japanese and Korean, rated the situation in the top 10 most difficult to understand. Therefore, the situation does not appear to be more difficult for any particular culture. None of the other biographical variables I examined (age, travel experience, length of time in Canada and at the school, gender, immigrant or

international, see Tables A1-A40, pp. 237-250) appear to be factors related to the finding.

Based on the oral and written data, the students suggested conversation style or language/pronunciation was problematic because they had difficulty with understanding students from other cultures, or expressing themselves in English. For example, a Chinese student stated, "students from different country have different pronunciation. Even they speak friendly, they feel, I feel, but I can't understand because different pronunciation." The Taiwanese students reported, "For example, like Japanese students, sometimes because of their accent I don't understand very well", "Some students have very strong accent," or, "Understanding for each other expression."

The Latin American students reported, "It's difficult to understand them because their pronunciation is different. It's difficult to understand what they are talking about and sometimes I say, 'What? Can you repeat?'," "The problem is the accent. For example, Japanese or Korean. For me difficult to understand... You have to put a lot of effort to understand, because of his accent," or, "Sometimes they speak, it's strange for me, because their intonation is high, down, high, down and I can't understand easily. It's very difficult... Asian people, it's very difficult for me." The Mexican students wrote, "Some students speak with low volume and with strange accents to me", "not any understand but they seem like they understand because all are tried to can't express themselves... They don't understand me and just can say, yes," or, "Because our English isn't well... Yes, I don't understand their pronunciation." As the most difficult situation among students, some Mexican students wrote, "Because they are from many countries their accent make me almost impossible to understand and they have to repeat all 2 or 3 times and this really bother me a lot," or, "The pronunciation of Oriental people." For the most difficult situation between teachers and students, one Mexican student wrote, "My English, I know the word but I don't understand or they can't understand me because of

my accent.”

The Japanese students reported, “I feel Mexican students’ pronunciation is very difficult... Very difficult to continue the conversation”, “Each country has a accent. Maybe Japanese too, so I can understand what Japanese said and Canadian said, but I can’t understand Spanish or Korean or very difficult”, “I know they try to speak very, try to speak greatly. I think I’m sorry but I can’t understand, I can’t hear this.” One Japanese student commented as the most difficult situation among students, “Spanish accent is very strong. One student comes from Taiwan. She has very strong Chinese accent. Her writing is I can understand. But her speaking... always I cannot understand... I feel sad.” The Japanese students wrote, “I have pronunciation problems also many students have this problems. So sometimes we can’t understand each other or what other people say”, “I understand them but uncomfortable about their pronunciation”, “Some students can’t speak English clearly. I can’t understand them... Some students can’t speak clearly interrupt me”, “I can’t catch other country students’ pronunciation or accent. It makes... they tell me with their own accent or pronunciation, I can’t understand they want to tell. So I say ‘pardon?’ many times. Finally they usually give up to tell me. I feel sad,” or, “I almost listen to students. But I can’t listen to them sometimes.” Some Japanese students wrote as the most difficult situation among students, “It’s difficult to hear what they say because of pronunciation,” or, “I think the most difficult thing is to listen to their pronunciations. I can’t listen to them because some students have their special accents.” One Japanese student wrote as the most difficult situation between students and teachers, “I think it’s pronunciation too. I can’t pronounce so clearly. They sometimes get confused.”

The Korean students stated, “So much different tone, Chinese and Korean and then Japanese... It’s not good for our study. It’s just keep going, keep going,” or,

“Different tone is, sometimes I can’t stand it because it’s very different sound and tone is very strange.”

The students also reported they had difficulty expressing themselves in English. One Taiwanese student wrote, with respect to the most difficult situation between students, **“If I’m in bad shape, I can’t describe my feeling clearly. It means it’s hard to tell others my feelings well in English.”** A Mexican student wrote with respect to making friends, **“Is difficult for me because I can’t express myself.”** With respect to the most difficult situation between teachers and students, some Chinese students wrote, **“It is difficult to depict the feeling we have very clearly,”** and, **“I can’t talk with them very clearly.”** Many students wrote, regarding the most difficult situations among students and between students and teachers, general comments such as, **“The understanding languages”, “the expression”, “language”, “language problem”, “communication”, “oral content,”** and, **“the communication barrier.”**

As all the students are communicating in a second language, it is not surprising that the language/pronunciation of English would be identified as one of the most difficult for cross-cultural communication in the classroom. The finding is also supported by Hartung’s (1983) study, as the Japanese students rated using the English language as the 3rd most difficult in the classroom and 4th most difficult overall. Many of her respondents also commented that they were frustrated with their ability to communicate in English, as one student stated, **“It was hard to find people who were patient”** (p. 21). All other literature I reviewed highlighted the cultural, rather than linguistic difficulties individuals may have had (or have) when communicating across cultures.

The findings have implications for the classroom for, in order to ease the student frustration with language/pronunciation, a greater emphasis could be placed on teaching pronunciation (including stress and vowel reduction, as well as individual sounds). Also,

in order to provide more opportunities for students to hear native-like pronunciation, teachers could participate more in classroom discussions, plan more contact activities with native speakers, or native speakers could be hired to join class discussion groups. Although listening to English spoken with accents may be good for students, as Canada is a multicultural society and students should be exposed to the variety of accents they will hear in Canada, more opportunities to speak with native speakers may ease some of the frustration students feel when they always have to strain to understand their classmates from other cultures.

However, the finding has its limitations as the survey item, student conversation style, may not have represented language/pronunciation difficulties for all students, as not every student provided a written or oral explanation as to why they rated the situation as difficult. A replication of the study could include a survey item specifically addressing language and pronunciation difficulties. In addition, further research is required in order to measure the effects of intensive pronunciation training and increased discussion with native speakers on improving cross-cultural communication in the classroom.

b. Classroom discussion.

Classroom discussion, which includes disagreeing, giving opinions, and discussing controversial topics also appears in all of the data students identified as most difficult, with the exception of the open ended question regarding what students found most difficult between teachers and students. The situation ranked 1st in the oral data, 2nd in the written data, and 2nd in the open ended question regarding the most difficult cross-cultural situations among students in the classroom. Classroom discussion includes such questionnaire items as disagreeing with students, talking to students about something that bothers you, and giving opinions in the classroom. Based on the Likert scale responses, talking to students about something that bothers you ranked 4th for the

most difficult to understand and 5th for the most uncomfortable. Disagreeing with students ranked 8th for the most difficult to understand and 7th for the most uncomfortable, but giving opinions did not rank in any of the top 10 lists.

The Taiwanese, the Japanese, the Latin American, and the Korean students rated disagreeing with students in the top 10 most uncomfortable situations, although only the Japanese and Taiwanese rated the situation in the top 2 most uncomfortable and in the top 10 most difficult to understand. Talking to students about something that bothers you was rated in the top 10 most difficult to understand and most uncomfortable for all cultures represented in the study, with the exception of the Eastern European students, who did not include the situation in the top 10 most difficult to understand, and the Iranians who did not include the situation in either top 10 list (neither group was large enough to be representative of their culture). Therefore, the data do not provide enough evidence to suggest that any particular group finds the situation more difficult. In terms of talking to students about something that bothers you, none of the other biographical variables appear to be related. However, with respect to disagreeing with students, international students, students who had studied at their respective school for a year or less, and male students rated the situation as more difficult than did their counterparts.

Based on the oral and written data, the students found classroom discussion problematic because they perceived some students from other cultures to be stubborn or too aggressive in their opinions; whereas others complained that some students were too passive in classroom conversation, they were uncomfortable discussing one another's differing cultural values and beliefs, they were concerned about disagreeing politely, they were unaccustomed to conversing about controversial issues, or they couldn't express themselves well in English. For example, many students reported that some classmates from other cultures were too stubborn or aggressive in their opinions, as several students

stated, "I want to them to understand my opinion, but they sometimes... he or she stubborn. So sometimes I am not comfortable" (Japanese), "When I have pair work some students say, 'no'. If I say something, my opinion, they say 'no, I don't think so.' Always they say, so I a little bit get angry" (Japanese), "Sometimes it's too strong for me but I can understand what they are saying" (Japanese), or, "Sometimes they are very aggressive... Asian people always follow. Just obey. Don't care. Because it's not much good. It's not for money, right? Just okay, agree is more better... Just follow this because we don't want any trouble" (Korean). As the most difficult situation among students in the classroom, some students reported, "We have to accept our different opinions after we can say our own opinion" (Japanese), "Some students very independent of person. They always have own opinion and insist on own opinion, so it's very strong to me. Sometimes they don't want to compromise another person" (Korean), and, "Some students insisted on their opinion" (Russian).

The students suggested that some Asian, European, and Iranian students were particularly aggressive or stubborn in their opinions, as they reported, "Sometimes I think European students has a really strong opinion... It's not so difficult, but especially when we debate, European students show emotions and body language" (Japanese), "I met the Iranian. I couldn't understand their behaviour, so aggressive. So forceful. If they want... to make me understand, very aggressive, don't care" (Korean), or, "Sometimes I don't agree about another student. But I understood sometimes but sometimes it's not comfortable... Some specially Asian student insist on his political issue" (Korean).

Other students suggested that they were often interrupted by other students, as they stated,

Sometimes I feel uncomfortable because teacher says please give me the answer and he ask to me but they don't wait about my answer, and if they get answer they answer, yeah, but I still answer first but they don't wait their turn. It's very uncomfortable... I think they have to wait about my answer. If I say I don't know, they can answer but I didn't say anything. They answered already. Yeah, sometimes teacher says, this is a question for me. Yeah, never understand. Always.

(Japanese),

“Sometimes I have to think many many minutes after I give some opinions, otherwise... I can't get a very good opinion” (Taiwanese), or, “I try to express my opinion, but it's finished. Makes me no good” (Japanese).

On the other hand, the Mexican students suggested that some students were too passive in classroom discussion, as they stated, “We are talking about topics and we have different ideas. You say your idea and the other people look at you like I don't understand you really. But they say okay because they don't want to talk or they don't want to have problems with the accent or find out how to talk. Maybe because they feel tired... It's the same problem... They always say, oh okay, okay,” or, “Sometimes I want to talk about... and they, 'mmm yes, no.' 'What do you think about...?', 'no.' And you say, 'oh come on, I ask what do you think?' 'no'... and they don't talk. And Mexican people, they speak all the time.” One Mexican student wrote, “They don't understand me and just can say yes.”

Several students also reported they were uncomfortable discussing one another's differing cultural values and beliefs, as they stated,

Here we have to talk a lot and other students in their country they have their own way in class so sometimes when we're talking about maybe the way we study or divorce and sometimes I don't want to listen and or they don't want to listen to me. It's pretty difficult to talk to them because it's their culture and I don't understand. I don't know how to say oh it's good or I don't like it. I don't understand very well so I don't know how to start the talking. (Taiwanese),

“They understand but they have another idea, but I think it's in vain. We talk a long time in vain. It's a culture difference... We'll never understand each other. It's a cultural difference” (Japanese), “Sometimes we couldn't understand each other culture, and so we could have some values of the other culture” (Korean), “Sometimes when we talking about our countries we usually don't speak about our beliefs because we feel uncomfortable. So for me speaking about religion with students from other cultures is a

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stated, "I cannot make my opinion. Just follow, must obey them [parents]."

Several students also suggested they had difficulty expressing themselves in English, as they stated, "Sometimes we have different opinions and I don't know why, I don't know how to tell them I'm right and my answer is better. I don't know how to so I feel uncomfortable when we have different answer. But not very often" (Taiwanese), "Sometimes I try to express my opinion, but I am not smoothly, not easy, so she laughed. I think it was impolite" (Japanese), or, "not any understand but they seem like they understand because all are tried to can't express themselves" (Mexican).

The fact that the students perceived one another as too aggressive, or too passive in conversation, were uncomfortable with discussing conflicting view points and were concerned about politeness could be a result of, not only conflicting cultural views on issues like family, politics, and religion, but also differing rules or norms of "conflict" across cultures. For example, Gudykunst (1984, p. 57-58) suggests that the norms and rules of "conflict" in high context (HC) cultures (cultures where little explicit information is required for successful communication. Messages are dependent on non-verbal cues and context, e.g., Japan, Arabian countries) differ on four dimensions from those in low context (LC) cultures (cultures where information is often explicitly stated and depends little on context, e.g., United States, Germany), which can affect cross-cultural communication. The four dimensions include:

1. A difference in how they view the basis of conflict. For example, HC cultures view conflict as a release of tension or hostile feelings; whereas LC cultures view conflict as a difference in goals and practices. Gudykunst suggests the rational for this position is based on the differences in logic across cultures, as HC cultures tend to use a more holistic, spiral logic, whereas LC cultures tend to use a more lineal, analytical form of logic (see p. 26 of Literature Review for Kaplan's (1966) diagram of differing thought

patterns across cultures).

2. A difference in the conditions in which conflicts occur. For example, in HC cultures a conflict is more likely to occur when the norms of the culture are violated; whereas in LC cultures conflict is more likely to occur when an individual's expectations are not met (as in HC cultures context is far more crucial and requires the use of "normal" behaviour, than in low context cultures).

3. A difference in attitudes toward dealing with conflict. For example, HC cultures prefer a more indirect, non confrontational approach; whereas LC cultures prefer to be more direct and confrontational. Gudykunst suggests this may be due to the desire for group harmony in HC cultures and the doing orientation (see p. 6 of of the Literature Review for Kluckhohn and Strodtbeck's value orientation model), as well as the more linear logical approach of LC cultures.

4. A difference in the communication style used to deal with conflict. For example, HC cultures are more likely to use emotional or affective messages when dealing with conflict; whereas LC cultures are more likely to place an importance on facts and inductively move to a conclusion (United States), or deduce implications for the situation from a general principal (parts of the former Soviet Union).

In addition, the students' difficulties with classroom conversation can be viewed in terms of Hofstede's four dimensional model, as outlined in Hofstede (1986). All of the cultures represented in the study came from low individualistic, large power distance, and high uncertainty avoidance societies and either masculine or feminine cultures, with the exception of Hong Kong (weak uncertainty avoidance), India (weak uncertainty avoidance), Quebec (high individualist, weak uncertainty avoidance) and Switzerland (high individualist). Hofstede did not include many of the Eastern block countries in his study. Students from collectivist cultures may prefer formal harmony, or to speak only

when called upon, and face consciousness may be strong. Students from large power distance cultures often wait for the teacher to initiate conversation and in strong uncertainty avoidance cultures disagreement may represent personal disloyalty. In feminine cultures modest behaviour and social adaption is valued; whereas in masculine societies competition is valued and students strive to make themselves visible. The value orientations and views of conflict also affect the pragmatic norms of each culture (e.g., turn-taking, politeness speech acts and speech events, see p. 12 for a review of the literature on Pragmatics). As a result, much of the difficulty students experienced with classroom discussion may stem from differing cultural values and views of conflict.

International students and students who had studied at their school for less than a year may have rated disagreeing with students as more difficult because they may have had less experience interacting with different cultures (international students tend to be in Canada for a shorter time than immigrant students). In addition, male students may have rated the situation as more difficult than females, as females in general tend to be more skilled with language and communication; whereas males tend to be more skilled with analytical or mathematical tasks.

The finding that cross-cultural classroom discussion may cause students difficulty is also supported by the findings of Hartung (1983) and Liberman (1994). Hartung (1983) outlines the difficulty Japanese students studying at an American high school had by stating, "Since the students indicated that they disliked direct confrontation and the way Americans showed emotions, it was not surprising that they experienced difficulty expressing disagreement with someone... There were students who seemed to be surprised that, 'Americans do not hate each other even if they have different opinions.' This comment points to the Japanese tendency to take any kind of disagreement personally" (p. 13). Liberman (1994) found that Asian university students had difficulty

with the perceived egotistic behaviour of American students in classroom conversation, as Liberman states, "American students are thought to try too hard to display what they know. 'American students seem to want to show off their knowledge and intelligence in class and are often overconfident and egoistical; discussions seem to be like competitions' (Japan)" (1994, p. 184). As Hartung and Liberman examined only the perceptions of Japanese and Asian students in an American classroom, how much more difficult must it be for an ESL student to adjust to the discussion styles of a multicultural classroom?

Therefore, the findings have several implications for the ESL classroom. A greater emphasis could be placed on Canadian conversation management skills, particularly politeness strategies for giving opinions, disagreeing, and confronting issues. However, since Canada is a multicultural society and what may be polite for Canadian teachers in terms of conversation management may not be polite for other cultures, the question of whose conversation management and politeness rules should apply must be addressed. I would propose that the greatest emphasis be placed on awareness raising of the differing discussion styles in the classroom, as is presented by Hofstede (1983) and Gudykunst (1984), so that students may be better prepared to deal with conversational differences both in and out of the classroom, in addition to being made aware of "Canadian" conversational norms, as Gudykunst (1984) states,

If we know the conditions under which conflict arises in the strangers' culture, the strangers' attitude toward conflict, and the style of communication they are likely to use in resolving conflict, we can increase our ability to correctly interpret and predict a strangers' behaviour in a conflict situation. The more accurate our interpretations and predictions, the greater is the likelihood of successful resolution of the conflict (Gudykunst, 1984, p. 59).

The degree of awareness raising of both differing cultures and Canadian conversation management may depend to a large extent on the objectives of the students, the teachers, and the school.

The finding has some limitations as the questionnaire term *talking to students about something that bothers you* is ambiguous. Something that bothers you could include a personal problem or a general problem about the classroom or political issues and, therefore, may vary in degree of difficulty and may depend on the context or the personalities of those involved in the situation. Thus, how students rated the situation may depend on what the student had in mind, which most students did not indicate with a written or oral comment. A replication of the study could include a clearer definition for talking to students about something that bothers you. Further research into classroom discussion is also required in order to measure whether conversation management training and awareness raising of differing discussion styles improve cross-cultural communication in the classroom.

c. Talking to the teacher.

A third category which appears in all of the top 10 lists, with the exception of the open ended question regarding the most difficult situations among students, is difficulty talking to teachers, which includes asking the teacher questions, disagreeing with the teacher, and talking to the teacher about problems in the classroom. Difficulty talking to the teacher ranked 2nd in the oral data, 5th in the written data and 2nd for the open ended question regarding the most difficult situations between students and teachers. Difficulty talking to the teacher also includes such questionnaire items as talking to teachers about something that bothers you, which ranked 3rd for most difficult to understand and 9th for most uncomfortable, and disagreeing with teachers, which ranked 6th for most difficult to understand and 6th for most uncomfortable, based on the Likert scale data. Asking the teacher questions or for help did not rank in any of the top 10 most difficult situations.

All cultures rated talking with the teachers about something that bothers you in the top 10 most difficult to understand and most uncomfortable situations, with the

exception of the Eastern Europeans, who found the situation only difficult to understand, and the Taiwanese and Iranians who didn't rate the situation in either top 10 list. However, the Iranian group was not large enough to be representative of their culture. In addition, the Taiwanese, along with the Japanese, rated disagreeing with teachers as the number one most uncomfortable situation. The Chinese and the Japanese also rated disagreeing with teachers as difficult to understand. No other cultures rated disagreeing with teachers in their top 10 lists. Therefore, the findings suggest that most of the cultures had some difficulty talking with the teacher.

Immigrant students and students who had lived in Canada for more than 6 months rated talking to teachers about something that bothers you as more difficult than international students, or students who had lived in Canada for less than 6 months. In addition, disagreeing with teachers was rated slightly more difficult for students under 25 years of age than for students 26 years and older. No other biographical variables appear to relate to the finding.

Based on the oral and written data, the students suggested they had difficulty talking to the teacher because they were unaccustomed to it, they didn't want to disrespect the teacher, they perceived that the teacher did not have the time, they didn't want to interrupt the class, they felt the teacher wouldn't understand their culture, they felt shy, or they felt limited by their English. For example, many students suggested they had difficulty disagreeing with the teacher because it was not considered an option in their home country, as one Taiwanese student stated, "If teacher bothers us, how can we talk to the teacher, right?... Yeah maybe we need a consultant or something to talk about." Another Taiwanese student wrote that the most difficult situation between students and teachers is, "to tell what to do I feel about their teaching style and I don't like it very much. Because I don't do this often in Taiwan, I don't know how to do it." A

Chinese student wrote about disagreeing with teachers, "It's rare in Hong Kong." A Japanese student suggested, "In Japan it's not easy [disagreeing]. But here it's not difficult. So if I get used to that, I can feel more comfortable."

A Russian suggested she was concerned about being respectful to the teacher, as she reported, "...this is the teacher. I can't argue a lot about what she says. It's difficult... We have to respect our teacher, you know if we want to go to school and continue our studies." A Korean student suggested she preferred indirect approaches when talking to the teacher, as she stated, "Even they, he teaching something wrong... but don't say it was wrong, in case like that never say, just indirect expression is best way to the teacher."

Some students felt the teacher would not understand their culture, as they stated, "the teacher can't understand the Japanese situation" (Japanese), "Still they don't understand our culture" (Korean), or, "We are afraid sometimes that teachers won't understand us. Different logic" (Russian).

Some students suggested the teacher was too busy to answer their questions, as they reported,

Sometimes teacher don't want to answer our questions, maybe because it's not in the teacher's schedule. Maybe because too many people asking questions then the teacher has to postpone the schedule. That bothers teachers too, so sometimes they don't want to answer questions. And we got so many questions to ask because for a new languages we really sometimes really there are so many details we don't know, we want to learn, we want to know. (Taiwanese),

or, "They don't want to give it, to help you... I think it's because they don't have time. It's because they always have, at 4:00 you have appointment you can talk. But in this moment, they say no" (Mexican).

Another Taiwanese student suggested she did not want to interrupt the class, as she stated,

I don't like ask questions. I have questions, many questions, but I don't like ask teacher in the class. Maybe sometimes I will ask them after class but it's pretty difficult. I have question and the teacher is keep going and cause I don't like ask questions in the class because I don't do this in Taiwan... They will ask you, "do you have questions?"... Makes me feel I have questions but I don't know how to ask.

Another student stated, "Sometimes when I have a question... but I stop the lesson... I don't like that... I don't like to bother them. A little bit shy."

A Taiwanese student also suggested she was too shy to talk to the teacher, as she stated, "I think if I will want to communicate with... I'm a little shy because I sometimes I do no use how to what kind of sentence or the words so I seldom talk to my teacher." A Mexican student also stated,

We are shy to say it to express ourselves, we don't know how to say and we are shy to say what I really will feel because we know immediately that it is very different to our culture. So, what about if I say something and she doesn't like it... That's the first fear. You know, better I be quiet or I won't say what I think. That's our main problem, the communication problem.. The communication problem for not understand well the culture. How to say something? What if he doesn't like it. What is the exact moment? Specially when I see that other student approach him and he was grumpy about the question. I think, "I prefer don't ask and be quiet." Some teachers raged the students in front of everybody. That create a tense and silent class.

A Chinese student related the problem to expressing oneself in English, as she commented on the most difficult situation between students and teachers, "Talk with him, I can't speak clearly or friendly. I just use easy word." The same student also wrote, "I can't talk clearly. I have a lot of idea and I think a lot, but I can't talk."

Immigrant students may have rated talking to teachers about something that bothers them as more difficult than international students as immigrant classes are usually larger (20-25 students) than the average international class (10-12 students). As a result, immigrant students (often the ones who have lived in Canada for more than 6 months) may have less access to the teacher and may find the situation more difficult. Students under 25 years of age may have rated disagreeing with students as slightly more difficult than older students as they may be less confident and more intimidated by their Canadian teachers than older students.

Based on Hofstede's (1986) article, most of the cultures represented in the study

are low individualist, high uncertainty avoidance, and large power distance. Talking to the teacher may be difficult for students from collectivist cultures, as they may only be expected to talk to the teacher when called upon and the teacher must never be made to lose face. Students from large power distance societies and strong uncertainty avoidance cultures may be accustomed to a teacher-centred education where teachers are considered as all knowing and transfer their wisdom to students. In large power distance cultures students may speak only when spoken to, respect the teacher in and out of the classroom, and never contradict the teacher. Therefore, as the students I interviewed indicated, they may feel uncomfortable talking to the teacher.

The finding that talking to the teacher may cause some students difficulty is also supported by the findings of Hartung (1983), Liberman (1994), and McCargar (1993). Hartung reported that Japanese high school students had difficulty talking to American teachers, as she stated, "It was easier for the Japanese to ask the other students in the class about something confusing than to ask the teacher... they were hesitant to ask questions of the teacher because of their inadequate English ability and fear of interrupting the classroom procedure" (1983, pp. 14-15). Liberman (1994) found that Asian university students were very uncomfortable with how American students questioned the teacher, as he reported, "A minority of Asian students complained that questioning becomes disruptive, and some observed that students asked questions even when they have not completed the assigned reading" (p. 184). McCargar (1993) also found that students expected a more teacher centred environment, which is in keeping with the idea that teachers are expected to initiate and be responsible for students' learning. As a result, the students may be unaccustomed to taking initiative and asking teachers questions, let alone disagreeing or confronting a teacher regarding problems with the class.

Therefore, the findings could have implications for the classroom in that a greater emphasis could be placed on making students more comfortable with talking to the teacher. This could include awareness raising of how different cultures view the student-teacher relationship, as presented in Hofstede (1986) or McCargar (1993). In addition, students could be provided with more access to the teacher after lessons for questions or concerns. Teachers could also be more aware of the difficulty students may have in talking with them and, therefore, take more initiative in conversing with students.

The finding has some limitations in that the term *talking to the teacher about something that bothers you* could depend on how the student interprets the item. For example, if the student had a private situation or a situation regarding the teacher's teaching ability in mind, talking to the teacher may have been more difficult than talking about a political or economic situation which bothers the student. Few students provided written comments to suggest why they had marked the situation as difficult. Therefore, a replication of the study could include a clearer definition of talking to teachers about something that bothers you. In addition, research on the effectiveness of classroom awareness raising with respect to the situation and student-teacher relationships across cultures could provide further support for the finding.

d. Students acting superior.

Students acting superior (including any comments with regard to students in the classroom looking down on students from other cultures due to race, culture, intellectual or linguistic ability, economics, or past political or religious conflicts) also rated in all the top 10 lists, with the exception of the most frequent and salient answers to the open ended questions on the most difficult situations. Students acting superior ranked as the number one most uncomfortable situation and the 2nd most difficult to understand, based on the Likert scale data. Students acting superior was the 10th most commented on situation in

the oral data and the 4th most commented on situation in the written data. All cultures that were represented in the study rated students who think they are better than students from other cultures in the top 5 most uncomfortable and difficult to understand, with the exception of the Chinese students who rated the situation as 6th most difficult to understand, the Iranians who rated the situation as 9th most difficult to understand, and the Koreans who did not include the situation in either the top 10 most difficult to understand or most uncomfortable situations. Students acting superior was rated as more difficult for females and students who had travelled to more than one country than males or less travelled students. No other biographical variables appear to be related.

When I asked students why they had rated the situation as difficult, many students suggested that the situation rarely, if ever, happened. However, if the situation were to occur the students suggested it would cause great difficulty. This may be why the situation rated as the most difficult to understand and most uncomfortable situation in the Likert scale data, but was not among the top 3 most commented on situations in the oral and written data.

The students who commented on the problem suggested it only happened with a few students and was usually related to a religious, political, or economic conflict, or was often a problem between European or Latin American students and Asian students. Several students suggested the problem stemmed from a past political or religious conflict. For example, a Taiwanese student suggested the political conflict between the Taiwanese and the Chinese was problematic in the classroom, as one student stated,

You know now China and Taiwan have some problems, their country problems, right?... And sometimes in the classroom, we are Taiwan students and we feel not so uncomfortable.

Most of the Japanese students I interviewed suggested the problem was due primarily to Japan's past political conflicts, as one Japanese stated,

I think about WW2. So our Japanese killed Asian country people. I think very very bad thing...

almost Japanese not so bad, but some students don't like Japanese culture or Japanese race, so I feel not so comfortable.

Another student commented, "Japan occupied many countries... and they have a bad experience... It's very difficult because I can't do anything... and then they have bad feelings for Japanese." Another student wrote, "Japan occupied Taiwan and Korea, so some students from there don't like talking with us. At that time, I have no idea what I deal with them." The Russian student I interviewed suggested that one reason for the difficulty may be due to religious conflict, as she explained,

For example, if dealing with my opinions with Muslim people in my class about the war or conflict between orthodox people (as I'm) and Muslim people, there will be a big problem. It's the most difficult dealing for me.

A Mexican student suggested the situation may be problematic due to economic differences. He suggested that students from more developed countries tended to look down on those from less developed countries,

I bother me. I no agree with that... Some classmates are, they're very proud you know, they come from another country, more technology. You know, they think that they know everything, you know... Maybe because I'm proud too... [so this happens often in your classroom?] No, No not often. It's okay.

Other students suggested the problem was due to the fact that Europeans or South Americans often look down on Asian students in the classroom, but gave little explanation as to why they thought this may be so, as they stated,

In this school not happen to me, but if it's not in school, like in many friends together and maybe they're from Europe or something and they said you are from Asia and they said Asian people are not very good and talk loud or something. It will make me feel like we're not as good as they... Not very often in school, I don't think so. (Taiwanese),

"European students or South American students especially" (Korean), "Especially if European... It's a strong character, European students. Just I felt they don't want to talk much. Just they talk to their culture, the students who came from their Western culture. Those times I felt uncomfortable" (Korean), "European they are better... They are very proud... and even they study more faster than Asian people... They looks very ... proud of

themselves” (Korean), or, “Especially Russian or... European culture. I don’t know. They think they are superior or they know more or something. Yeah, I noticed that. That doesn’t happen with Oriental cultures” (Mexican).

Students who had travelled to more than one country may have rated students acting superior as more difficult than less travelled students because they may have gained more intercultural understanding and may, therefore, be less tolerant of student prejudice. In addition, females may have rated students acting superior slightly more difficult than did males because females in general tend to be more communication oriented; whereas males are often more task oriented. Therefore, the females may have been more sensitive to racial tension in the classroom. The situation may not have appeared as difficult in the Korean and Iranian data, as the samples of Korean ($n=5$) and Iranian ($n=4$) students were not large enough to be representative of their respective cultures. Therefore, the data do not provide enough evidence to suggest that some cultures had less difficulty with the situation. No other biographical variables appear to affect the results.

The finding that students may have had difficulty with students from other countries behaving in a superior manner in the classroom is supported by Hartung (1983), who found that some Japanese students had difficulty with American students acting superior due to past political or economic conflicts. For example, Hartung states, “Students expressed the strain they felt when they encountered Americans who did not like Japanese for economic or historical reasons... Many wrote, ‘I do not know how to answer questions about World War II’” (p.11).

The finding has implications for the classroom, for in order to promote equality among students, cross-cultural training techniques could be integrated into the ESL curriculum. For example, students could be made aware of general value differences

across cultures (e.g., see Kluckhohn & Strodtbeck 1961; Hofstede 1980), which may cause some students to perceive other students as behaving in a superior manner. For instance, Western cultures often place a greater value on behaving in a confident, self-reliant manner, due to their individualistic orientation; whereas Asian cultures value humility in behaviour, due to their collective orientation, stemming from Confucian ideology. The conflicting values may contribute to Asian cultures often perceiving Westerners as behaving in a superior manner. In addition, the curriculum could include self-awareness quizzes and activities (e.g., see Gudykunst, 1991) which measure the students' level of ethnocentrism, prejudice, category width, tendency to stereotype, and avoidance tendencies towards differences, as Brislin (1981) states, "A knowledge of prejudice, stereotypes, and the authoritarian syndrome provides a backdrop to the positive traits and skills which are desirable in cross-cultural contact" (p. 69). Moreover, culture general training techniques could be implemented, including critical incidents (ten minute reading passages which outline a difficult cross-cultural situation. Students can choose alternative explanations for the incident, which raises awareness of the differing possibilities for behaviour they are not accustomed to. For examples see Cushner & Brislin, 1996), simulation games and case studies (e.g., see Ploumis-Devick & Follman, 1993; Brislin, 1994, p. 307), cultural metaphors (Gannon, 1990), and role plays (Brislin, 1994, p. 148), which raise awareness of culturally conditioned attitudes.

A replication of the study should include the frequency in which the situation of students acting superior actually occurs in the classroom, as many students suggested during the oral interviews that the situation never or rarely occurs, yet they rated the situation as difficult. Not all students commented in oral or written form to clarify their Likert scale responses. In addition, further research on the effectiveness of integrating cross-cultural training and ESL (e.g., see Bromley & Miller, 1991) is also required.

e. Teachers acting superior.

Teachers acting superior includes any comments referring to teachers looking down on students due to their race, culture, position as students, linguistic or intellectual ability, economics, or past political or religious conflicts. Teachers acting superior ranked in all of the top 10 lists, with the exception of the most frequent and salient answers to the open ended questions about the most difficult situations. Teachers who think they are better ranked as the number one most difficult situation to understand and the 2nd most uncomfortable situation, based on the Likert scale data. In the oral and written data, teachers acting superior was the 10th and 6th most salient and frequent comment, respectively.

All cultures represented in the study included teachers who think they are better than students in their top 10 most uncomfortable and most difficult to understand situations, with the exception of the Korean students, who did not rate the situation in the top 10 most difficult to understand. As the sample of Korean students ($n=5$) was not large enough to be representative of their culture group, the data does not provide enough evidence to suggest that the situation was more difficult for any particular cultures. Teachers acting superior was rated as more difficult for students who had lived in Canada for more than 6 months than students who had not. No other biographical variables appear to relate to the finding.

Based on the oral and written data, the students suggested that some teachers behaved in a superior manner by treating the students as either intellectually inferior, or as children. However, many students who rated the situation as difficult on the Likert scales suggested the situation never happened, but if it were to happen it would cause much discomfort. The students who did provide comments often discussed the situation at length, suggesting that when the teachers were perceived as behaving in a superior

manner, it caused the students considerable difficulty.

Several general comments were written to indicate that some students perceived the situation to be a problem, as they wrote, "My last teacher was like that and I didn't like her" (Russian), "I have a teacher that he felt superior to the students... [re: teachers who think they are better] That is for sure" (Mexican), "Some Canadian teachers are very good, but some teachers are discrimination to her students" (Hong Kong), "Different teacher has different personality. It is hard to say. Some teacher are really good, but some are not. Basically they are all teaching very good, but some teachers don't treat students very nice" (Taiwan), "[re: the most difficult situation between students and teachers] Some teachers only... When I felt some teachers seem to be racist, or negative attitude to students" (Columbia).

A Russian student outlined an experience in which she perceived the teacher to be treating the students as intellectually inferior, as the student reported,

Because my last teacher... woman. She always think that she is better, maybe because she's Canadian and speak English without accent, you know and we are students from other countries so we can't know in her country to you know, and just shut us up politely... One time she didn't know one international word that we knew, we all knew, you know, and she was so not embarrassed but it wasn't right for her not know, teacher doesn't know, but students knew, you know. She felt bad about it you know... Why you can't believe the students, you know students, like they are people, we are finished our schools, you know some of them finished their university and you know older than she is but, this is behaviour I don't like, but it's if you don't speak English well it doesn't mean that we are stupid, we are not smart enough, but usually it's okay... I don't speak English well so it doesn't mean that I'm not smart enough or so or I cannot do with the teacher about something that I am sure... Cause a lot of people get nervous and they won't tell the teacher about.

The same student wrote,

Usually Canadian teachers are very friendly but some of them make us feel uncomfortable. For example, they think that if students don't speak English, well they are not smart enough to discuss with the teacher or to correct the teacher if it's not about English.

Other students reported that some teachers treated the students like children, as a

Taiwanese student stated,

The situation is not seriously, just a little bit, just like, the teacher will treat us like we are the students in elementary school. Well I don't know if some teachers do that here is common or

something because I think we are all adult. Maybe the teacher no need to be so strict. Just like sometimes you want to ask question, she says she don't want to answer right now. So... maybe we have to ask her sometime later... Well teacher is teacher. We have to respect teacher right, but we are not in elementary school like I said so maybe teachers should respect students too, cause we are not children. So sometimes like teachers just like treating a little children. That make me uncomfortable... Sometimes I disagree is like a teacher made me feel like I'm an elementary school student, and I don't feel good about it, I don't have anything, I cannot do anything to change it because I to respect my teacher. I only can do is try to accept.

A Mexican student described the situation at length as she perceived the situation to be serious. In addition, she provided an example of when the teacher treated students like children, as she stated,

Another thing that I think is the main point is that I wrote here is how the teacher see the students. I feel it that way. She doesn't see us as mature persons, because usually they don't ask personal things... I mean they treat us sometimes like kids, you know. And sometimes we don't know. We have to accept that because well we are learning and we don't know what's going on very well about the culture in this country. But I feel sometimes uncomfortable, and I am pretty sure because at the beginning I did some comments with another students that the teacher probably think we are stupid or we don't understand or for the way she treat us... That's uh, I think important point that I want to come to you. Because, for example, they feels that we're immigrants. Okay, we don't know English. But that doesn't mean that we have a good knowledge about how it works it about you know what I mean?... In my case, for example, I have two degrees if you see. I have a lawyer degree and a teacher degree. So for me what's hard when you come here, I know that I don't have the dominion of English but that doesn't mean I cannot understand anything around me. About politics or about something. If I don't comment something, probably because I am shy, my English is no good or I am afraid to say something. Somebody laugh or insecurities. You know some personal things, but that doesn't mean we can not participate... When the teacher treat us in that way, I think is painful for them. Is very painful. Oh because they don't know what to do and they have to accept them. Turn the eyes down and say well, I cannot comment anything. I have to accept it... It's the teacher who treat the students like we were kids and he nag at us. He go by one by one and he sit in front of us and nag at us one by one, telling us what we did wrong. But not only that, like, "how do you do this? You know that! Think about that! You don't have brain or something." So it was very embarrassed for all the students. Nobody say anything. We didn't complain, we didn't say anything. We accept that... Especially the oriental people. Is very quiet, they never say anything. They accept everything, because it's part of their culture... Most of the immigrants, we are people, well some of them have children, families, you know, mature persons. That doesn't mean because we don't know English we don't know many things. You know what I mean. Probably we know more about life than the teacher. You know sometimes I feeling that way.

The same student wrote, "Why they treat students like kids? Usually we are mature persons." A Romanian student wrote, "when they are treating us like children," in response to the open ended question regarding other situations the students find difficult.

Students who had lived in Canada for more than 6 months may have rated the

situation as more difficult than shorter residence of Canada, as they may have been more exposed to teacher behaviour (especially as the students reported it to be rare). No other biographical variables appear to relate to the finding.

The situation of teachers acting superior was not mentioned as most difficult in any of the studies I reviewed. In fact Liberman (1994) reported that the students' lack of respect for teachers caused much distress. However, Liberman and Hartung examined foreign student attitudes about regular American university classrooms rather than adult ESL classrooms. The behaviour of a teacher with all foreign students at lower English levels may differ.

The findings have implications for the classroom as teachers could become more aware of how their own behaviour is perceived by the students, as well as more sensitive toward the students' (particularly immigrants) perceived loss of status due to having to learn a new language and culture, just as a child. However, it is interesting to note that both immigrant and international students rated the situation as difficult, based on the Likert scale data. Therefore, increased sensitivity toward showing respect for all students as adults and equals may improve cross-cultural communication between teachers and students in the classroom.

The finding has its limitations as not all students who rated the situation as difficult in the Likert scale responses provided oral or written comments to indicate the frequency of the incident, as many students suggested the situation either never occurred or occurred only with some teachers. A replication of the study should include the frequency of the incident, along with the level of difficulty the situation presents. In addition, based on the results, international and immigrant students do not appear to differ in terms of difficulty with teachers acting superior. Further research, including frequency, may provide more conclusive evidence in support of this finding.

f. Knowing when students and teachers are being impolite.

Knowing when teachers or students are being impolite ranked as the 3rd most uncomfortable, and 9th most difficult to understand, but was not one of the most frequently commented on situations, either orally or in written form. All cultures, with the exception of Latin America, rated the situation in their top 10 most uncomfortable, and China, Japan, Iran, and Korea rated the situation in the top 10 most difficult to understand. As the sample of Latin American students ($n=7$) was too small to be representative of their culture, the data do not provide enough evidence to suggest that the situation was more difficult for any particular culture. No other biographical variables appear to relate to the finding.

When I asked the interviewees to comment on knowing when students are being impolite, most just nodded and stated that it was difficult to know. They may not have elaborated further because it could have been more difficult to think of specific examples for this situation. The students that gave examples, usually outlined a situation when they perceived a student or teacher as being rude, but did not suggest they had difficulty identifying the behaviour as rude. Therefore, the item may have been ambiguous for some students as they did not necessarily address whether “knowing (or identifying) when” students or teachers were being impolite was difficult.

Knowing when students and teachers are being impolite was not examined in any of the literature I reviewed, although intuitively, I would expect the situation to cause difficulty for most people in a foreign culture, as they are unfamiliar with the politeness norms. The situation may also be difficult to address in isolation in the classroom and may best be considered when addressing other situations (e.g., talking to the teacher) by raising awareness of the differing politeness norms across cultures for specific situations and including culture general training on strategies to predict possible reasons behind

such norms. A replication of the study could include a definition of the survey item, which makes it clear to students that the question includes “knowing when” students and teachers are being impolite (or being able to identify rude behaviour). In addition, the item could be placed in a context which makes it easier for students to provide examples.

g. Accepting criticism from students.

Accepting criticism from students ranked 7th for difficulty in understanding and 8th for discomfort, based on the overall Likert scale scores. However, the situation was not one of the most frequently commented on, orally or in written form. Accepting criticism from students was rated in the top 10 most uncomfortable situations by all of the culture groups, with the exception of the Latin American and Iranian students (neither group was large enough to be representative of their culture). The Taiwanese, Japanese, Eastern European, and Korean students rated the situation in the top 10 most difficult to understand. The data do not provide enough evidence to suggest the situation was more difficult for any particular culture groups. No other biographical variables appear to relate to the finding.

Most of the students did not comment on the situation beyond saying that they had difficulty with accepting criticism from students. Some suggested that students never criticised them, but if they were to, it would cause difficulty. Accepting criticism from students was not specifically mentioned in the research I reviewed, although difficulty with the situation may be related to how students from different cultures view the norms and rules of “conflict” (see p. 90).

Determining the implications of the finding for the classroom may prove difficult due to the limitations of the questionnaire item. For example, the definition of *criticism* may differ for each student. Criticism could be personal and unconstructive, in which case the situation would be more difficult, or the criticism could be constructive and

helpful to the student. For example, a Mexican student outlined a situation in which he was giving an oral presentation and a classmate suggested he should take his hands out of his pockets. The Mexican student found the criticism to be very useful and appreciated it. A replication of the study could include a clearer definition of the kind of student criticism, as well as the frequency in which the situation occurs, in order to ascertain the degree of difficulty the situation causes for students and the implications of the finding for the classroom.

h. Dress and hygiene.

Dress and hygiene, which includes any comments made with respect to how students or teachers from other cultures dress and take care of themselves, did not rank in the top 10 most uncomfortable and difficult situations to understand based on the overall Likert scale responses, but did rate as the 4th most frequently commented on situation for the oral interviews and the 7th most commented on situation in the written data. Only the Taiwanese students included the situation in their top 10 most difficult to understand situations, based on the Likert scale scores. Students who had lived in Canada for less than 6 months rated the situation as more difficult than longer residence of Canada. No other biographical variables appear to relate to the finding.

Based on the oral and written data, the students suggested they had difficulty with the dress and hygiene in the classroom because the teachers dressed too casually, or the students dressed too liberally or traditionally, did not care about their appearance, had body odour, or wore too much perfume. For example, the students stated, with respect to teachers, "They are very casual for me, is my point of view... Sometimes they don't care too much about how they look, the projection they give to the students or to the people... The teacher I think is very important. It's too casual for me" (Mexico), "My ex-teacher had underarm hair without this one [sleeves]... so we can see when she write something...

Maybe the teacher wears nose ring has underarm hair” (Korea), or, “Sometimes I don’t understand about teacher’s dress. Usually I expect a well groomed person” (Korea).

The students also suggested that some students from other cultures dressed too liberally for the classroom, as they stated, “Just I don’t want to see inside all kinds of clothes. Bra or something... Sometimes I can see so I care about that. Maybe this guy can see this one too” (Korean), “I don’t like people dress too strange in the class. It will make me feel, you come here it’s for study and for show or something... I think in school must dress like you are going to study, not going to party or something” (Taiwanese), “Some students piercing in the body everywhere. I really don’t like, just I don’t like” (Japanese), “Yeah, because we usually wear the clothes is very neatly. I’m unfamiliar with the no sleeves. And some kind of looks like lingerie style. It’s uncomfortable” (Korean), “Sometimes from Europe they wear transparent clothes so I can see it! It makes me uncomfortable... Also lots of hair on body make me uncomfortable. With Asian people it is ok but other Iran, Europe or Central America I can’t treat them” (Korean), or, “Like underwear... it’s not good for students, because it’s not on the street. It’s a school. So I think, why do you?” (Japan).

A Taiwanese student suggested she had difficulty understanding traditional wear in the classroom, as she stated, “Yeah, some people they wear the... veil... Some classmates wear the nose ring... I don’t know why? I don’t know if I ask them is polite or impolite. I never ask them.” Some students suggested that some students from other cultures don’t care about their appearance, as they stated, “I found that most students here doesn’t really care about their appearance” (Taiwanese), or, “less take care of themselves. I can’t understand” (Mexican).

Several students also suggested they had difficulty with perfume or body odour in the classroom, as they stated,

I don't like the perfume. So somebody I mean from Europe, they have perfume, strong perfume. And Mexican people, they have strong perfume. But, you know the room is very small. And somebody had strong perfume, sat next to me, I feel sick... It's very important for me. (Japanese),

"In class at tables maybe too close... but sometimes you know some students from another country or maybe like special smell or body has some smell. If too close, I feel uncomfortable... Some they like perfume, but you don't like this style perfume" (Chinese), "One person smell, smell bad for two days" (Mexican),

Sometimes they don't use... deodorant. I don't know why but... but the last class, Oh God. I think, oh this is funny, two three days when I smell this... I feel uncomfortable with this. And the other one is when they eat a lot of garlic and they smell bad... You can think, oh this is stupid, it's no problem, but it is important. (Mexican),

"Perfume... sometimes the student has very strong smell with cologne. Some smell cologne makes me headache. I can't stand it anymore" (Japan), "Some students wear some dirty shirts. Perfume is too strong... Anyway, I don't like a perfume. Some students come from Mexico or Europe wear some perfume. I can't endure it" (Japan), or, "Some Asian student has strong perfume smell. Classroom is not night club" (Japan).

Students who had lived in Canada for less than 6 months may have had more difficulty with the situation than longer residence of Canada because they have had less experience with differences in dress and hygiene habits across cultures. None of the research I reviewed suggested that dress or hygiene is problematic for cross-cultural communication in the classroom. However, as most of the cultures represented in the oral study are collectivistic, large power distance, and high uncertainty avoidance, Hofstede (1986) suggests that students may be accustomed to a more formal, harmonious, traditional educational environment. As a result, some students may have difficulty adjusting to students or teachers they perceive as dressing too casually or liberally, or students who dress very differently or wear their culture's traditional clothing, for as a Korean student suggested, "it makes distance."

The finding has implications for the classroom as teachers could become more aware of how students perceive the dress or hygiene habits of both the teachers and the students. Further implications, including the implementation of a dress code at some level or a ban on perfume, may depend on the goals of the students, teachers, and school and the degree of difficulty students and teachers perceive the situation to cause for a particular class. The course of action may be best left to the discretion of the teachers, who are often the most sensitive to classroom discomfort. In addition, awareness raising activities in the classroom on differing dress and hygiene norms across cultures and the values on which they are based could also help students adjust to the multicultural environment. For example, North Americans may prefer casual clothing or clothing which emphasises an individual's unique taste, perhaps due to their low power distance and individual orientations. Students from collective and high power distance cultures may prefer more formal and conforming attire.

The finding has limitations as it is based solely on the written and oral data. The situation was not rated among the top 10 most difficult Likert scale responses. The number of students who provided comments was not large enough to be representative of all Vancouver adult ESL students. Nevertheless, the comments do indicate that the situation can cause difficulty. Further research could include oral and written comments from a larger sample of students, in order to confirm the finding.

i. Teaching style.

Teaching style, which includes any comments relating to how the teacher conducts the lessons in the classroom, was not rated as one of the top 10 most difficult to understand or most uncomfortable, based on the overall Likert scale responses, but was the 5th most frequently commented on situation in the oral interviews and the 3rd most frequently commented on situation in the written data. The Eastern European students

and the Latin American students rated lesson structure as the 7th most difficult to understand and the Eastern Europeans rated teaching style as the 10th most difficult to understand and the 6th most uncomfortable, based on the Likert scale data. As neither group is large enough to be representative of their culture, determining whether any particular culture group finds the situation more difficult is not possible. No other cultures rated the situations in their top 10 lists and no other biographical variables appear to relate to the finding.

Based on the oral and written data, the students had difficulty with the teachers' teaching style because it lacked structure, the teacher lacked teaching skills, the teaching was boring, it required too much work, the teacher was not strict enough, the teachers had differing styles, and students from different cultures had different needs. For example, with respect to lack of structure, one student wrote, "Sometimes teachers don't know what I need to learn... It is not systematic." With respect to the instructor lacking in teaching skills, a Japanese student reported,

So some teacher don't have any skills to teach us. I think they should study more English about teaching languages... Some teacher has their variation to teach us... but some teacher gives us a paper just only paper... giving a paper makes them satisfied... But the paper is not suitable for us.

The same student wrote, "Some teacher lacks study of teaching English and teaching skills. They should study English for students." A Taiwanese student reported, "When teacher teach grammar... some grammar hardly to explain in English so we cannot understand and we feel confused. I feel the teacher are a little impatient, because every student looks like baby, when they talking."

Other students reported that the teaching style was boring, as a Taiwanese explained, "If the teacher speaks in monotone and then we'll almost fall asleep... not so often but sometimes... Yeah, sometimes teacher's teaching style is too, how do you say, is not interesting at all. She just teach, teach, teach, right." Another Taiwanese student

stated, "The teacher must have to be make more fun in the class and some teachers they don't know how, and so that makes me feel, you can do this way but why not? Maybe feel boring in class." One student attributed the boredom in class to different students having differing needs, as she stated, "Japanese have problems about speaking and Mexican students have problems about grammar and we are all in the same class, so sometimes there a little bit boring for Japanese and sometimes boring for Spanish." Another student wrote, "Different country students have different English problem. Sometimes I'm bored about lesson in the classroom (for Japanese too much grammar)."

One student suggested the teachers are not strict enough as she stated, "And also Chinese students actually like teacher very strict... but I think North American style is just learn yourself." A Russian student reported she was confused with the differing teaching styles among instructors, as she stated, "Very confused because you know we met each other and talk about our school and about our teaching styles and about our English, we don't understand how come same level but different teaching, different style." A Swiss student reported that the students had to work too hard, as she wrote, "Not all teachers but sometimes too strict- too academically... Depends on teacher- sometimes stressy. 'Less would be more'... Homework. But that maybe my side. I think they are under a pressure too fit with their own time table." A Taiwanese student wrote that the most difficult situation between students and teachers was "homework."

However, most students suggested that they had difficulty with only "some" teachers. Perhaps the students who preferred more structure, teaching skill, or a stricter teacher, could have been influenced by their own educational background in a collective, high power distance, and strong uncertainty avoidance society. Hofstede (1986) suggested that such students are accustomed to a teacher-centred classroom with well structured, formally presented lessons, including a schedule received well in advance,

precise objectives, and detailed assignments. The lesson is often presented in lecture format with few questions or interruptions from students. However, as one Russian student pointed out, most Canadian teachers have their own individual teaching styles. It is not possible to generalise the teaching style problems based on the small sample of student oral and written responses.

Teaching style also caused students difficulty in the studies I reviewed. McCargar (1993) found that ESL students from over 10 countries, with the exception of Japanese students, expected a more teacher-centred classroom. He also found that students varied greatly in their expectations of how teachers should correct errors. The Japanese high school students in Hartung's (1983) study suggested that American teaching style was too informal and that teachers could not control the class. The Asian university students in Liberman's (1994) study complained that the teaching style lacked structure and direction.

The results suggest that teaching style is not one of the most difficult situations in the classroom and, as the complaints are varied and depend on the teacher, specific implications for the classroom are limited. However, teachers could become more aware of the educational backgrounds their students are accustomed to, along with the values underlying the educational norms, in order to anticipate or increase their understanding of student expectations. In addition, students could be made aware of differing teaching styles across cultures (as outlined by Hofstede, 1986), so that they may be more open to differing teaching methods. However, whose teaching style applies in the classroom may depend on the goals of the students, teachers, and the school. Further research on student views of teaching style and lesson structure with a larger sample may provide a clearer picture of the most predominant difficulties students have with the teaching style.

j. Personal space.

Personal space, or the distance people require from other people (including touching) in order to feel comfortable, was also not rated as one of the top 10 most difficult to understand or most uncomfortable situations, based on the overall Likert scale scores, but was the 7th most commented on situation in the oral interviews and the 10th most commented on situation in the written data. The Koreans rated student personal space (how far students stand or sit from you) as the number one most difficult situation to understand and teacher personal space as the 3rd most difficult situation to understand, based on the Likert scale scores. The Koreans rated student personal space as the 5th most uncomfortable situation and the Chinese rated the situation as the 8th most uncomfortable. No other cultures included personal space in their top 10 lists. The results suggest that personal space in the classroom may cause Koreans and Chinese greater difficulty. None of the other biographical variables appear to relate to the finding.

Based on the oral and written data, the students suggested they had difficulty with personal space because they either preferred to have more space between themselves and the teachers or students from other countries, or because they were uncertain as to the amount of personal space students and teachers from other cultures required. For example, several students suggested they preferred more distance from the teacher, as they stated, "I don't like when teachers stand or walk close to me during the tests, it makes me nervous" (Russian), "I don't like close with teacher. More far, it is comfortable... With teacher, if I can choose, I want back of the row, because it's more comfortable to me... More far is better" (Korean), or, "Some Western, especially man teacher is some touching the female... But sometimes it is not familiar in Asian style" (Korean).

Some students suggested they required more space between themselves and

students (often men) from other cultures, as they stated, "If they are men, I can't be uncom but with women it is ok... but if someone want to kiss my chick or hug me it is a little uncomfortable" (Korean), "Sometimes it is uncomfortable for me that men touch my body. Touching doesn't mean sexually... like a friend" (Japanese), "too close because the room is small" (Japanese), or, "From the South part [S. America] very friendly, very friendly, it's sometimes make me difficult... They're very friendly. They don't care... [kiss] [kiss]... Oh, Oh, what's the matter here? He love me? So, so difficult" (Korean).

The Mexican students I interviewed suggested they were confused as to how much personal space students and teachers from other countries required, as a female student stated,

Yeah, that's very important for my culture because we don't have that. I am learning here that people have the own space. And for me even to have to understand that because they say well how much they pay for that piece of space. So how I will know when finish my space and start his space, so for me it's very hard to understand. I don't know if only personal problem... In my culture we don't have that. We touch, we kiss. Opposite America, Canada... But with that experience with the teachers too or sometimes I don't know or something... how I should know when finish my space I start your space. It's very hard to understand.

With respect to interacting with men, the same student wrote, "I joke with them. I touch them. I try to, sometimes they don't like it." Another student reported,

There's an example, when I arrive and I see somebody, I touch her or him and kiss them. A kiss here is normal... this is one situation. Another situation is they are very formal all the time. They are very serious. You can say something funny, maybe it's not good for him, because you have idea, different idea. When too close another person sometimes... comes back... It's very usual.

One student provided an example of when the situation caused a problem between a Mexican female and a Saudi Arabian man, as he stated, "also with... one of my classmates, a girl, she from Mexico too, touch a guy from Saudi Arabia, something like that and he got upset, very upset. 'Ah, don't touch me, don't touch me, you cannot touch me!' He speak a lot, why? For me, it's okay you know. I say, 'c'mon'".

The finding that some Asian students may be uncomfortable with the closer contact of Latin American students is consistent with the distinction made by Hall (1959)

between contact and non-contact cultures. Hall suggests that high contact cultures include much touching, a small personal distance, and louder voices. He classifies Mediterranean cultures and cultures originating in the Mediterranean (e.g., Latin cultures) as high contact cultures; whereas East Asian cultures are non-contact cultures. On a scale between contact and non-contact, Northern Europeans would lean toward non-contact and North Americans could be placed near the halfway point, leaning slightly toward contact.

Hartung (1983) found that the Japanese high school students were uncomfortable with American students kissing and hugging one another in the hallways. None of the other studies I reviewed mentioned personal space as problematic, which may be due to the fact that the students were Asian in an American classroom. An ESL classroom includes students from higher contact societies, which could make students from low contact societies uncomfortable, as the students in the present study suggested.

The finding that personal space may be problematic for some Asian students, particularly Korean, may have some implications for the classroom. A greater emphasis could be placed on student awareness-raising of differing amounts of personal space across cultures and perhaps the teacher could be more sensitive to the difficulty some Asian students may have when interacting with students of the opposite gender from cultures with a smaller personal distance. However, the situation may best be dealt with based on the teacher's discretion, as encouraging the interaction of a shy Korean female and an outgoing Latin American male may result in a positive cross-cultural learning experience, or may result in negative feelings between the students. A teacher's sensitivity may be required in order to decide whether to encourage or avoid too much interaction.

The finding that Korean students may have greater difficulty with personal space

in the classroom is limited as only 5 Koreans participated in the study. A replication of the study should include a larger sample of each cultural group (including Latin Americans) in order to confirm the finding. In addition, research could be conducted on successful techniques on dealing with personal space difficulties in the classroom.

5.2 Summary and Discussion of the 10 Most Difficult Cross-cultural Situations

Identified by Teachers

a. Students acting superior.

Students acting superior includes any situation in which students were perceived by teachers as looking down on other students due to race, culture, intelligence, or past religious or political conflicts. Students acting superior was the number one most frequent and salient situation discussed in the oral and written data, was rated as the number one most difficult to understand and most uncomfortable, and was the 2nd most frequent response to the open-ended question regarding what cross-cultural situations teachers found most difficult among students in the classroom. Teachers who had lived in a non English speaking country and had 5 years or less of teaching experience rated the situation as more difficult to understand than those with more teaching experience and those that had never lived in a non English speaking country. However, all of the groups rated the situation in the top 10 most uncomfortable.

The oral and written data suggested that the situation of students acting superior toward other students was both subtle and overt, did not occur frequently, and was often a result of past political or religious conflict, linguistic differences, unfamiliarity with cultures, economics, or social insecurity. For example, many teachers suggested that the situation was often subtle in the classroom, as one teacher reported,

You mentioned past political conflict. I think that this is frequently a subtle one, because what happens when people are prejudiced and racist and also educated, what they do is attribute certain

things to those races or political groups that make them less. So... It's kind of explainable, or understandable, or acceptable within the culture.

Another teacher reported, "You see very little of that [racism] on the surface in the classroom. Most student are extremely polished about that."

On the other hand, some teachers reported incidents of racial conflict that were overt in the classroom, as one teacher described a bloody fight between an Iraqi and Iranian student,

I had an Iraqi and Iranian student beat each other up in class one day, you know they got to talking and their political differences came out and they literally, I mean the desks went flying, the chairs went flying, and they flung themselves at each other and just started to like really beat each other up. So I kind of learned how to deal a little bit with different religions now. You know, I can kind of, but that's so rare, I mean I've had Iraqi and Iranian students together but there's always a little bit of tension. Like I've always had a little bit of arguing back and forth and this is the way it should be, no this is the way it should be, always a little tension with each other, but I've just had two of them like literally beat each other up. Like bloody noses, the whole works.

Another teacher reported that students can be overtly prejudice, as she stated,

I guess to me when a student says something like making the comment about "I don't want to work with so and so because of whatever." I mean to me that's kind of an impolite thing to say. [Do they say that in front of the other students?] Sometimes they do.

In addition, most of the teachers suggested that the situation did not occur frequently, as they gave examples in the oral and written data using such qualifiers as "...but it's so rare", "not that common", "that's the only incident I can think of", "it doesn't seem to be a huge problem", "In 7 years experience, I've seen almost nothing of that", "I haven't had a lot of experience with overt racism," and, "I have encountered this once." Therefore, the written and oral data indicate that the situation does not occur frequently, but when the situation does occur it may cause considerable difficulty.

Many of the teachers suggested the situation often occurs as a result of past political or religious conflict. The political situation between Japan and Korea was the most frequently cited example, as one teacher illustrates,

I think the most uncomfortable thing that ever happened in a class was between a Korean and

Japanese student. There was that political issue in 1996 in Korea over this tiny island between Korea and Japan... Korea claimed it was theirs, Japan said no it was ours... I had a Korean girl and a Japanese girl, and they were doing some kind of exercise and the Korean girl started this fight with this Japanese girl about who owned the island and it turned into this huge political argument. Between, well only on one side because the Japanese girl was kind of looking at me like, "What the hell's going on? Why is this woman mad at me?" and that was really uncomfortable because I didn't know what to do and because the poor Japanese girl was just bewildered as to why this other woman was just flying off the handle at her.

Another teacher outlined an incident where she asked a Korean student to write his name using the Japanese alphabet (in order to create awareness of other students' linguistic challenges in learning English), "I wanted him to write his name using the alphabet [Japanese]... and he wouldn't do it and he threw the paper down and said, 'I'm not interested in anything about this language'."

Some teachers suggested that the situation occurs primarily at the beginning of a session and often disappears once students get to know one another, as one teacher stated,

I've had a lot of Japanese students who have been quite racist, at least in the beginning before they know them towards Korean students and vice versa. But mostly it's the Japanese who have been a little bit racist against Koreans. But then after they get to know them they all become really good friends and stuff, but in the beginning there's a little bit of tension, sometimes.

Other groups which teachers reported political or religious tension between include Iraqi and Iranian, Turkish and Greek, Muslim and Western, Vietnamese and Cambodian, Jews and Arabs, and Japanese and Chinese. For example, one teacher outlined the groups which she perceived in her classroom as experiencing political or religious tension between them,

The Iranian Iraqi conflict. They thought they were both better than each other. Japanese and Koreans sometimes. Not that common.... A Turkish guy and a Greek guy got into it big time once. You know the Turkish guy was yelling at the Greek and the Greek guy and they were going way back in history. So that has happened. But it's rare... I've had a few Muslim women who have been quite critical of Canadian or Japanese women or any women who wear short sleeves or, which is kind of funny... Those are the main ones.

The teachers also attributed the situation to differences in linguistic ability across cultures. They reported that, as European and Latin American students often acquire

English fluency at a faster rate than Asian students, they may at times look down on students from Asia who often need more time to acquire the same level of fluency, as one teacher reported,

Is it race, culture, political conflict or is it skill with the language? I tend to think that very often it has to do with the skill of the language... I think that language learning is the key to harmony in so many situations that if the person can speak in the other language at the same level as the European students we don't have that problem. It's when they perceive a difference in level.

One teacher suggested that some students may use language ability as an excuse not to work with a student from another culture,

What I've noticed is well what the students say if they don't want to work with a particular person or group or something. What they'll say to me is they'll make a comment about the person's English. Or I don't want to work with that person because their English is not so good. Or I can't understand what they're saying.

The teachers reported incidents involving many cultural groups, including French Canadians, Spanish, European French, German, Russian, and Asian cultures. One teacher reported,

Yeah, there's usually a problem with French Canadians. I'm going to be generalising, but very often French Canadian students do not seem tolerant of students who do not, who speak slowly and who don't have much vocabulary... and I find Spanish speaking students are often similar... They, therefore, think that they are more intelligent... The students I find to be the least tolerant... it's the German speakers... and then French from France, they even scare me.

Another teacher stated,

Some Eastern Europeans do not like to work with the Chinese students, for example. And I had one class a couple of years ago, actually this person was Russian and she refused to work with anybody that spoke Chinese because she couldn't understand them and she had no interest in understanding them. She didn't want to do any conversational exercises with them.

One teacher reported that some European students did not even want to attend schools with a lot of Asian students, as she stated,

There tends to be a little bit of an attitude problem between European students towards Asian students... We've had people come to the school that are overtly anti-Asian and they sign up over the internet to be part of it and [the director] told me that a German came and just looked around and said there's too many Asians here and tried to find another ESL school where there would be less. You know, it's so overt and when that's in class I sometimes can feel it... and I don't think the Europeans have appreciated the big jump that the Asians have taken from their language to this one... and I think that a lot of Europeans have simply not had to deal with a language group that's so different. So that bugs me.

Another suggested reason for students acting superior toward other students in the classroom was a lack of familiarity with a particular culture. For example, one teacher stated, "The students feel uncomfortable about working with cultures they are not familiar with. That's difficult, because I don't know how to deal with it in the short time in an easy way in the classroom." One teacher suggested lack of familiarity with another culture was often more problematic than political tension, as she stated, "When groups are far apart and there's some prejudice I think sometimes they simply don't want anything to do with this person or that person and that's more problematic."

Other suggested sources of prejudice in the classroom include economics and social insecurity. For example, one teacher highlighted economics as a source of student superiority, as she wrote, "People from developed countries have superior attitudes and display disrespect to students from underdeveloped countries (e.g., regarding treatment of females)." One teacher reported social insecurity as a possible reason for students behaving in a superior manner, as a Spanish speaker suggested to her that a social hierarchy exists in the ESL classroom.

[talking about some Mexican students who wouldn't change their cultural habits to accommodate others] The Spanish speaker to whom I was telling this said, "Are your students from Mexico?", and I said, "yes." And he said, "you're perceiving this as some kind of superiority complex," and he said, "In reality among the students at your language institute, they are low on the totem pole, and actually it's feelings of inferiority that are bringing out this notion that 'well, we're like this and who cares about', you know they're trying to stand up for themselves." Never crossed my mind in a million years. I don't know if it's even true. But it's one possibility. Because there's a hierarchy of students that you're not even aware of.

Teachers who have lived in non-English speaking countries may have rated the situation as more difficult to understand than teachers who have not, as they have experienced first hand attempting to fit into another culture and, therefore, may be less understanding of racist or prejudiced students. Teachers with 5 years or less of teaching experience may have rated the situation as more difficult to understand than the more experienced teachers because they may have been less exposed to racism and prejudice in

the classroom, especially considering that most teachers suggested the situation rarely occurs.

The teachers' perceptions of students acting superior in the classroom were similar to those of the students. Both groups indicated that the situation does not occur frequently in the classroom, but causes considerable difficulty when it does. Both groups attributed students acting superior to past political or religious conflict, and economics. Both groups also indicated that they perceived some European or Latin American students behaving in a superior manner toward Asian students. The teachers and one student suggested the problem may be due to the fact that Europeans and Latin Americans may find English easier to learn than Asians because of the linguistic and cultural similarities of the language to their own. Therefore, they may be perceived as thinking they are "superior."

Although both students and teachers rated the situation as most difficult to understand and uncomfortable in the Likert scale data, only for the teachers was students who think they are better the most commented on situation in the oral and written data and the 2nd most frequent answer to the open ended question regarding what students found most difficult among students in the classroom. For the students, the situation was the 10th most commented on in the oral data and the 4th most commented on in the written data and was not one the most frequent answers to their open ended question regarding the most difficult situation among students. In addition, the students did not mention social insecurity or lack of familiarity with a particular culture as a source of prejudice.

The teachers may have commented on the situation more frequently and may have provided more explanations for the incidents than the students for several reasons. The teachers, given their native English speaking ability, may have been more confident and

comfortable with discussing sensitive racial issues; whereas the students may have been afraid of being misunderstood, as they were interviewed in their second language. In addition, the teachers were observers of racial incidents and the students could have been participants. Therefore, the students may have been less comfortable talking about prejudiced feelings they may have had, or incidents when they or their friends were the victims of prejudice. In addition, the teachers may be more observant of prejudiced behaviour in the classroom, as they may feel more responsible for providing a comfortable learning environment for the students. Also, as both teachers and students suggested the situation rarely occurs, teachers often have more experience to draw from in the ESL classroom than do the students (most of whom had studied for less than 2 years in Canada) and may, therefore, be able to think of more examples and explanations for the situation. Also, based on Hofstede's (1980) 4-dimensional model, the teachers come from low-power distance cultures, suggesting that they may be less comfortable with unequal relationships. The high power distance cultures (most students represented in the study) may consider inequality to be normal and may be more tolerant of a social hierarchy in the classroom. None of the research I reviewed examined the teachers' perceptions of prejudiced behaviour among students in the classroom and, therefore, does not provide support for these findings.

Nevertheless, the data suggest that the teachers are often aware of the kinds of racial, intellectual, economic, or political tension students perceive in the classroom. Therefore, teachers in training could be made aware of the kinds of situations which may lead to students behaving in a superior manner. However, in terms of classroom implications, several teachers suggested that it may not be possible for many of the problems related to the students acting superior to be resolved in the classroom, as one teacher stated, "the naivete of Canada, that we think we can put any group together and

they'll just work it out... [with respect the the most difficult situation between students] I put hatred because I don't think that that one can be resolved... and that's the only thing we can do is treat each other with respect." The same teacher described the situation between her Vietnamese and Cambodian students, as she stated, "Vietnamese and Cambodians, I had these two groups together in my class and there's years of hatred between these groups.... It's not the sort of thing that can be resolved in a class."

Perhaps teachers in training could also be made aware that they are not always going to be able to solve all of the conflicts and create harmony in every classroom situation. However, with additional emphasis on self awareness of cultural, stereotypical, and prejudiced behaviour in the classroom (as outlined on p. 102), some students may come to view one another as equals, rather than superior or inferior, as Brislin (1981) states, "My argument is that people's history makes good intercultural relations difficult, but the past can be overcome. The remaining chapters review what has and what might be done to improve what history has given us" (p. 39). Therefore, although teachers may not be able to solve all situations of inequality or hatred in the classroom, they may at least be equipped with techniques that promote cross-cultural understanding.

The finding has its limitations as the questionnaire item does not specifically include how frequently the situation occurs in the classroom, how much difficulty it causes when it does occur, and with which culture groups. As a result, several teachers suggested they found the item ambiguous, as they weren't sure whether to indicate the difficulty they had in general with the situation, or the level of difficulty they actually experienced in the classroom. In addition, their responses varied depending on the cultural groups they had in mind. The oral and written data provide some indication of what the teachers meant by their Likert scale responses, but the samples of those who commented on the situation were not large enough to be generalisable to the entire ESL

teacher population of Vancouver. A replication of the study should include spaces for the frequency of the situation, the level of difficulty teachers experience with the situation in the classroom, and the culture groups involved. In addition, further research could be conducted on the effectiveness of intercultural training and the methods and responses teachers have found to be successful in dealing with students behaving in a superior manner in the classroom.

b. Cross-cultural conflicts (in general)

Dealing with cross-cultural conflicts includes any comments made by teachers regarding difficulty in identifying or dealing with cross-cultural differences in general in the classroom. Difficulty with cross-cultural clashes in general was the 5th most salient and frequent response in the written data. Dealing with cross-cultural communication problems and racism in the classroom was rated as the 3rd most difficult to understand and 4th most uncomfortable in the Likert scale data. Identifying cross-cultural conflicts in the classroom was rated as the 5th most uncomfortable situation in the Likert scale data. Getting students to understand differences was the 3rd most frequent written answer to the open ended question regarding what teachers found as the most difficult cross-cultural situation among students in the classroom. Teachers over 36 years of age rated the situation as more difficult to understand (1st) than teachers 35 and younger (not in top 10). However, both groups rated the situation as one of the most uncomfortable. None of the other biographical variables appeared to relate to the finding.

The comments teachers made regarding dealing with cross-cultural communication conflicts in general in the classroom include, "Because it is a global problem, I understand but am never comfortable with it," and, regarding the most difficult situation among students one teacher wrote, "x-culture clashes: political, sexual or otherwise." Getting students to understand differences was more specifically

mentioned as problematic when dealing with cross-cultural problems, as well as deciphering between personal or cultural difficulties. For example, 3 teachers wrote with respect to the most difficult situation among students, "Helping students understand how an accepted behaviour in their own culture might be offensive in another", "Dealing with different cultures; trying to get the students to understand and respect differences," and, "Helping students to understand what differences may exist and helping them to find a common meeting place. I also think that while some students may be having problems with others, the difficulty may not be cultural, but personal. I think it's important to separate personal from cultural issues." One teacher suggested the situation was problematic because she didn't want to offend students, as she wrote, "just because I want to be careful not to offend." Another teacher suggested the situation was problematic because it's rare and teachers have not been trained to deal with cross-cultural conflict, as one teacher stated, "Because it doesn't happen often, it's harder to deal with... I'm not trained to deal with it."

Teachers over the age of 35 may have rated identifying and dealing with cross-cultural communication problems as more difficult than younger teachers because they may be more experienced with the complexity of cross-cultural classroom dynamics and may be more open or sensitive to the fact that many cultural conflicts may occur in the classroom that teachers are often unaware of or may never understand.

As the students were not asked on the survey regarding identifying or dealing with cross-cultural communication problems, and as the teacher is most often responsible for dealing with such issues in the classroom, no general comments were made on the topic by the students. In addition, I did not review any research which relates to teacher perceptions of general cross-cultural difficulties in the classroom in order to confirm the finding.

Nevertheless, the finding does have some implications for teacher training, as the study indicates teachers have difficulty identifying and dealing with cross-cultural problems in general. Perhaps, in order to ease the difficulty, a greater emphasis could be placed on cultural general training and how to create cultural general awareness raising and anti-rascism activities for students, as well as dealing with culture specific problems in the classroom (e.g., eye-contact, etc.) in teacher training or teacher professional development courses (e.g., see p. 102).

The finding has its limitations as the items of dealing and identifying cross cultural communication problems and the comments are general and do not specify as to how each teacher defines cross-cultural communication problems. For example, one teacher may define a problem as personal and another as cultural. More research is required in order to confirm the degree and kind of difficulty teachers experience in identifying and dealing with cross-cultural communication problems. In addition, research is required in order to determine the most successful techniques for identifying and dealing with cross-cultural communication problems.

c. Disagreement with students.

Disagreement with students was the 5th most frequent and salient situation commented on in the oral data and the 7th most frequent and salient situation commented on in the written data. Based on the Likert scale responses, disagreeing with or criticising a student ranked as the 2nd most difficult to understand and 2nd most uncomfortable situation. Students criticising or disagreeing with you ranked as the 7th most difficult to understand and the 6th most uncomfortable. None of the biographical variables appear to relate to the finding.

Based on the oral and written data, many of the teachers suggested disagreeing with or criticising students was difficult because it does not encourage language learning

and should be avoided. For example, one teacher wrote with respect to disagreement with students, "I avoid this in the classroom, especially criticism." The same teacher commented orally, "Well, you don't really do very much of that because it's a language learning course and really you want to encourage them to produce language and you're not always judging the content... But to criticise you know a person generally isn't all that helpful when you're trying to learn a language. Encouragement is more reasonable." Another teacher stated, "I try actually never to criticise a student or really disagree with them. Try to more push them in the right direction... I more let them disagree with each other... Other than a fact on a language point, that's where I try to shape it, but in terms of criticising, almost never do that."

However, some teachers provided examples of incidents when they felt it necessary to disagree with a student and found it very uncomfortable. One teacher stated,

I hate criticising a student. I don't mind disagreeing with them, disagreeing is fine, but I hate criticising. I don't criticise though but I hate it if they've not passed their exam or they really shouldn't continue... I haven't really been criticised, but they have disagreed with me you know on whether they should move up or down. That's been the main problem... I just hate doing that, I just hate telling them.

Another example given by a teacher included when a wealthy student discussed his servants in the classroom in a manner the teacher perceived as demeaning, as the teacher explained, "That's something I can't let pass... see that's when it's problematic." Another teacher wrote, "I won't moralise but I do feel I want to share my opinion."

Other reasons the teachers gave for difficulty with the situation include the fact that, as one teacher wrote, "Criticism of others doesn't make one feel comfortable." Another teacher was unsure as to how acceptable disagreeing for students is in other cultures, as he stated, "I'm not sure how they might take it... if I'm not sure to what degree disagreeing is accepted within another culture." Another teacher felt discomfort with the situation because of the fact that her students are adults, as she stated, "It's

something I'm not really comfortable with because I'm teaching adults and I'm not their mom. I'm their teacher."

In terms of students disagreeing or criticising the teacher, some teachers reported that they would like more disagreement and others found the situation uncomfortable. For example, one teacher stated, "They're often reluctant to express a different view but I encourage it." And with respect to students disagreeing with him, he stated,

It very rarely happens and in fact I would actually like it to happen more because I find it stimulating and the classroom is a little more electrified if a student kind of challenges me a bit. I really enjoy it when that happens... I'm probably capable of feeling some resentment if disagreement is really inappropriate.

Another teacher suggested the situation may be slightly more difficult with respect to a language item, as he stated, "On an opinion thing I have no problem with that and on a language thing sometimes it can be a little... but again I'm not really uncomfortable with it... as long as it doesn't disrupt the flow of the class." One teacher suggested the situation was, "rare but annoying."

Another instructor found it difficult to know when to rely on the validity of a student's criticism, as he reported,

That's a hard part of teaching to have that balance between letting yourself be criticised and opening yourself up to that and being able to change and grow and other times realising that... maybe someone personally reacting to that situation, you really can't go with that criticism.

When comparing the teachers' and students' perceptions of the teacher disagreeing with a student, the teachers reported the situation as more difficult than did the students. Based on the overall Likert scale scores, the students did not include accepting criticism from teachers in the top 10 most difficult to understand or most uncomfortable situations. Students from Eastern Europe rated the situation in the top 10 most difficult to understand and Latin American students rated the situation in the top 10 most uncomfortable. However, the groups did not include enough participants to be representative of their respective cultures. Most students I asked about the situation

suggested that most teachers were “really nice” and did not have a problem with teacher criticism.

When comparing the teachers’ and students’ perceptions of students disagreeing with or criticising the teacher, both students and teachers rated the situation as difficult. The students rated the situation as the 6th most uncomfortable and difficult to understand and the teachers rated the situation as the 7th most difficult to understand and the 6th most uncomfortable. Based on the oral and written data, some teachers suggested they rated the situation as difficult because they preferred more disagreement in the classroom (especially with respect to opinions), were uncertain as to how valid a criticism may be, or found it annoying. The students reported they found the situation uncomfortable because they were unaccustomed to disagreeing with the teacher in their own country, they did not want to offend the teacher, or they felt that the teacher would not understand their culture.

The findings are also consistent with those of Hofstede (1986) who reported that for students from low individualist, high uncertainty avoidance, and large power distance societies (most culture groups represented in the study) disagreeing with teachers is difficult (as outlined on p. 97). The Canadian teachers, on the other hand, are from a high individualist, weak uncertainty avoidance, and low power distance culture. Therefore, the teachers may find intellectual disagreement as a stimulating exercise in the classroom, and may show respect for the independence of their students. In addition, as the teachers come from low-context societies, they may be more open to disagreement than students from high-context societies (Asian) because they may perceive conflict as a difference in goals or practices, rather than release of tension of hostile feelings (see p. 90), and are much more accustomed to dealing with conflict through confrontation than students from high-context societies.

The finding that students had few problems accepting teacher criticism; whereas teachers prefer not to disagree or criticise, and that the students found disagreeing with the teacher uncomfortable; whereas teachers preferred more disagreement from students in the classroom (particularly on opinions), is also supported by McCargar (1993). McCargar (1993) also compared student and teacher perceptions of disagreement in the classroom and found that the participants from 10 culture groups, with the exception of the teachers and Japanese students, favoured students slanting their written work to match the teacher's ideas or not stating their ideas. McCargar also found that with the exception of the Japanese, the students favoured accepting the authority of the teacher. In addition, Liberman (1994) reported that Asian students studying in America were not comfortable with disagreeing with the teacher, as they perceived American students' questioning of teachers as an "attack" on the instructor, as one Asian student observed, "In the US, I find it very uncomfortable when a student actually becomes, uh, attacks the teacher on his position. I mean c'mon, you come to school to learn. I think the guy deserves a little more respect" (p.184-185).

The findings have implications for the classroom as teachers could become more aware of the difficulty students from high power distance, strong uncertainty avoidance, and collectivist cultures (as outlined on p. 97) may perceive when disagreeing with teachers. Teachers could also become more aware of their own level of comfort with disagreement and recognise that all students may not share the same level of comfort (e.g., see p. 90 for differing views on conflict across cultures). Perhaps such awareness may ease some of the frustration teachers perceive when students passively accept all instruction, without question.

The finding has its limitations as the terms *criticism* and *disagreement* are ambiguous. Criticism may have stronger negative connotations for some teachers than

others. Some teachers may interpret disagreement in terms of a language issue and others with respect to opinions or both. Others may have rated the situation difficult in terms of how often it occurs in the classroom, and others could have rated the situation based on how they feel about criticism or disagreement with students in general. The written and oral comments gave some indication of what teachers meant by their Likert scale responses. However, not all teachers provided an explanation. A replication of the study could include clearer definitions of criticism and disagreement, along with spaces to indicate the frequency and the kinds of disagreement situations teachers find most difficult, as well as the cultures most often involved. Further research could also be conducted to determine the effectiveness of cross-cultural awareness raising with respect to conflict.

d. Interaction of loud and quiet cultures.

Interaction of loud and quiet cultures includes any situation teachers perceived as difficult due to clashes between cultures with a generally more aggressive conversation style (which may include interrupting, initiating conversations, giving opinions freely, freely discussing anything on one's mind and responding quickly, contributing to classroom or group discussions, showing one's emotions in conversation, etc.) and cultures with a generally less aggressive conversation style (which may include speaking only when called upon or spoken to, allowing others to complete their turn at speaking, giving opinions carefully in order not to embarrass anyone, taking time to carefully formulate responses, and hiding emotions in conversation, etc.). Interaction between loud and quiet cultures was the 6th most frequently commented on situation in the written data, the 2nd most commented on situation in the oral data, and 4th in the open ended question regarding what teachers found as most difficult among students in the classroom. The interaction of loud and quiet cultures could also be a combination of such

survey items as student behaviour toward other students, how students show emotions, and knowing when students are being impolite, which all rate in the top 10 most difficult to understand and most uncomfortable situations based on the Likert scale data. As the interaction of loud and quiet students could involve a combination of questionnaire items and the data do not provide enough information regarding which items refer specifically to the situation, determining whether biographical variables may be related to the finding is not possible.

Based on the oral and written data, the teachers found the interaction of loud and quiet cultures problematic, as one teacher wrote, "There is a wide range of styles that must be accommodate [sic], from non-stop chatty to near silent." Most of the teachers suggested that the problem was most often between Latin American and either European students or Asian students, or both. For example, one teacher reported,

It's quite common to notice that Mexicans and other Spanish speakers, Central South Americans and Europeans even if their level of English is low, they'll tend to be more vocal and they'll often respond much quicker to the questions or whatever than some of the Asian students. Asian students seem to take a little bit longer to process the questions.

Another teacher wrote, "Asian students seem to reinforce one another's worst and best points. Europeans and S. Americans can be too dominant and expressive."

Many comments were made with respect to Latin American students dominating classroom conversation with Asian students. For example, one teacher described,

And when you have different cultures and you have a quiet, you know the Japanese tend to be a little more quiet than the Mexicans, and then the Mexicans take over, and you know, talk, talk, talk, talk, which is great because they learn ten times faster, but then it gets on everybody else's nerves, because you know the Japanese, the Asians seem to think about their answers a long time.

Another teacher reported,

I thought immediately of all the Mexicans who are so open to speaking and so into speaking, tending to dominate conversations. You know the Asians can't get a word in edgewise. They feel intimidated by the amount that the Latin students speak and it's a daily problem... I find that often for example with the Mexican students when they're placed with a Taiwanese student that just won't talk, who's practically mute, completely unresponsive. The Mexican just eventually gives up... they don't understand.

And another instructor also reported that Asian students may “retreat to themselves,” as he stated,

General expressiveness and gregariousness of people who come from more Latin cultures and people from Asia may be more, often, not always... When there's a real difference the Asians will sometimes retreat to themselves and the others will become more and more dominant.

Several teachers gave examples of a similar problem between European and Asian students, as one teacher wrote,

The difference in character? For example some of my Swiss students find my Asian (usually male) students too quiet, too careful (taking a long time to reply), and too reluctant to participate in discussions which require imagination or opinion giving. I see their impatience and frustration.

Another teacher had difficulty between Eastern European and Chinese cultures as she explained,

The cultures for me that are really strong, you know the people that came out of Yugoslavia, very strong people and then the more reserved kind of people. Sometimes that's really hard to get them to work together. Or you know a lot of those Eastern Europeans tend to be so well educated and they catch on really fast, like the speaking, whereas the Chinese are good at some things, but the speaking it takes them longer to be fluent... Sometimes you almost have two groups in one classroom.

One teacher suggested that the most difficult situation among students in the classroom was, “Methods of discussion and learning. Europeans talk, Asians often don't.”

The teachers often attribute this problem to differing styles of responding across cultures. For example, one teacher suggested the acceptance of silence across cultures is a factor,

Students taking time to formulate an answer. I think there are really different styles for different cultures... I think silence is sort of accepted more or less in different cultures and I think it makes discomfort. So it's not sort of impatience or, I think, even when the person understands that their classmate is trying to formulate something, it's just like this feels really uncomfortable and they need to fill that space.

Other teachers suggested Asian students are more concerned about being correct than Latin American cultures, as one instructor stated,

Some students, especially from Latin America naturally talk and feel very comfortable jumping right into it and don't worry too much about errors. They worry most of all about communicating whatever ideas they have. And again the opposite can be true. Some of the Asian students hesitate and try to regulate what they're going to say before they say it so it takes time. Sometimes that can cause frustration or confusion with each other.

Another teacher stated, "It's the quiet cultures and the non-quiet cultures, you know the really outgoing cultures and they'll just blab about anything and they don't care if it's wrong. And the Asian cultures really want to make sure that they know what they're saying and they are correct." Another teacher related the problem to differing listening skills across cultures, as she explained,

I have a big dichotomy in both my classes right now with the Spanish speakers doing all the talking and some exceedingly shy low level Japanese... I haven't found that to be a particular problem [in the past] but this session it is. And it's their listening skills, I think, that causes the problem.

Another teacher related the problem to the Asian education system, as she stated, "I believe this comes from education systems."

Some teachers reported difficulty in knowing the best way to deal with the situation, as one teacher described what he perceived as the most difficult situation between teachers and students in the classroom,

Just the fact that you are in a classroom with adults and the adults are paying for it. So not only are they students but they also are to a certain degree customers of a business. So where do you draw the lines. I mean it's not so easy, you know. You want to keep all the students happy. So some students want to really express what they feel, but, on the other hand, you have to have other students comfortable with the atmosphere as a whole. So how far should you go on this and kind of what's appropriate for you to deal with those situations.

Another teacher reported, "I never know in that case when I should take the aggressive students aside."

When comparing the teachers' perceptions of interaction between loud and quiet cultures with those of the students, both groups report the situation to be difficult for similar reasons. The interaction of loud and quiet cultures is part of the student category

classroom discussion. Both categories were ranked in the top 10 most difficult to understand and most uncomfortable for teachers and students. Based on the oral and written data, both groups found that European or Latin students dominated the conversations with Asian students. The Asian students reported the situation difficult because they required more time to formulate answers, were often interrupted, and had difficulty asserting themselves with louder cultures. In addition, they indicated that European and Latin cultures often had strong opinions, were easily angered, and too aggressive in classroom conversation. On the other hand, the Mexican students reported frustration with getting Asian students to discuss topics, rather than just agree with them, as was also reported by the teachers.

The difficulties teachers perceived between quiet and louder cultures in the classroom may also be due to the differences between high context and low context cultures (as outlined on p. 90) and contact and non-contact cultures, (as outlined on p. 118). Students from high context societies (Asian) may distrust using words to express feelings (stemming from Buddhism and Confucianism), fear making mistakes and loosing face, communicate indirectly, use a spiral form of logic, and place great confidence in non-verbal communication. As a result, high context students may take more time to answer carefully and silence may be considered a form of indirect communication. On the other hand, the low context cultures may use a linear, direct, and confrontational form of communication and if they are from contact cultures (e.g., Latin American cultures), they are also more likely to speak with a much higher volume than low contact cultures. None of the literature I reviewed examined the teachers' perceptions of the interaction between loud and quiet cultures and, therefore, cannot confirm the finding.

Nevertheless, the data do suggest that the teachers are very perceptive of student

difficulties when interacting with louder or quieter cultures. Perhaps teacher training could focus on awareness raising of the situation (including classroom activity ideas for the situation), as well as the management of loud and quiet cultures in the classroom in order to ease frustration and improve understanding in the classroom.

The finding has some limitations as it is based primarily on the oral and written data, as the Likert scale items do not specifically relate to the interaction between loud and quiet cultures. A replication of the study with survey items pertaining specifically to the situation may provide more support for the finding. In addition, further research could also be conducted in order to determine the most successful techniques for managing loud and quiet cultures in the classroom.

e. Language/pronunciation.

Language/pronunciation includes any situation teachers perceived as problematic due to the English language and pronunciation limitations of students.

Language/pronunciation was the 9th most commented on situation in the oral data and the 4th most commented on situation in the written data. Language/pronunciation was also the most frequent answer to the open ended question regarding the most difficult cross-cultural situations among students, and the 2nd most frequent answer regarding the most difficult cross-cultural situations between teachers and students. Language/pronunciation was most closely related to the situation *student conversation style*, as many students related the situation to this item. However, student conversation style was not rated as one of the top 10 most difficult situations, based on the teachers' Likert scale responses. Determining whether the biographical variables related to the finding is not possible as none of the items specifically addressed language/pronunciation.

Based on the oral and written data, the teachers suggested the situation caused difficulty because the students often couldn't understand the English (e.g., vocabulary,

pronunciation, etc.) of students from other cultures, they were not able to express themselves in English, or the teachers themselves had difficulty with the students' English. Some teachers described the most difficult situation among students as, "Understanding other accents (of English)- students are reluctant to create relationships with others and don't like having to speak with others if it takes an effort", "Varying accents and pronunciations", "They're not familiar with hearing different Englishes....," or, "That is the primary source of cross cultural communication problems... the Spanish accent is really different from the Japanese or Korean accents."

Some teachers suggested the situation occurs primarily early in a session and tends to disappear over time. As one teacher explained, "They're not used to hearing the way a Japanese speaks English or the way a Russian speaks English or whatever. It sounds like a different language to them which makes sense... usually it's not a problem after a couple of days." The same teacher wrote,

In my experience, at the beginning of a session there is sometimes tension among students because they are unfamiliar with each others' English pronunciation, grammar, vocab, etc. are different. But as students get to know each other, their ear adjusts.

Other teachers stated, "Sometimes there can be the tension... within a couple of days usually they've figured out, their ear gets attuned to the different sounds of English. It's just part of the adjustment," or, "Sometimes it takes them a while to adjust to each other, but they do make the adjustment."

Another teacher attributed the situation to students not being able to express themselves in English, as he described the most difficult situation among students as, "Not being able to communicate in English like they can in their own language... They just feel so inept or silly not being able to communicate all of their ideas."

Some teachers reported that they themselves had difficulty with the students' English, as they suggested the most difficult situation between students and teachers was,

“Understanding pronunciation of beginning students,” or, “Perhaps my tolerance of inoffensive but annoying (to me) habits of speech.”

When comparing the students’ and teachers’ perceptions of language/pronunciation difficulties in the classroom, the students reported the situation to be more difficult than did the teachers. For the students, the situation was the 3rd most commented on in the oral data and the most commented on situation in the written data. However, for the teachers the situation was the 4th most commented on in the oral data and the 9th most commented on in the written data. In addition, the students rated conversation style (the survey item most closely related to language/pronunciation) in their top 10 most uncomfortable and difficult to understand situations; whereas the teachers did not. For both groups, the situation was among the most frequent answers to the open ended questions regarding the most difficult situations among students and between students and teachers. Based on the oral and written data, both groups identified primarily understanding students from other cultures, as well as expressing themselves in English as difficult. None of the literature I reviewed included the teachers’ perceptions of language/pronunciation and, therefore, does not provide support for this finding.

The teachers may not have provided as many comments on language/pronunciation or rated conversation style in their top 10 situations because they may have had differing definitions for cross-cultural communication and student conversation style, as I did not specifically describe student conversation style in terms of language/pronunciation. Some teachers may have viewed language training and culture training as separate and may have thought that I was looking for communication problems other than language for the survey. The students may have taken the terms more literally (as they may have been unfamiliar with the connotations of the terms) and included language as part of communicating across cultures or conversation style. In addition, the students may

have found the situation more difficult as they were often involved in the situation; whereas teachers were only observers. Also, ESL teachers may also be more accustomed to hearing different accents and may have a much greater ability to understand student pronunciation.

If in fact teachers were not as aware of the difficulties students face with the pronunciation or language of other students in the classroom, teacher training activities could highlight the language and pronunciation difficulties students face in classroom discussion and encourage teachers to place a greater emphasis on pronunciation, and giving students more opportunities to speak with native speakers and with the teacher, in order to ease frustration. In addition, further research could be conducted on the effectiveness of intensive pronunciation training and increased conversation practice with native speakers on classroom communication.

The finding has its limitations as language and pronunciation was not a clearly defined item on the survey and, as some teachers may not have considered language and pronunciation as part of cross-cultural communication, they may not have commented on the situation or rated conversation style as difficult due to varying accents. A replication of the study should include a clearly defined language and pronunciation item for students and teachers to rate.

f. Student unresponsiveness.

Student unresponsiveness includes any situation in which the teachers perceived the students to be unresponsive (e.g., staring blankly, remaining silent, answering questions very slowly, ignoring the teacher, or looking away, etc.) to questions, activities, or lessons in the classroom. Student unresponsiveness was rated as the 6th most difficult to understand situation and the 2nd most uncomfortable situation. Student unresponsiveness was also the 3rd most frequent answer to the open-ended question

regarding the most difficult situations between students and teachers. Student unresponsiveness could also be a combination of such survey items as student behaviour toward other students and the teacher, how students show emotions, and knowing when students are being impolite, which are rated in the top 10 most difficult to understand or most uncomfortable situations based on the Likert scale data. Student unresponsiveness could also include the survey items getting students to give opinions or ask questions, or student conversation style (use of silence). Neither item was rated in the top 10 most difficult situations, with the exception of the former, which ranked as the 10th most uncomfortable for teachers who have travelled to 6 countries or more. As student unresponsiveness could involve a combination of questionnaire items and the data do not provide enough information regarding which items refer specifically to the situation, determining whether biographical variables may be related to the finding is not possible.

Based on the oral and written data, the teachers had difficulty with unresponsiveness because of the students' (particularly Asian) silences, lack of facial expression, lack of oral responses or feedback (e.g., questions, opinions, etc.), over caution, and length of time required to respond. The teachers often suggested such behaviour was difficult because they were unsure of what it meant. For example, many teachers highlighted silence as problematic, as one teacher stated,

I find a lot of the Asian students tend to be silent and expect, still for me now it's an unreadable silence. It's like are they bored, are they thinking of something else, are they paying attention, are they mad at me, what's going on? And really they're just concentrating, half the time I find they're just concentrating on what they're supposed to do and getting ready to speak. But I'm still uncomfortable with that silence. I would think somebody do something to fill this silence or I will.

One teacher wrote with respect to the most difficult situation between students and teachers, "Occasionally not being sure if silence = understanding (ok, we've got it, let's move on or blank incomprehension)." Other teachers wrote, "Silence bugs me", "We Canadians don't know what to do with silence," and, "I still have trouble with silences;

unresponsiveness and gaps in conversation when I feel I have to fill in the gaps and mind read to reestablish comfort between students.”

Several teachers also suggested they had difficulty with the students’ blank expressions and one teacher suggested she would like some training on effective ways of dealing with the situation, as she stated,

I was quite happy with the Korean students because they seem to have a bit of fire to some of their opinions and the Japanese would kind of like fade into the background and listen... now we have more Japanese students and it’s harder to motivate. Now I’m really happy when there’s a Swiss student or an Italian or something of that mix just to get people talking... Yeah, I’m at a loss sometimes. I come in with ideas and I think oh this is great and it doesn’t go well and I come in with things that I think are quite lame and they go off wonderfully, so I wouldn’t mind some training on what you do if, you know, if every one’s just staring blankly. Do you say it in a different way, or do you throw the ball at them and make them respond or do you abort mission and do something else?

Another teacher stated,

I was uncomfortable for a long time... with students’ lack of expression, lack of facial expression. I wasn’t getting any feedback from them that way [Korean]... I found that unsettling because I could never really tell what they were thinking... non-responsiveness. Not answering questions, not giving me an indication of understanding, that they’re 100% there in the class.

Other teachers wrote, “The blank expressions. Instruction giving - lack of feedback,” or, “Sometimes I have to work (clarify) to make sure they have understood something and I’m not getting a look of blank incomprehension.”

Other teachers commented on the lack of oral participation from some students, as one teacher stated, “It’s like pulling teeth... I find that very draining when they won’t give me opinions or suggestions, or offer anything or ask any questions, because I don’t know if I’m doing, reaching them. It makes my job harder.” Another teacher wrote, “It’s frustrating sometimes trying to draw students out. I realise that it’s often a cultural difference but conversation/writing without the expression of ideas, opinions, or feelings, is pretty empty.” Other teachers wrote in response to the questionnaire item, getting students to give opinions and ask questions, “European and S. American students- no

problem. Also, many Asian students- fine, but Japanese- tough”, “With some groups it is difficult and can get a little tense,” or, “Not usual in some cultures- so students are uncomfortable with it.” One teacher found the students’ over caution as the most difficult situation between students and teachers, as she wrote, “(yet not so difficult) over-caution- fear of making mistakes- although I try hard to create a relaxed atmosphere. Actually, it usually changes over time when they get comfortable.”

Several teachers commented on the generally slow responses from some students, as one teacher stated,

Yeah, in some cases a student may be slow to respond, they may not seem to be enjoying the class as much as others and I always feel a slight sense of concern or worry about that, I think to myself, is there anything else I can be doing, or is it me?... The best thing to do is to try to find a way to connect with the student about the subject.

The same teacher wrote, “I worry a little sometimes if a student seems slow to respond, even though I am well aware of other cultural conventions about conversation, etc.”

The categories in the student data that may be comparable to student unresponsiveness are talking to the teacher and showing emotions. Although talking to the teacher includes responding to the teacher during and after a lesson, the students’ comments give some indication of why they may be hesitant to respond during a lesson. The students reported they had difficulty talking to the teacher because they didn’t want to disrespect the teacher, they perceived the teacher as too busy, they did not want to interrupt the class, doing so was uncommon in their culture, they felt the teacher wouldn’t understand because of the cultural differences, they were too shy, and they felt limited by their English. As teaching style did not rank as one of the most difficult situations, the students’ unresponsiveness, as perceived by the teacher, may in fact have little to do with the instructor’s teaching. Both difficulty talking to the teacher and student unresponsiveness were among the most frequently commented on situations by the students and teachers, respectively, suggesting that both groups found the situations

difficult. Although showing emotions did not rank as one of the most difficult situations for the students, the comments that were made by the Japanese and Korean students suggested that they also perceived difficulty with students or teachers revealing too much emotion.

The fact that teachers have difficulty with student (particularly Asian) unresponsiveness is not surprising as teachers and Asian students are often on the opposite ends of the continuum with such cultural orientations as Hofstede's (1980) individualism and collectivism, low and high power distance, and strong and weak uncertainty avoidance (see p. 19), Hall's (1959) low and high context (see p. 90), and contact and no contact cultures, and Brislin's (1990) emotional control versus emotional expressiveness. The students may be unaccustomed to speaking up, calling attention to themselves, interrupting or disagreeing with the "all knowing" teacher. They may be afraid of losing face and distrust words to communicate, may rely heavily on context, use a spiral logic and indirect forms of communication (including the use of silence and other non-verbal cues), aim to maintain group harmony, prefer to speak quietly, and use emotional or affective messages when dealing with conflict. In addition, many Asian students may admire the ability to control themselves and not expose their negative feelings or emotions. As a few teachers suggested, many of the instructors are aware of the differing conversation styles, but considering teachers are often completely opposite, it is not surprising frustration or confusion results. None of the literature I reviewed specifically examined teachers' perceptions of student unresponsiveness in order to confirm the present finding.

The finding that teachers may be frustrated by student unresponsiveness has implications for teacher training as a greater emphasis could be placed on awareness raising of the situation. Teachers could become aware of their own culturally conditioned

methods of responding in addition to those of the students, which may lead to an increased understanding for student unresponsiveness. However, several teachers suggested that, although they were aware of conversational differences across cultures, they still found the situation frustrating. In addition, the question of whose conversational norms should be adhered to in the classroom may depend on the goals of the teachers, students, and the school.

The finding has its limitations because it's based primarily on the written and oral data (which do not provide as large of a sample as do the Likert scale data). None of the survey items refer specifically to student unresponsiveness, although the finding could involve a combination of survey items. Unfortunately, as not all teachers had the opportunity to elaborate on their Likert scale responses, it is not always possible to determine what the teachers had in mind with respect to some of their responses to related items. A replication of the study could include a clearly defined survey item measuring teachers' perceptions of student unresponsiveness. Further research could also be conducted in order to determine the effectiveness of awareness raising training with respect to conversational norms across cultures.

g. Student/teacher adjustment.

Student/teacher adjustment refers to any situations teachers perceived as difficult during the first few days, weeks, or months of a session before students and teachers get used to one another and the students and teachers adjust to accommodate for differing learning or teaching styles. Student adjustment was the 10th most frequently commented on situation in the oral data. In addition, student adjustment to other students in the classroom was the 4th most frequent answer to the open ended question regarding the cross-cultural situations students found most difficult and student/teacher adjustment was the 4th most frequent answer regarding the most difficult situations among students in the

classroom. Student behaviour because of being away from home was the most closely related survey item to student adjustment. However, the situation did not rank as one of the top 10 most difficult. Student adjustment was not included in Likert scale items on the questionnaire and, therefore, any relation to the biographical variables cannot be determined.

The teachers suggested they had difficulty at the beginning of a session because they didn't know the students, the students were not yet accustomed to the teaching style (including group or pair work), and the students lacked understanding for students from other cultures. For example, one teacher reported that the most difficult situation between students and teachers was her first day, as she stated, "I'm nervous on the first day no matter how many times I do it. It's like hosting a party and I sometimes don't feel like being the host, not knowing anyone's name." Other reports of the most difficult situation between students and teachers include,

Always the beginning. It's getting them to learn about my style of teaching... again mostly with Asian students. If you get them in pairs to do pair work, it always flops within the first month. It takes them a really long time to work not as individuals but as groups and that always drives me nuts because I have to work really hard to get them to work as a pair.

One teacher wrote, "Getting the students to be comfortable with my teaching style. Again, if there is a problem here, it is usually at the initial stage of a session. As we all get to know each other, they get more comfortable." Another teacher suggested the most difficult situation between students and teachers was, "First day/week, getting a feel of multi levels and their expectations. Racism/sexism and the youthful attitude of having it all figured out in their country- 'naivete'."

Two teachers suggested that the most difficult situation among students was, "at the beginning of the term... the students' lack of understanding for students from other cultures," or,

In my experience, at the beginning of a session there is sometimes tension among students because

they are unfamiliar with each others' English pronunciation, grammar, vocab, etc. are different. But as students get to know each other, their ear adjusts.

When comparing the teachers' perceptions of the situation with those of the students, none of the categories from the student data relate specifically to student/teacher adjustment. However, many students did suggest that when they first began a session or when they first came to Canada, they had more difficulty. Some students made statements to the effect of, "At the beginning," or, "first time I come here... but now I understand," or, "now, not so difficult." In addition, students who had been at their respective schools for more than a year rated the survey items differently than did the students who had attended their schools for less than a year. The more experienced student had more difficulty accepting criticism from teachers and the less experienced students with how students show emotions, student conversation style, and disagreeing with students. Students who had lived in Canada for more than 6 months rated teachers who think they are better than students, student values, and talking to teachers about something that bothers you as more difficult than those who had lived in Canada for a shorter time. Students who had lived in Canada for less than 6 months rated how students show emotions as both uncomfortable and difficult to understand, and how students take care of themselves and treat the opposite gender as more difficult to understand than did the longer residents of Canada. Therefore, the student data do suggest a learning curve as students become more familiar with Canadian culture and other cultures in the classroom.

None of the literature I reviewed examined the teachers' perceptions of the adjustment period students and teachers require in the classroom. However, much of the literature on culture shock (see p. 14) suggests many changes in life, including a new classroom in a new culture require a time of adjustment, which may be stage graded. Brislin (1981, p. 70) outlines the skills and traits individuals may possess which relate to

their ability to successfully relate to differing cultures and adjust to new environments. Such traits include tolerance for differing points of view, strength of personality, intelligence, task orientation, and a willingness to learn and benefit from experiences. The skills include knowledge of the subject matter, linguistic and communication skills, ability to seize opportunities, use traits, and to complete tasks.

The finding that teachers may perceive students as requiring time to adjust to the instructor and the classroom environment may have implications for teacher training, as new teachers could be prepared for such a possibility. Students could also be made aware of differing teaching styles across cultures and the values behind the methods (e.g., Hofstede, 1986) in order to create understanding and possibly hasten the adjustment process.

The finding that teachers perceive student/teacher adjustment as one of the most difficult cross-cultural situations is limited because it is based solely on the written and oral responses. The number of teachers that provided oral and written comments may not be large enough to be representative of the Vancouver adult ESL teacher population. A replication of the study could include a survey item related specifically to student/teacher adjustment, in order to confirm the finding. In addition, research could be conducted on the effectiveness of awareness raising in the classroom with respect to differing teaching styles across cultures, as well as the effectiveness of preparing student teachers for an adjustment period.

h. Student expectations.

Student expectations includes any situation where the teacher perceives the students' expectations of the teacher, lessons, or students from other cultures as problematic in the classroom. Student expectations was the 4th most frequently commented on situation in the oral data and student expectations of students from other

cultures was rated as the 5th most difficult to understand situation and the 8th most uncomfortable situation, based on the Likert scale scores. However, student expectation of the teacher was not among the top 10 Likert scale scores. Teachers who had lived in non English speaking countries, had travelled to less than 5 countries, had less than 5 years of teaching experience, and were under 35 years of age rated the student expectations of other students in their top 10 most difficult to understand. However, those who had never lived in foreign countries, were more travelled, had more teaching experience, and were older did not. No differences existed in the comfort data. Teachers who had travelled to less than 5 countries rated student expectations of teachers in the top 10 most uncomfortable; whereas the more travelled teachers did not. All other groups rated the situation in a similar manner.

Based on the oral and written data, the teachers suggested the situation was difficult because some students may have wanted a more structured, less communicative, teacher centred, or grammar oriented classroom, with fewer assignments or more individual work (as opposed to group work). With respect to structure and communicative learning, one teacher reported,

But I'm sometimes not comfortable because I wonder if they want a more sort of conformed okay we're going to do grammar for half an hour and pronunciation for half an hour and then there's some of them who expect that and want that and I don't teach my classes like that and I know I've had some students who haven't liked it. You know they want more conformity and sort of Japanese style and I just, I don't do that. I've had students who have said we want to do more reading and more books and less talking, we don't like your class because we have to talk too much. Well guys, that's the way it is.

With respect to grammar and structure, one teacher stated,

Some students want to know about fairly detailed grammar rules and other students don't want to know anything about grammar so how do you kind of strike a balance with that, I guess? And someone lots of free talk and some either don't, aren't so comfortable with that. They want some structure, so kind of introducing ideas, practice it...

Another teacher wrote, "Sometimes Asian students want too much grammar and have

trouble in student-centred classes.” Another teacher had difficulty implementing a student-centred learning approach as she found getting her students to correct their own errors challenging, as she stated, “I want them to figure out what the problem is and they don’t want to do that. I don’t know if it’s because they think you’re the teacher you tell me.” Another teacher stated, “They have to learn more on their own.”

In terms of group work, one teacher reported, “They have to work in pairs or groups and so sometimes they have trouble with that... Sometimes their expectations of me are different from the expectations I have of myself as a teacher.” Another teacher reported that some students expected less work, as she stated,

Depending on the student’s purpose, and some of the foreign students that come don’t do a lot of assignments because they are basically here to experience... I think there’s also a difference for some cultures when they finish high school they enrol but then they don’t need to do a lot of work [university]... they’re not keen students.

With respect to student expectations, one teacher wrote, “Sometimes I’m a bit insecure.”

Teachers who had lived in a non English speaking country (often to teach English) may have had more difficulty with the student expectations of other students, perhaps because they may have been more accustomed to teaching ESL to homogeneous groups than teachers who have always taught in Canada. Teachers with less than 5 years of teaching experience and 35 years of age and younger may have rated the student expectations of other students more difficult because they may have had less experience with multicultural classrooms than older, more experienced teachers. Teachers who have travelled to 5 or less countries may have had more difficulty with the student expectations of other students and teachers than the more experienced traveller because they may have been less exposed to education systems across cultures.

When comparing the teachers’ perceptions of student expectations of the teacher and the student perceptions of the teachers’ teaching style, neither teachers nor students rated the situation in the top 10 most difficult situations, based on the Likert scale

responses. However, the teachers commented on the situation more frequently than did the students. Based on the oral and written data, both groups reported similar observations. As the teachers suggested, the students reported they had difficulty with the teachers' teaching style because it lacked structure, it required too much work, and the teacher was not strict enough. The teachers did not predict that the students expected better teaching skills, more variation, and all teachers to have similar teaching styles. The survey item, student expectations of other students, cannot be compared with any specific survey item or category in the student data as the situation could involve any number or combination of categories or survey items.

None of the studies I reviewed examined the teachers' perceptions on the difficulty of what students expected in the classroom in order to support the finding. However, many of the student expectations perceived by the teachers as difficult are in keeping with what Hofstede (1986) predicted students from collective, large power distance, and high uncertainty avoidance societies (most cultures represented in the study) would expect (e.g., a more non-interactive, teacher centred, structured, and grammar oriented classroom). As the teachers come from an individualistic, small power distance, and low uncertainty avoidance culture, it is not surprising that they may have some difficulty with these expectations.

The finding has implications for teacher training as teachers could be made aware that students may expect the kind of education they are accustomed to in their own country. Teacher training could include awareness raising of differing teaching styles across cultures so that teachers may more easily predict student expectations. The degree to which a teacher complies with student expectations may depend on the goals of the student, the teacher, and the school.

The finding that teacher expectations of other students is limited as few teachers

commented on why they had rated the situation as difficult. A replication of the study could include teacher explanations for the ratings. In addition, in terms of student expectations of the teacher, the situation was not rated as difficult in the Likert scale data, but was the 4th most commented on situation in the oral data. As the comments were made by only a few teachers, and often represented diverse opinions, the reasons for the difficulties may have been individual. Further research is required in order to determine the kinds of difficulties teachers have with student expectations.

i. Student emotions.

Student emotions refers to any situation which teachers perceive as problematic due to how the students show their emotions in the classroom. Student emotions was the 10th most frequently commented on situation in the written data and ranked as the 9th most difficult to understand and the 10th most uncomfortable situation, based on the Likert scale scores. Teachers who had lived in a non English speaking country, had travelled to 6 or more countries, had 5 or less years of teaching experience, and were 35 years and younger rated the situation in the top 10 most uncomfortable and difficult to understand. However, older, more experienced, less travelled teachers and teachers who had never lived in a non English speaking country did not.

The oral and written data suggest that the teachers had difficulty with how students show emotions in the classroom because they perceived some cultures as not expressing their emotions, and because of some students (particularly Japanese girls) crying easily in the classroom. One teacher suggested she was more comfortable with the students that expressed their emotions in the classroom, as she wrote, "It varies from culture to culture. Some don't express their emotions at all- others don't hide a thing. I feel most comfortable when people do express their emotions." Another teacher wrote, "I would prefer them to be more direct." Some teachers suggested they were not sure why

some students suppressed their emotions, as one teacher stated, "Sometimes it's difficult to understand what emotion they're showing or and it's difficult to know the origin of that." Another teacher wrote, "Students tell me they have difficulty expressing emotion in English. I may see they shut down but why is not obvious." One teacher suggested, "they show perhaps show their emotion differently than they would in their first culture, because it's kind of home learning."

Some teachers suggested they had difficulty with Japanese girls crying easily in the classroom, as one teacher explains,

Japanese girls and their tears... for no reason I find one day they'll be fine and the next day you'll say something and they'll be sobbing... like that's just one thing I've noticed about Japanese students is that they'll cry, especially with me because I'm pretty aggressive. I come on pretty strong and the first part they're always really scared of me and they cry and then they get used to me and they're fine, but just crying, anything. I asked a student the other day to speak up, started to cry, "I can't speak up!" sobbing. So this is a cultural thing that always frustrates me with the Japanese. And all my students, almost every single class I have they start crying.

Another teacher wrote, "Certain cultures express frustration differently (e.g., Japanese girls and crying) if you understand it's easier."

Teachers who had lived or travelled in non-English speaking countries may have had more difficulty with the situation than those who hadn't, because they may have been more exposed to the differing styles and may have been more aware of differences having lived (not just worked) with other cultures. The less experienced, younger teachers may also have been less aware of differences due to less exposure to the cultures and, therefore, may not have considered the situation as difficult.

The teachers rated showing emotions as slightly more difficult than the students, as the teachers ranked the situation as the 9th most difficult to understand, the 10th most uncomfortable, and the 10th most commented on situation in the written comments. How teachers and students show emotions only ranked in the top 10 of the Korean and Latin American students. Like the teachers, the Mexican students had difficulty with the Asian

students' lack of emotion, and the Korean students had difficulty with "louder" cultures, including the teachers, showing too many emotions.

The findings are consistent with Brislin's (1990) distinction between cultures that value emotional control and those that value emotional expressiveness. The Asian students may value emotional control, whereas the teachers and Latin students may be more comfortable with emotional expressiveness. The crying of Japanese girls may be related to the way in which high context cultures deal with conflict (see p. 90). Gudykunst and Kim (1984) suggest that high context cultures tend to use affective and emotional messages; whereas low context cultures (like North America) may use factual-inductive messages to deal with conflict.

The finding that teachers perceived student emotions to be difficult has implications for teacher training as a greater emphasis could be placed on awareness raising of how emotions are expressed across cultures, as well as in Canada, in order to decrease some of the frustration the situation may cause. The finding is limited in that few teachers provided explanations for why student emotions cause difficulty in the classroom. A replication of the study could include explanations from a larger sample of teachers in order to determine the kinds of difficulty teachers experience in terms of student emotions. In addition, further research could also be conducted on the effectiveness of classroom awareness raising in terms of emotional behaviour across cultures.

j. Student free time.

Student free time refers to any situation the teacher perceives as problematic in the classroom due to the students' choice of free time activities. Student free time activities was the 7th most frequently commented on situation in the oral data and the 9th most frequently commented situation in the written data. Student free time ranked as the

4th most difficult to understand situation in the Likert scale data, but was not one of the 10 most uncomfortable. Teachers who had never lived in a foreign country and were 35 years and younger rated the situation as more difficult to understand and more uncomfortable than did teachers who had lived abroad and were older.

Based on the written and oral responses, teachers perceived students' free time activities as difficult to understand. For example, some teachers were perplexed by the amount of shopping or TV watching they perceived some students to be doing, as they reported, "Well I comment about a lot of students' obsession with shopping... There is an obsession with shopping that seems to run deep, especially with young women", "In Japan, and even some of my students here seem to stick to shopping and movies or TV, which bores me to death," or, "It's something of a mystery to me in a way. I mean they tell me how they spend their free time. Sometimes, some of them spend the entire weekend just sitting in a room watching TV."

Other teachers were perplexed at how much their students slept on weekends, as they reported, "Sleeping doesn't seem too productive after 12 hours," or,

Sometimes they're really lonely on the weekends, I know. They have too much free time... I know often they don't like weekends because they're really bored... I always ask them, "what did you do on the weekend?" It's either nothing or, so, but um, usually they sleep. When I asked them what they did all weekend, they slept. But it was sunny out. But we were tired. They're always tired.

Another teacher stated, "If they stay at home all the time, I try, and also the institute has programs to get them out... because I don't think that's very healthy."

Other teachers perceive some of their students' free time activities as a little too "wild" for them, as they stated, "I'm sometimes a little startled when the girls invite me down to, you know, ladies night at the Big Bam Boo. But okay, I don't go, I always have something else to do. I am a little startled about how much time they spend in the casinos," or, "I worry about some of the Japanese and Korean boys and cannot

understand their lack of responsibility.” None of the teachers suggested that the students’ free time activities caused any difficulty in the classroom.

Teachers who were younger than 36 may have had more difficulty understanding the situation, because they may have had less experience with students from other cultures. Teachers who had never lived in a foreign country may have had more difficulty understanding the situation, because they may never have had the opportunity to observe first hand differences in how free time is perceived in another culture.

When comparing the teachers’ perceptions of the situation with those of students, only the Taiwanese students rated how teachers spend their free time as one of the top 10 most difficult to understand and only the Taiwanese, Chinese, and the Iranian students rated how students spend their free time as most difficult to understand. None of the students mentioned they were perplexed by the students’ or teachers’ free time activities because of too much TV, shopping, sleeping, studying, or partying. Most students who commented on the situation indicated they had no idea what students and teachers did in their free time. None of the participants suggested the situation caused discomfort in the classroom.

The difficulty teachers had with student free time may be related to Kluckhohn and Strodtbeck’s (1961, see p. 6 of the Literature Review) distinction between cultures which are doing, being, and being in becoming oriented. In North America, the predominant orientation is “doing,” as Gudykunst and Kim (1984) state, “In appraising a person, people in the US tend to ask questions like, ‘What did he do?’ or ‘What has she accomplished?’ According to this orientation, if you are sitting at your desk thinking, you are not doing anything because your thoughts cannot be externally measured” (p. 45). Latin American cultures may be characterised with a “being” orientation (focusing on being a person, family member, or member of the community, rather than personal

achievement), and some Asian cultures (particularly Buddhist), are examples of the being in becoming orientation, as the focus of human activity is on the development of the self. Therefore, such activities as watching TV or shopping may frustrate a “doing” oriented teacher, who may prefer activities that lead to some form of accomplishment (e.g., improved physical fitness). The finding could also be a result of a generation gap as students in their early 20s may have differing interests than teachers who are in their late 20s or older.

The finding may have implications for the classroom as students, teachers, and teachers in training could be made aware of differing activity orientations across cultures, in order to create understanding for one another in the classroom. The finding is limited as only a few teachers elaborated on why the situation may create difficulty in understanding. A replication of the study could include explanations from a larger sample of teachers in order to confirm the reasons behind the difficulty. In addition, further research could be conducted on the effectiveness of classroom awareness raising with respect to the activity orientations across cultures.

5.3 Summary and Conclusions

In order to maximise language learning in an ESL classroom, any distractions (e.g., cross-cultural communication difficulties) should be minimised. Therefore, in order to most effectively improve on cross-cultural communication problems in the classroom, the most difficult cross-cultural situations must first be identified and effective methods of dealing with the situations must be established. The purpose of this study was to identify what cross-cultural situations cause students and teachers most difficulty in Vancouver adult ESL classrooms, as these situations could distract students from their language learning focus.

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being impolite, accepting criticism from students, dress and hygiene, teaching style and personal space.

The teachers rated students acting superior as the most difficult cross-cultural situation in the classroom, due to past political or religious conflicts, linguistic differences, lack of familiarity with a culture, economics, or social insecurity among students. They ranked dealing with or identifying cross-cultural conflict as the 2nd most difficult situation and disagreeing with students as the 3rd most difficult, as teachers preferred more disagreement in the classroom, were uncertain as to how valid a criticism may be, or found disagreement or criticism to be uncomfortable or annoying. The interaction of loud and quiet cultures ranked as the 4th most difficult situation, due to Latin or European students dominating conversation with Asian students, differing response styles across cultures, or a lack of certainty as to how to manage the interaction of loud and quiet cultures. Language/pronunciation ranked as the 5th most difficult situation as students often had difficulty understanding one another's English, were unable to express themselves, or the teachers themselves couldn't understand the students. Other situations teachers rated in the top 10 most difficult include student unresponsiveness, student/teacher adjustment, student expectations, emotions, and free time activities.

Both students and teachers identified language/pronunciation, classroom discussion (or the interaction of loud and quiet cultures), talking to the teacher (or student unresponsiveness), and students acting superior among the top 6 most difficult situations. Also included for students among the top 5 is teachers acting superior and, for teachers, dealing with or identifying cross-cultural situations in general. An increased focus on these situations may result in improved cross-cultural communication in Vancouver adult ESL classrooms, thus providing an effective language learning environment.

5.4 General Implications of the Study

In general, the findings have theoretical implications as they confirm and extend many of the observations and descriptions of culture found in the intercultural communication literature. For example, the participants' views on teaching style, classroom discussion, dress, social equality, student and teacher roles, and conflict were often in keeping with Hofstede's (1980) 4 dimensional value orientation model (see p. 6 of the Literature Review) and Hofstede's (1986) description of educational value differences across cultures (see p. 19 of the Literature Review). In addition, the student and teacher views of conflict and personal space were consistent with Hall's (1959) communication patterns (see p. 7 of the Literature Review). The participants' views of free time activities were in keeping with Kluckhohn and Strodtbeck's (1961) value orientation model (see p. 6 of Literature Review) and the participants' views on emotions were consistent with Brislin's (1990) distinction between cultures that exercise emotional control and cultures that exercise emotional expressiveness (see p. 157 of the Discussion).

The findings also support the research of Hartung (1983), McCargar (1993), and Liberman (1994). For example, like the participants in the present study, the students in Hartung's (1983) research also had difficulty with language and pronunciation, classroom discussion, students acting superior, and personal space. The students and teachers in McCargar's (1993) research had differing views on the role of the teacher, teaching style, and disagreement with the teacher, as did many of the participants in the present study. The students in Liberman's (1994) study also had difficulty with classroom discussion and talking to the teacher.

Along with theoretical implications, the findings also have research implications.

A replication of the study with the modifications recommended for each survey item (e.g., clearer definitions, spaces for the frequency in which the situations occur and the cultures involved, larger participant samples, etc.) could be conducted in order to confirm the findings. In addition, further research is required in order to determine successful techniques (including the integration of cross-cultural training into the ESL curriculum) to deal with the most difficult cross-cultural situations in the classroom.

The applied implications include a greater awareness of the cross-cultural situations which cause students and teachers the most difficulty in the classroom, which may lead to a deeper cross-cultural understanding. In addition, the findings provide a starting point for effectively improving cross-cultural communication in Vancouver adult ESL classrooms as researchers, curriculum developers, teachers, and teacher trainers can focus on the situations the students and teachers rated most difficult, rather than the situations which caused the least difficulty (e.g., eye-contact, gestures, or age). Once effective techniques to deal with the situations have been established through research, the techniques may be applied in teacher training and in the classroom in order to improve cross-cultural communication. As a result, Vancouver adult ESL classrooms may provide an even more effective language learning environment.

5.5 General Limitations of the Study

a. External validity and generalisability.

The study has several limitations in terms of external validity and generalisability. For example, the student participants can only be representative of middle to upper class, advanced to upper-advanced, mostly Asian adult ESL students studying in Vancouver in the late 90s, as the individual cultural groups were small and may have provided individual rather than cultural responses.

With respect to the teachers, I was only able to recruit one teacher of immigrant students and 19 teachers of international students. Therefore, the sample of teachers can only be generalisable to other teachers of international adult ESL students in Vancouver with at least one year of teaching experience.

With respect to both teachers and students, only a few respondents from either group provided written comments. Very few commented on each item and most answered only the final open ended questions. Therefore, the written comments may represent individual opinions rather than opinions generalisable to any particular group.

In addition, more females were represented in both groups (e.g., male students, $n=18$, female students, $n=58$; male teachers, $n=4$, female teachers $n=16$). Therefore, the male groups may represent individual rather than gender related responses. However, the ratio of men to women represented in the study is similar to the ratio of men to women in Vancouver ESL schools for both teachers and students.

As well as the specific limitations of the sample, it is also important to keep in mind that culture, like language, is dynamic rather than static. With every new generation, there are new cultural traits, sometimes radically different from the previous generation, as Brislin (1990) points out, "Individualism is spreading around the world as cultures become more affluent. Students in Japan are now more on the individualistic than collectivist side of the neutral point" (p. 53). In addition, not all members of a culture exhibit the traits of the general population. There are exceptions in every culture. Therefore, the findings of the study must be used to raise awareness of possible differences, rather than form rigid stereotypes with respect to cross-cultural behaviour in the classroom.

b. Measurement.

The study also has several limitations in terms of measurement. For example, the

measurement of the most difficult cross-cultural situations is based solely on self report data. Therefore, the study is subject to response biases. For example, the participants may have chosen the most socially acceptable responses or the responses they perceived me to expect, in order to present themselves in the best possible light. In addition, the respondents may have been careless and chosen all negative, all positive, or inconsistent and contradictory responses, regardless of the nature of the question. Some respondents may always have chosen extreme responses; whereas others may have chosen only neutral responses. In addition, some questions may have had a negative impact on some participants due to previous experiences (idiosyncratic biases). With respect to the personal interviews, although I standardised my dress and comments, as well as the setting, I may have developed a different rapport with different participants (particularly with respect to age and gender), which may have affected participant responses. Nevertheless, the self report method allowed me access to information that would have been almost impossible to observe.

In addition to self report biases, the study may also be limited in that not all of the cultures may have been equally familiar with the Likert scale format, or not all participants may have fully understood the questionnaire items, due to their language limitations. For example, the North American or European participants may have been more familiar with the Likert scale format, or may have more easily understood the questionnaire items, due to their language and cultural similarities. On the other hand, the questionnaire format and items may have been unfamiliar to some of the Asian participants. The students' lack of familiarity or misunderstanding of the questionnaire items was evident in the study as the student Likert scale responses often contradicted the student oral responses. For example, on several occasions students marked a questionnaire item as difficult, yet when I asked them about the situation, they suggested

the item was not a problem. On the other hand, the teachers' Likert scale responses almost always correlated with their oral responses. Therefore, the evidence suggests that Likert scale data may not be an accurate measure as it is a product of Western culture and may, therefore, be culture bound. Nevertheless, the questionnaire format provided me with a method of empirically measuring difficulty, which is not possible solely through written and oral interviews. Perhaps the combination of the three types of data provides a more accurate picture of the most difficult situations participants experienced.

In addition to the survey items being culturally or linguistically unfamiliar, the participant responses were not measured against the responses of a homogeneous classroom in order to determine whether the situations were difficult for cross-cultural reasons or difficult for all students. Homogeneous groups from several cultures may need to fill out the survey in order to establish some common difficulties across cultures in the classroom and be compared with those of the multicultural classroom.

Also, the written survey (including Likert scales) provided limited information as most participants did not elaborate on the frequency in which a situation occurred, the level of difficulty they experienced when the situation did occur, and with which culture groups the situation caused difficulty. Nevertheless, the spaces for open comments allowed the participants to elaborate on what they felt was most significant, without limiting their responses.

The survey also did not provide the opportunity for participants to indicate at what stage in their cultural and linguistic learning curve they were at and referring to in their questionnaire responses. For example, the students may have responded based on how they felt when they first came to Canada or how they felt at the time of the survey. Similarly, the teachers may have responded based on an earlier teaching experience, but, at the time of the survey, they may have understood the situation. However, determining

the learning stage at which a participant is at may also prove difficult, as a method of accurately measuring each participants' cross-cultural exposure and learning has not been developed.

5.6 Future Directions

Given the findings of the study, several questions and issues require further investigation. For example, does the Likert scale format provide an accurate form of measurement across cultures, or is the Likert scale format culture bound? The results of my study suggest the Likert scale format may not be appropriate for all cultures. Further research could confirm the finding and examine other methods of empirically measuring cross-cultural communication difficulty across all cultures.

In addition, whether the difficulties the participants identified were due to cross-cultural communication problems or due to general classroom difficulty also merits investigation. Further research should compare the ratings of homogeneous classrooms (from several cultures) to those of multicultural classrooms in order to establish which situations were difficult due to culture rather than the general classroom environment.

Further research could also include a replication of the study to confirm the findings, with the addition of spaces for respondents to indicate the frequency of the situations, the degree of difficulty the situations cause when they occur, and with which culture groups the situations cause the most difficulty. The replication could also include larger samples from each culture group, as well as a more representative sample of male participants and immigrant teachers. In addition, effective methods could be investigated on how to accurately measure the stage on a language or cultural learning curve a participant may be at. The method could then be integrated into the survey in order to establish at what point the situations cause the most difficulty. A replication of the study

could also include clearer definitions for many of the items and a simple format to present the items in order to avoid ambiguities.

The study could also be conducted on differing populations. For example, the Southern United States may have a larger population of Latin American students, and Eastern Canada may have a larger population of French students. How do the cross-cultural communication difficulties vary depending on the cultural groups represented in the study?

Finally, further research is required in order to determine the best methods of dealing with the cross-cultural communication difficulties. For example, experienced teachers could be interviewed for techniques which they have found to be useful, and the methods could be tested on several populations in order to determine their effectiveness. The methods could then be applied in teacher training, as well as the classroom, in order to improve cross-cultural communication.

Nevertheless, the study provides evidence that Vancouver adult ESL students may have the most cross-cultural communication difficulties with language and pronunciation, classroom discussion, talking to the teacher, students and teachers acting superior, knowing when students and teachers are being impolite, accepting student criticism, dress and hygiene, teaching style, and personal space in the classroom. Vancouver adult ESL teachers may have the most difficulty with students acting superior, cross-cultural conflicts in general, disagreement with students, managing loud and quiet cultures, language and pronunciation and student unresponsiveness, adjustment, expectations, emotions, and free time activities. The research confirms many of the descriptions and observations of culture in the literature of intercultural communication and provides a detailed needs analysis on what cross-cultural situations may cause teachers and students the most difficulty in the classroom. As a result, researchers, curriculum developers,

teacher trainers and teachers may have a clearer idea of which problem areas to focus on, in order to most effectively improve cross-cultural communication in the classroom. As E.T. Hall (1959) states,

By broadening his conceptions of the forces that make up and control his life, the average person can never again be completely caught in the grip of patterned behaviour of which he has no awareness. Lionel Trilling once likened culture to a prison. It is in fact a prison unless one knows that there is a key to unlock it (p. 187).

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7. Appendixes

7.1 Appendix A: Pilot Questionnaire for Students

Questionnaire (Student-Teacher)

Circle the number that best describes how you feel.

1- no difficulty 2- a little difficult 3- sometimes difficult 4- difficult 5- very difficult

1) Understanding teacher behaviour.

1 2 3 4 5

2) Understanding the teacher's teaching methods. (group or individual activities, organisation etc.)

1 2 3 4 5

3) Understanding the teacher's expectations. (grading, answering questions in class, what to do for assignments, etc.)

1 2 3 4 5

4) Understanding the teacher's level of formality. (dress, behaviour etc.)

1 2 3 4 5

5) Understanding the teacher's attitudes and values. (religion, politics, family etc.)

1 2 3 4 5

6) Understanding the teacher's rules (or lack of rules) in class.

1 2 3 4 5

7) Understanding the atmosphere the teacher tries to create in class.

1 2 3 4 5

8) Understanding the teacher's conversation style and teaching voice. (loudness, tone, listening and speaking patterns, interrupting, etc.)

1 2 3 4 5

9) Understanding how the teacher shows emotions. (knowing when the teacher is angry, happy, approving, disapproving, etc.)

1 2 3 4 5

10) Understanding the teacher's eye-contact and gestures.

1 2 3 4 5

11) Understanding the standing or sitting distance as well as the touching between the teacher and the students. (seating arrangement, etc.)

1 2 3 4 5

12) Understanding the teacher's dress and personal hygiene.

1 2 3 4 5

- 13) Understanding the teacher's humour.
1 2 3 4 5
- 14) Understanding the teacher's interactions with students. (aggressiveness, directness, how questions are asked, etc.)
1 2 3 4 5
- 15) Feeling culturally and racially equal to the teacher.
1 2 3 4 5
- 16) Understanding the way the teacher greets or takes leave from the class. (timing, expressions, etc.)
1 2 3 4 5
- 17) Asking the teacher questions.
1 2 3 4 5
- 18) Disagreeing with the teacher.
1 2 3 4 5
- 19) Telling the teacher something you don't like about the class.
1 2 3 4 5
- 20) Accepting criticism from the teacher.
1 2 3 4 5
- 21) Giving the teacher your opinion.
1 2 3 4 5
- 22) Knowing how to be polite and respectful to the teacher.
1 2 3 4 5
- 23) Knowing when the teacher is being intentionally rude.
1 2 3 4 5
- 24) Explaining your culture to the teacher.
1 2 3 4 5
- 25) Using English when talking to the teacher.
1 2 3 4 5

Are there any other things that you find puzzling or difficult about your Canadian teachers?

I hereby permit the use of this questionnaire and my anonymous taped and written responses for research purposes.

Questionnaire (student- student from another culture)

Circle the number that best describes how you feel.

1- no difficulty 2- a little difficulty 3- sometimes difficult 4- difficult 5- very difficult

1) Understanding students' behaviour in the classroom.

1 2 3 4 5

2) Understanding students' attitudes and values. (politics, religion, family, etc.)

1 2 3 4 5

3) Understanding the students' level of formality. (dress, behaviour, etc.)

1 2 3 4 5

4) Understanding students' conversation style. (loudness, tone of voice, interrupting, pace of speaking and listening, etc.)

1 2 3 4 5

5) Understanding how students show their emotions. (anger, happiness, approval, disapproval, etc.)

1 2 3 4 5

6) Understanding students' eye-contact and gestures.

1 2 3 4 5

7) Understanding the standing or sitting distance as well as the touching between students. (seating arrangement etc.)

1 2 3 4 5

8) Using English to talk to other students.

1 2 3 4 5

9) Understanding students' humour.

1 2 3 4 5

10) Understanding students' response to the teacher.

1 2 3 4 5

11) Understanding the students' interaction with other students. (directness, aggressiveness, etc.)

1 2 3 4 5

12) Feeling culturally and racially equal to other students.

1 2 3 4 5

- 13) Disagreeing with another student.
1 2 3 4 5
- 14) Knowing how to be respectful and polite to another student.
1 2 3 4 5
- 15) Knowing when a student is being intentionally rude.
1 2 3 4 5
- 16) Telling another student about something that bothers you.
1 2 3 4 5
- 17) Accepting criticism from another student.
1 2 3 4 5
- 18) Giving your opinion to another student.
1 2 3 4 5
- 19) Understanding the way other students greet or take leave. (timing, expressions, etc.)
1 2 3 4 5
- 20) Understanding students' eating habits.
1 2 3 4 5
- 21) Making friends with students from another culture.
1 2 3 4 5
- 22) Knowing when someone is really a friend.
1 2 3 4 5
- 23) Knowing what to talk about with students from another culture.
1 2 3 4 5
- 24) Asking other students questions or for help.
1 2 3 4 5
- 25) Knowing how to treat students of the opposite sex.
1 2 3 4 5
- 26) Understanding dating habits.
1 2 3 4 5
- 27) Feeling comfortable in the classroom or at class functions or parties.
1 2 3 4 5

28) Knowing what to wear.

1 2 3 4 5

29) Understanding students' dress and personal hygiene.

1 2 3 4 5

30) Understanding students' study habits and learning styles. (attitudes toward cheating, etc.)

1 2 3 4 5

31) Understanding other students' leisure pursuits and interests.

1 2 3 4 5

32) Explaining your culture to other students.

1 2 3 4 5

33) Getting along with people from different racial or ethnic backgrounds.

1 2 3 4 5

Are there any other things that you find puzzling or difficult about your classmates from other cultures?

I hereby permit the use of this questionnaire and my anonymous taped and written responses for research purposes.

7.2 Appendix B: Pilot Study Questionnaire for Teachers

Questionnaire (Teacher- Student)

Circle the number that best describes how you feel.

1- no difficulty 2- a little difficult 3- sometimes difficult 4- difficult 5- very difficult

- 1) Understanding students' behaviour in the classroom.
1 2 3 4 5
- 2) Understanding students' attitudes and values. (politics, religion, family etc.)
1 2 3 4 5
- 3) Understanding the students' level of formality. (dress, behaviour, etc.)
1 2 3 4 5
- 4) Understanding students' conversation style. (tone of voice, interrupting, pace of speaking and listening, talking when you're talking, etc.)
1 2 3 4 5
- 5) Understanding students' expectations of you and other students.
1 2 3 4 5
- 6) Understanding students' expectations of classroom teaching methods. (organisation, group or individual activities, etc.)
1 2 3 4 5
- 7) Understanding how students show their emotions. (anger, happiness, approval, disapproval, etc.)
1 2 3 4 5
- 8) Understanding students' eye-contact and gestures.
1 2 3 4 5
- 9) Understanding the sitting and standing distance and the touching between the students and between you and the students.
1 2 3 4 5
- 10) Understanding students' humour.
1 2 3 4 5
- 11) Understanding student study habits and learning styles. (attitudes toward cheating etc.)
1 2 3 4 5
- 12) Understanding students' interaction with each other. (directness, aggressiveness, etc.)
1 2 3 4 5

- 13) Understanding student interaction with you. (directness, aggressiveness, etc.)
1 2 3 4 5
- 14) Explaining your culture to the students.
1 2 3 4 5
- 15) Disagreeing with students.
1 2 3 4 5
- 16) Giving students criticism.
1 2 3 4 5
- 17) Accepting criticism from students.
1 2 3 4 5
- 18) Giving students your opinion.
1 2 3 4 5
- 19) Knowing how to be respectful and polite to students.
1 2 3 4 5
- 20) Knowing when students are being polite and respectful to you and each other.
1 2 3 4 5
- 21) Knowing when a student is being intentionally rude to you or another student.
1 2 3 4 5
- 22) Understanding students' eating habits.
1 2 3 4 5
- 23) Making friends with students.
1 2 3 4 5
- 24) Knowing when a student is really a friend.
1 2 3 4 5
- 25) Knowing what to talk about with students.
1 2 3 4 5
- 26) Knowing how to treat students of the opposite/ same sex.
1 2 3 4 5
- 27) Feeling comfortable at class parties or functions.
1 2 3 4 5

- 28) Making students feel comfortable at class parties and functions.
1 2 3 4 5
- 29) Making students feel comfortable in class.
1 2 3 4 5
- 30) Getting along with people from different racial or ethnic backgrounds.
1 2 3 4 5
- 31) Identifying cultural or racial conflicts or problems in the class.
1 2 3 4 5
- 32) Knowing how to deal with cultural or racial conflicts or problems in class.
1 2 3 4 5
- 33) Feeling culturally and racially equal to students.
1 2 3 4 5
- 34) Understanding students' leisure pursuits and interests.
1 2 3 4 5
- 35) Understanding students' dress and personal hygiene.
1 2 3 4 5
- 36) Understanding how students greet and take leave. (timing, expressions, etc.)
1 2 3 4 5

Are there any other things that you find puzzling or difficult about the relations between your students?

Are there any other things that you find puzzling or difficult about the relations between you and your students?

I hereby permit the use of this questionnaire and my anonymous taped and written responses for research purposes.

7.3 Appendix C: Consent Form

Consent Form to Participate in Research

This is to state that I agree to participate in a program of research conducted by Ruth Bornau as part of her investigation into cross-cultural communication difficulties in Vancouver adult English as a second language (ESL) classrooms under the supervision of Professor Patsy Lightbown of the TESL centre at Concordia University.

A. Purpose:

I have been informed that the purpose of the research is to find out what cross-cultural situations students have most difficulty with in Vancouver adult ESL classrooms.

B. Procedures:

The research will be conducted at Vancouver language schools. The participants will be required to fill out a questionnaire which will take approximately 20 minutes. A percentage of the participants will be invited out for coffee at nearby coffee shops to discuss their responses to the questionnaire. The participants will be asked to give examples and elaborate on some of their comments. The oral interviews will be tape-recorded and take approximately 30 minutes. All student responses will be strictly confidential. There are no foreseeable risks or benefits from participating in the research, as this is simply a descriptive study.

C. Conditions of Participation:

- I understand that I am free to withdraw my consent and discontinue my participation at anytime without negative consequences.
- I understand that my participation in this study is CONFIDENTIAL (i.e., the researcher will know, but not disclose my identity).
- I understand that the data from this study may be published.
- I understand the purpose of this study and know that there is no hidden motive of which I have not been informed.

I HAVE CAREFULLY STUDIED THE ABOVE AND UNDERSTAND THE AGREEMENT. I FREELY CONSENT AND AGREE TO PARTICIPATE IN THIS STUDY.

NAME (Please print)

SIGNATURE

WITNESS SIGNATURE

DATE

7.4 Appendix D: Outline of study given to students

Cross-cultural Communication in BC Adult ESL Classrooms Research Project

What?

A study to answer the following research questions:

- 1) What cross-cultural situations do students find most difficult in BC adult ESL classrooms?
- 2) How do the difficult cross-cultural situations identified by students compare with those identified by teachers?
 - * situations of cross-cultural communication include any encounter (either verbal or non-verbal) with students or teachers from another culture.

Why?

So that ESL schools in BC may be better able to meet the needs of adult ESL students. To improve cross-cultural understanding in the classroom, which may lead to more positive attitudes toward other cultures and increased motivation for language learning.

How?

Just fill out the questionnaire. It should only take around 10-15 minutes (may take 20 minutes if you include a lot of comments).

and

If you are interested in a free coffee and discussion of culture with me (at a coffee shop or another comfortable location), you can sign up on the last piece of paper at the end of the questionnaire. I will choose students who are interested based on their availability and where they are from. (I need a certain amount of students from each country). I will then post a schedule of interviews in your classroom.

All data collected will be strictly confidential (only I will know who you are).

When?

The results will be made available to you in early fall 1998.

You can return your questionnaire to your teacher by Friday, July 24th. The free coffee and discussion of culture will take place between July 27th and July 31st.

Where?

You can fill out the questionnaire on your own time.
You can enjoy your free coffee and discussion of culture in a coffee shop or another comfortable setting (e.g. outside, in the school lounge, etc.)

Who?

The study will be conducted by Ruth Borna, who is currently completing her MA in Applied Linguistics at Concordia University in Montreal. The supervisor for this thesis research is Professor Patsy Lightbown of the TESL Centre at Concordia University. Students and teachers from one or two other colleges in BC will also participate in the study.

Do you have any questions, or would you like a copy of the study results? If you have any questions later, please feel free to contact us.

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7.5 Appendix E: Outline of study given to teachers

Cross-cultural Communication in BC Adult ESL Classrooms Research Project

What?

A study to answer the following research questions:

- 1) What cross-cultural situations do students find most difficult in BC adult ESL classrooms?
- 2) How do the difficult cross-cultural situations identified by students compare with those identified by teachers?
 - * situations of cross-cultural communication include any encounter (either verbal or non-verbal) with students or teachers from another culture.

Why?

So that ESL schools in BC may be better able to meet the needs of adult ESL students. To improve cross-cultural understanding in the classroom, which may lead to more positive attitudes toward other cultures and increased motivation for language learning.

How?

Just fill out the questionnaire. It should only take around 10-15 minutes.

and

If you are interested in a **free coffee** and discussion of culture with me at a coffee shop or another comfortable location, you can sign up on the last piece of paper at the end of the questionnaire. I will then post a schedule of interviews based on teacher availability in the teachers' staff room. During the oral interviews, I will ask you to give examples or elaborate on your responses. The oral interviews can take anywhere from 10 to 30 minutes, depending on how many comments you would like to make on your responses. The oral interviews will be tape recorded.

All data collected will be strictly confidential (only I will know who you are).

When?

The results will be made available to you in early fall 1998.

The questionnaires can be given to the office by Friday, July 24th
The interviews (with free coffee) will take place between July 27 - 31st.

Where?

You can fill out the questionnaire on your own time.
You can enjoy your free coffee and discussion of culture in a coffee shop or another comfortable setting (e.g. outside, in the school lounge, etc.)

Who?

The study will be conducted by Ruth Bornau, who is currently completing her MA in Applied Linguistics at Concordia University in Montreal. The supervisor for this thesis research is Professor Patsy Lightbown of the TESL Centre at Concordia University. Students and teachers from one or two other colleges in BC will also participate in the study.

Do you have any questions, or would you like a copy of the study results? If you have any questions later, please feel free to contact us.

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7.6 Appendix F: Student Questionnaire

Student Questionnaire

A) Please answer the following questions:

1. How old are you?
2. Where are you from?
3. Are you male or female?
4. What is your father's occupation?
5. What is your mother's occupation?
6. What is/was your occupation in your country?
7. How long have you been studying at this school?
8. How long have you studied English in Canada?
9. How long have you been in Canada?
10. What other countries have you visited?
11. Have you ever studied or lived in a country other than Canada and your home country? (if so, where and for how long?)
12. How long have you been studying English?

B) Please circle the number that best describes how you feel about each situation. If you wish to comment on the situation, please write your comments in the spaces provided. Remember, the term "students" refers to students in your class from **other cultures**.

<i>I always understand</i> 1	<i>I often understand</i> 2	<i>I sometimes understand</i> 3	<i>I rarely understand</i> 4	<i>I never understand</i> 5
<i>I am always comfortable with it/them</i> 1	<i>I am often comfortable with it/them</i> 2	<i>I am sometimes comfortable with it/them</i> 3	<i>I am rarely comfortable with it/them</i> 4	<i>I am never comfortable with it/them</i> 5

For example:

If you don't understand why Canadian children talk to their parents the way they do and it makes you uncomfortable, you might circle and comment as follows:

Cross-cultural situation	Rating	Comments								
1) The way Canadian children talk to their parents	<table border="0"> <tr> <td><i>always</i> 1</td> <td>2</td> <td><i>understand</i> 3</td> <td><i>never</i> 5</td> </tr> <tr> <td><i>always</i> 1</td> <td>2</td> <td><i>comfortable</i> 3</td> <td><i>never</i> 5</td> </tr> </table>	<i>always</i> 1	2	<i>understand</i> 3	<i>never</i> 5	<i>always</i> 1	2	<i>comfortable</i> 3	<i>never</i> 5	My host sister talks to her mother like a friend and often argues with her mother. To me, it's disrespectful!
<i>always</i> 1	2	<i>understand</i> 3	<i>never</i> 5							
<i>always</i> 1	2	<i>comfortable</i> 3	<i>never</i> 5							

Cross-cultural situation	Rating	Comments
1) Student values (e.g. politics, religion, family, etc.)	<i>always</i> <i>understand</i> <i>never</i> 1 2 3 4 5 <i>comfortable</i> <i>always</i> <i>never</i> 1 2 3 4 5	
2) The teacher's values (e.g. politics, religion, family, etc.)	<i>always</i> <i>understand</i> <i>never</i> 1 2 3 4 5 <i>comfortable</i> <i>always</i> <i>never</i> 1 2 3 4 5	
3) Student's level of formality in the classroom (e.g. dress, behaviour)	<i>always</i> <i>understand</i> <i>never</i> 1 2 3 4 5 <i>comfortable</i> <i>always</i> <i>never</i> 1 2 3 4 5	
4) Teacher's level of formality in the classroom (e.g. dress, behaviour)	<i>always</i> <i>understand</i> <i>never</i> 1 2 3 4 5 <i>comfortable</i> <i>always</i> <i>never</i> 1 2 3 4 5	
5) Knowing how to treat a student of the opposite sex	<i>always</i> <i>understand</i> <i>never</i> 1 2 3 4 5 <i>comfortable</i> <i>always</i> <i>never</i> 1 2 3 4 5	
6) Knowing how to treat a teacher of the opposite sex	<i>always</i> <i>understand</i> <i>never</i> 1 2 3 4 5 <i>comfortable</i> <i>always</i> <i>never</i> 1 2 3 4 5	
7) Knowing how to treat students who are younger or older than you	<i>always</i> <i>understand</i> <i>never</i> 1 2 3 4 5 <i>comfortable</i> <i>always</i> <i>never</i> 1 2 3 4 5	
8) Knowing how to treat a teacher who is older or younger than you	<i>always</i> <i>understand</i> <i>never</i> 1 2 3 4 5 <i>comfortable</i> <i>always</i> <i>never</i> 1 2 3 4 5	
9) Student behaviour toward the teacher	<i>always</i> <i>understand</i> <i>never</i> 1 2 3 4 5 <i>comfortable</i> <i>always</i> <i>never</i> 1 2 3 4 5	

10) Student behaviour toward other students	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
11) Teacher behaviour toward students	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
12) How students show emotions (anger, happiness, approval, sadness, etc.)	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
13) How teachers show emotions (anger, happiness, approval, sadness, etc.)	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
14) Student eye-contact	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
15) Teacher eye-contact	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
16) Student gestures (hand movements, body language, etc.)	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
17) Teacher gestures (hand movements, body language, etc.)	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
18) Student conversation style (use of silence, tone of voice, loudness, how fast or slow they speak, interrupting, etc.)	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
19) Teacher conversation style (use of silence, tone of voice, loudness, how fast or slow they speak, interrupt	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	

20) How far away or close students stand or sit from you, as well as how often they touch you	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	
21) How far away or close teachers stand or sit from you, as well as how often they touch you	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	
22) Student learning styles and study habits	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	
23) The teacher's teaching style	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	
24) Lesson structure (objectives, assignments, and activities)	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	
25) Student behaviour (irritability, stress, anxiety, depression) as a result of being away from home	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	
26) Students who think they are better than other students because of race or culture (or because of past political conflict)	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	
27) Teachers who think they are better than students because of their race or culture	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	
28) The way students greet (say hello) or take leave (say good-bye)	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	
29) The way teachers greet (say hello) or take leave (say good-bye)	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	

30) Knowing how to be respectful and polite to other students	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
31) Knowing how to be respectful and polite to teachers	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
32) Knowing when teachers or students are being impolite	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
33) Student humour	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
34) Teacher humour	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
35) Giving opinions in the classroom	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
36) Understanding how students dress or how they take care of themselves (teeth, hair, etc.)	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
37) Understanding how teachers dress or how they take care of themselves (teeth, hair, etc.)	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
38) Knowing what to wear in the classroom	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	
39) How students spend their free time (interests)	<i>always</i> 1 <i>understand</i> 2 3 4 5 <i>never</i> <i>always</i> 1 <i>comfortable</i> 2 3 4 5 <i>never</i>	

40) How teachers spend their free time (interests)	<i>always</i> 1	<i>understand</i> 2 3 4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2 3 4	<i>never</i> 5	
41) Making friends with students	<i>always</i> 1	<i>understand</i> 2 3 4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2 3 4	<i>never</i> 5	
42) Knowing what to talk about with students	<i>always</i> 1	<i>understand</i> 2 3 4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2 3 4	<i>never</i> 5	
43) Disagreeing with students	<i>always</i> 1	<i>understand</i> 2 3 4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2 3 4	<i>never</i> 5	
44) Disagreeing with teachers	<i>always</i> 1	<i>understand</i> 2 3 4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2 3 4	<i>never</i> 5	
45) Talking to students about something that bothers you	<i>always</i> 1	<i>understand</i> 2 3 4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2 3 4	<i>never</i> 5	
46) Talking to teachers about something that bothers you	<i>always</i> 1	<i>understand</i> 2 3 4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2 3 4	<i>never</i> 5	
47) Asking students questions or for help	<i>always</i> 1	<i>understand</i> 2 3 4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2 3 4	<i>never</i> 5	
48) Asking the teacher questions or for help	<i>always</i> 1	<i>understand</i> 2 3 4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2 3 4	<i>never</i> 5	
49) Student criticism	<i>always</i> 1	<i>understand</i> 2 3 4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2 3 4	<i>never</i> 5	

7.7 Appendix G: Teacher Questionnaire

Teacher Questionnaire

A) Demographic Information:

1. Age
2. Gender
3. Nationality
4. How long have you been teaching ESL?
5. Have you ever taught, lived, or worked in another country? (If so where and for how long?)
6. What other countries have you visited?

B) Please circle the number that best describes how you feel about each situation. If you wish to comment on the situation, please write your comments in the spaces provided. Remember, the term "students" refers to students in your class from **other cultures**.

<i>I always understand</i> 1	<i>I often understand</i> 2	<i>I sometimes understand</i> 3	<i>I rarely understand</i> 4	<i>I never understand</i> 5
<i>I am always comfortable with it/them</i> 1	<i>I am often comfortable with it/them</i> 2	<i>I am sometimes comfortable with it/them</i> 3	<i>I am rarely comfortable with it/them</i> 4	<i>I am never comfortable with it/them</i> 5

For example:

If you don't understand why many of your Asian students are giving you so many gifts and it sometimes makes you uncomfortable, you may circle and comment as follows:

Cross-cultural situation	Rating	Comments																														
1) Student gift-giving practices	<table border="0"> <tr> <td></td> <td></td> <td><i>understand</i></td> <td></td> <td></td> </tr> <tr> <td><i>always</i></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td><i>never</i></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>always</i></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td><i>never</i></td> </tr> </table>			<i>understand</i>			<i>always</i>	1	2	3	4					<i>never</i>						<i>always</i>	1	2	3	4					<i>never</i>	I had a student 3 years ago and she still sends me expensive gifts. I can't afford to send her gifts like that!
		<i>understand</i>																														
<i>always</i>	1	2	3	4																												
				<i>never</i>																												
<i>always</i>	1	2	3	4																												
				<i>never</i>																												

Cross-cultural situation	Rating	Comments
1) Student values (e.g. politics, religion, family, etc.)	<p style="text-align: center;"><i>understand</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p> <p style="text-align: center;"><i>comfortable</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p>	
2) Student's level of formality in the classroom (e.g. dress, behaviour)	<p style="text-align: center;"><i>understand</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p> <p style="text-align: center;"><i>comfortable</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p>	
3) Knowing how to treat a student of the opposite sex	<p style="text-align: center;"><i>understand</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p> <p style="text-align: center;"><i>comfortable</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p>	
4) Knowing how to treat students who are younger or older than you are	<p style="text-align: center;"><i>understand</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p> <p style="text-align: center;"><i>comfortable</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p>	
5) Student behaviour toward the teacher	<p style="text-align: center;"><i>understand</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p> <p style="text-align: center;"><i>comfortable</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p>	
6) Student behaviour toward other students	<p style="text-align: center;"><i>understand</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p> <p style="text-align: center;"><i>comfortable</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p>	
7) How students show emotions (anger, happiness, approval, sadness, etc.)	<p style="text-align: center;"><i>understand</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p> <p style="text-align: center;"><i>comfortable</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p>	
8) Student eye-contact	<p style="text-align: center;"><i>understand</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p> <p style="text-align: center;"><i>comfortable</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p>	
9) Student gestures (hand movements, body language, etc.)	<p style="text-align: center;"><i>understand</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p> <p style="text-align: center;"><i>comfortable</i></p> <p><i>always</i> 1 2 3 4 <i>never</i> 5</p>	

10) Student conversation style (use of silence, tone of voice, loudness, how fast or slow they speak, interrupting, etc.)	<i>always</i> 1 2 3 4 5 <i>understand</i> <i>comfortable</i> <i>never</i> 5	
11) How far away or close students stand or sit from you, as well as how often they touch you	<i>always</i> 1 2 3 4 5 <i>understand</i> <i>comfortable</i> <i>never</i> 5	
12) Student learning styles and study habits	<i>always</i> 1 2 3 4 5 <i>understand</i> <i>comfortable</i> <i>never</i> 5	
13) Student expectations of you (teaching methods, lesson structure, objectives, assignments, and activities)	<i>always</i> 1 2 3 4 5 <i>understand</i> <i>comfortable</i> <i>never</i> 5	
14) Students expectations of other students	<i>always</i> 1 2 3 4 5 <i>understand</i> <i>comfortable</i> <i>never</i> 5	
15) Students who think they are better than other students because of race or culture (or because of past political conflict)	<i>always</i> 1 2 3 4 5 <i>understand</i> <i>comfortable</i> <i>never</i> 5	
16) Student behaviour (irritability, stress, anxiety, depression) as a result of being away from home	<i>always</i> 1 2 3 4 5 <i>understand</i> <i>comfortable</i> <i>never</i> 5	
17) The way students greet or take leave	<i>always</i> 1 2 3 4 5 <i>understand</i> <i>comfortable</i> <i>never</i> 5	
18) Knowing how to be respectful and polite to students	<i>always</i> 1 2 3 4 5 <i>understand</i> <i>comfortable</i> <i>never</i> 5	

19) Knowing when students are being impolite	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	
20) Student humour	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	
21) Getting students to give opinions or ask questions	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	
22) Understanding how students dress or how they take care of themselves (teeth, hair, etc.)	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	
23) How students spend their free time (interests)	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	
24) Knowing what to talk about with students	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	
25) Disagreeing with or criticising a student	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	
26) Students criticising or disagreeing with you	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	
27) The atmosphere or feeling in the classroom	<i>always</i> 1	<i>understand</i> 2	3	4	<i>never</i> 5	
	<i>always</i> 1	<i>comfortable</i> 2	3	4	<i>never</i> 5	

28) Making students feel at ease in the classroom	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><i>always</i></td> <td colspan="3" style="text-align: center;"><i>understand</i></td> <td style="text-align: center;"><i>never</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td></td> <td colspan="3" style="text-align: center;"><i>comfortable</i></td> <td></td> </tr> <tr> <td style="text-align: center;"><i>always</i></td> <td colspan="3" style="text-align: center;"><i>understand</i></td> <td style="text-align: center;"><i>never</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> </table>	<i>always</i>	<i>understand</i>			<i>never</i>	1	2	3	4	5		<i>comfortable</i>				<i>always</i>	<i>understand</i>			<i>never</i>	1	2	3	4	5	
<i>always</i>	<i>understand</i>			<i>never</i>																							
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	<i>comfortable</i>																										
<i>always</i>	<i>understand</i>			<i>never</i>																							
1	2	3	4	5																							
29) Identifying cross-cultural communication problems or racism in the classroom	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><i>always</i></td> <td colspan="3" style="text-align: center;"><i>understand</i></td> <td style="text-align: center;"><i>never</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td></td> <td colspan="3" style="text-align: center;"><i>comfortable</i></td> <td></td> </tr> <tr> <td style="text-align: center;"><i>always</i></td> <td colspan="3" style="text-align: center;"><i>understand</i></td> <td style="text-align: center;"><i>never</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> </table>	<i>always</i>	<i>understand</i>			<i>never</i>	1	2	3	4	5		<i>comfortable</i>				<i>always</i>	<i>understand</i>			<i>never</i>	1	2	3	4	5	
<i>always</i>	<i>understand</i>			<i>never</i>																							
1	2	3	4	5																							
	<i>comfortable</i>																										
<i>always</i>	<i>understand</i>			<i>never</i>																							
1	2	3	4	5																							
30) Dealing with cross-cultural communication problems or racism in the classroom	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><i>always</i></td> <td colspan="3" style="text-align: center;"><i>understand</i></td> <td style="text-align: center;"><i>never</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td></td> <td colspan="3" style="text-align: center;"><i>comfortable</i></td> <td></td> </tr> <tr> <td style="text-align: center;"><i>always</i></td> <td colspan="3" style="text-align: center;"><i>understand</i></td> <td style="text-align: center;"><i>never</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> </table>	<i>always</i>	<i>understand</i>			<i>never</i>	1	2	3	4	5		<i>comfortable</i>				<i>always</i>	<i>understand</i>			<i>never</i>	1	2	3	4	5	
<i>always</i>	<i>understand</i>			<i>never</i>																							
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	<i>comfortable</i>																										
<i>always</i>	<i>understand</i>			<i>never</i>																							
1	2	3	4	5																							

- Are there *any other* situations that you don't understand or that cause you discomfort with respect to student interaction in the classroom?

- Are there *any other* situations that you don't understand or that cause you discomfort with respect to student interaction with *you* in the classroom?

- What is *most difficult* about cross-cultural student interaction in the classroom?

- What is *most difficult* about student interaction with *you* in the classroom?

7.8 Appendix H: Sign up sheet for oral interviews

Would you like to join me for a

FREE COFFEE

& discussion about culture?????



If you are interested, I will take you to a coffee shop or location of your choice and buy you a **free** latte, or cappuccino, or whatever coffee you like!

During this time you and I can talk about culture and I'll ask you to give a few examples of the responses you gave in the questionnaires. I will tape-record our conversation, but your responses are completely **confidential** (only I will know who you are). Your responses will be used to further research on cross-cultural communication in BC adult ESL classrooms.

NAME or IDENTITY MARKER

(you can choose any name, number, or letter and I will use it for the interview schedule. You do not have to use your real name)

TIMES AVAILABLE

Thank you! I will post an interview schedule in your staff room. If you find you cannot make the interview at the time on the schedule (you are too busy, or you forgot that you had something else to do), just write me a note on the schedule. You do not have to write your real name

7.9 Appendix I: Transcript of student oral data

Transcript #2

19) Teacher conversation style: 2/2

some teacher just same to me and new immigrants have even though they come here couple years... but they speak language not very clear, also very quickly, not very good for us.

22) Student learning styles and study habits: 2/2

for Chinese students and usually grammar is no problem, just want to listening and speaking, and also some reading conversation problem, but another country students they want to learn more grammar, they listening have no problem, the style also different.

And also Chinese students actually like teacher very strict... but I think North American style is just learn yourself.

23) Teacher's teaching style: 1/3

I meet one teacher I think not good or waste our time. I take Linc class about three months. I haven't heard any grammar anything. Everyday she comes very late and coffee break very long, so there's a problem, but last term I take evening class, the teacher also sometimes coffee break thirty minutes. This also not good. Also every day go to.... That waste our time. But I think this class much better than before, daytime.

If a teacher just born here, never go to another country, have some problems.

26) Students who think they are better than other students because of their race or culture:5/5

Just I think we have one student from Quebec, she is very nice but sometimes personality a little different, very, how do you say, it's difficult to say, this is a little different... Oh I also ask her some question, you live Canada, why you can't speak English, you come Vancouver to learn English. She a little bit angry. This is Canada some problem, alright... Yeah just have this problem, sometimes this student if we say oh you have a lot of time, because she don't have job, oh you have long time to learn, Oh no, she became angry, even though sometimes we just joking something... just sometimes conversation, it's easy to angry.

Transcript #1

4) Teacher's level of formality in the classroom: 2/4

I don't like usually when teacher sit on the table or something you know... because teacher like first name you know, not teacher, but for me it's not a friend you know, it's a teacher... because if you call a teacher like a friend it's not a teacher anymore for you. You accept him but not like a teacher... That is uncomfortable.

11) Teacher behaviour toward students: 3/3

My last teacher, I didn't like her because... sometimes like a selfish. Doesn't worried about our class. Many people didn't like her behaviour towards us. You started to talk and she just take her eyes on the other side and forgot about you... and they ask her to explain something for example more grammar like a teacher you know. Oh don't worry at the end of the term you'll be surprised to know... everybody was disappointed.

18) Student conversation style: 3/4

Maybe in the beginning level like not like upper advanced or something.

19) Teacher conversation style: 4/5

Sometimes I'm uncomfortable because sometimes I don't understand. Different logic, we're different people, we come from different cultures and sometimes I'm not comfortable.

21) How far away or close teachers stand etc.: 3/3

When we writing test or something like that when teacher just walking around you and so you feel nervous, you know... but just a little different from our teachers.

22) Student learning styles and study habits: 5/2

Everybody different, different logic as I said. So different students teach English in different ways. For example, this way like a grammar, vocabularies, learning grammar something like that. This isn't for me, but some of students you know learning English in the other way, you know, which I don't understand. Very often I don't understand.

23) The teacher's teaching style: 3/3

Very confused because you know we met each other and talk about our school and about our teaching styles and about our English, we don't understand how come same level but different teaching, different style.

27) Teachers who think they are better than students: 5/5

Because my last teacher... woman. She always think that she is better, maybe because she's Canadian and speak English without accent, you know and we are students from other countries so we can't know in her country to you know, and just shut us up politely... One time she didn't know one international word that we knew, we all knew, you know, and she was so not embarrassed but it wasn't right for her not know, teacher doesn't know, but students knew, you know. She felt bad about it you know.... Why you can't believe the students, you know students, like they are people, we are finished our schools, you know some of them finished their university and you know older than she is but, this is behaviour I don't like, but it's if you don't speak English well it doesn't mean that we are stupid, we are not smart enough, but usually it's okay.

49) Accepting criticism from students: 4/5

Sometimes maybe I don't understand when they are criticising me you know because they usually mainly speak in their own language so when look at me, I can understand they speak about me but, what they speak about I don't understand, so sometimes it is uncomfortable.

50) Accepting criticism from the teacher: 5/5

Because for me this is a teacher, I can't argue a lot about what she or he says, it's difficult.. We have to respect our teacher, you know if we want to go to school and continue or studies.

• Other situations: st-st

Yes religion is a problem because you can't speak with people from another religion, especially, for example you want to talk some Moslem people... This is difficult to us, you know to speak about that and we try to avoid topics like that.

• Other situations: t-t

I don't speak English well so it doesn't mean that I'm not smart enough or so or I cannot do with the teacher about something that I am sure... Cause a lot of people get nervous and they won't tell the teacher about.

• Most difficult: st-st
religion (ie. orthodox)

• Most difficult: t-s

We are afraid sometimes that teachers won't understand us. Different logic and different...

Sometimes teachers get angry you know why you are here you know if you rather stay your country's the best. Why you came here you know... This is difficult that she understand us in the first year in Canada, that they are homesick.

Transcript #34

1) Student values: 5/2

Very difficult because in the classroom you just teach the language. You didn't teach the political or religion, family.

7) Knowing how to treat students who are older or younger than you: 3/2

I don't know how to treat them with polite. For example in our country we always say thank you, even we are not very happy, uncomfortable, we also say thank you, because this a polite way. But in here it's different. Just very quick... Quick emotion. Yeah, it's different so sometimes I don't know how to treat them.

18) Student conversation style: 3/2

Some classmates, they came from Russia, came from some country or Vietnamese, the tongue is very different. Sometimes I don't know when they are very happy or very angry. I have to see their face, body language, then I can know they're happy or they are angry.

26) Students who think they are better than other students: 3/2

You know now China and Taiwan have some problems, their country problems, right? So when the teacher tell, ask the students who came from China and ask them how do they think about Taiwan situation and they are thinking of course Taiwan is a part of China. They think they are better than Taiwan. But in our feeling we didn't know this feeling because I have been to China more than fourteen times for business but totally different way than mine, totally different. Maybe it's Taiwan people more generous with actual people, with actual treat people. But in China they're to own everything... different mind, totally different mind. And sometimes in the classroom, we are Taiwan students and we feel not so uncomfortable.

32) Knowing when teachers or students are being impolite: 3/3

When I say something, it's impolite for him, maybe some classmates they came from different country and you have some body language for them that's very impolite, but in our culture we don't know.

35) Giving opinions in the classroom: 3/2

Sometimes I have to think many many minutes after I give some opinions, otherwise... I can't get a very good opinion.

36) Understanding how students dress, etc.: 3/2

Yeah some people they wear the... veil... Some classmates wear the nose ring... I don't know why? I don't know if I ask them is polite or impolite. I never ask them.

37) Disagreeing with students: 3/3

In my mind I don't want, but in polite way I say okay. But the okay in Taiwan we know when somebody say okay that mean he doesn't want he not really want to do it. But in here okay is okay... Have to say no. For me is very difficult. [And the same with teachers right?]. Yes.

46) Talking to the teacher about something that bothers you: 3/3

[about a classmate] She always have some quick emotion... when I ask her how are you today, quickly, she didn't have the emotion on her face, or body language, just nothing to do like paper, didn't emotion.... But I couldn't talk you my teacher right? I think that maybe that's her behaviour. But she sits beside me for one term, long term.... I don't know should I talk to teacher or not. I think talk to her is better but I don't want

to make my classmate feel uncomfortable. [Okay and asking the teacher for questions or for help is sometimes difficult?] Yeah, like this.

Transcript #47

2) The teacher's values: 2/3

Yes I used to have a teacher, I think she doesn't really like immigrants and I feel a little bit uncomfortable and maybe also because she always says she comes from a very high class family or a high educated family... In her teaching sometimes he show, she make some example right. I will feel, it makes me feel like she racism... She used to say she don't really like to talk to immigrants because some immigrant couldn't speak English very well and so she got upset and that's before she became a teacher. And she say many people here has this kind of feeling too. They don't like to speak to immigrants. She used to say that, but then she explained that she likes immigrants now. Well I think probably because she is teaching us, right?

11) Teacher behaviour toward students: 2/3

The situation is not seriously, just a little bit, just like, the teacher will treat us like we are the students in elementary school. Well I don't know if some teachers do that here is common or something because I think we are all adult. Maybe the teacher no need to be so strict. Just like sometimes you want to ask question, she says she don't want to answer right now. So... maybe we have to ask her sometime later.

13) How teachers show emotions: 2/3

I used to have a teacher, she, her attitude made me feel like she's angry, but actually I think is she care for many detailed things that students do and maybe those detailed things bother her, or something like that so, she's not happy and I feel why she need to cares about us detailed things.

15) Teacher eye-contact: 2/3

It's not really feel uncomfortable, just doesn't feel very friendly, emotion.

18) Student conversation style: 2/3

Mostly because the accent is different, right. Sometimes, people doesn't really understand me or I'm not easy to understand them too. So when we talk we just like what is she talking or is she thinking what am I talking and we keep asking what, pardon me something like that and sometimes we feel not so patient, right, get bored.

19) Teacher's conversation style: 2/3

If the teacher speaks in monotone and then we'll almost fall asleep... not so often but sometimes.

23) Teacher's teaching style: 2/3

Yeah, sometimes teacher's teaching style is too, how do you say, is not interesting at all. She just teach, teach, teach, right.

27) Teachers who think they are better: 2/4

Yeah, just like the teacher I told you, she's really, made me feel really uncomfortable, yeah because I think only to immigrants. She thinks she is from a good, educated family, so the way she is is like she's better than any body else... Most the teachers are very nice.

29) The way teachers greet or take leave: 2/3

Sometimes is like they only respond, like when we say goodbye, and they just respond is not really like friend or something.

32) Knowing when teachers or students are being impolite: 2/4

Well teacher is teacher. We have to respect teacher right, but we are not in elementary school like I said so maybe teachers should respect students too, cause we are not children. So sometimes like teachers just like treating a little children. That make me uncomfortable.

36) Understanding how students take care of themselves: 2/3

I found that most students here doesn't really care about their appearance....

44) Disagreeing with teachers: 2/3

Sometimes I disagree is like a teacher made me feel like I'm an elementary school student, and I don't feel good about it, I don't have anything, I cannot do anything to change it because I to respect my teacher. I only can do is try to accept.

45) Talking to students about something that bothers you: 2/3

Sometimes we have different opinions... If I say something like I don't agree you and I'll make my friends upset so I'll try to say this different opinion very softly so I have to be careful because everybody's very sensitive.

46) Talking to teachers about something that bothers us:

If the teacher bothers us, how can we talk to the teacher, right?... Yeah maybe we need a consultant or something to talk about.

48) Asking the teacher questions or for help: 2/3

Sometimes teacher don't want to answer our questions, maybe because it's not in the teacher's schedule. Maybe because too many people asking questions then the teacher has to postpone the schedule. That bothers teachers too, so sometimes they don't want to answer questions. And we got so many questions to ask because for a new languages we really sometimes really there are so many details we don't know, we want to learn, we want to know.

• Other situations: st-st

Sometimes we don't understand what their culture is. Then we worry about is there anything will offend them? I think that that will push ourselves away from making a new friend to other persons.

• Most difficult: t-st

The teacher is not nice to us, we really couldn't do anything about it, right. It's like the teacher that I told you, she is very, I think she only cares about herself. And she teach maybe because she's a teacher.

Transcript #51

12) How students show emotions: 4/4

One of my morning class girl, Japanese girl, and she... feels the teacher's class is a little boring and then she's very quiet. Even the teacher ask her many questions she will not answer. She just sit there and don't say anything. The atmosphere in class will be very embarrassment. But in Taiwan students are very, student respect teacher... and they never to be impolite to the elder or the teacher so then we feel very shock.

23) The teacher's teaching style: 3/4

When teacher teach grammar... some grammar hardly to explain in English so we cannot understand and we feel confused. I feel the teacher are a little impatient, because every student looks like baby, when they talking.

32) Knowing when teachers or students are being impolite: 2/3

Like if student ignore the teacher, that make me very uncomfortable, yeah. [does that happen often?] Yes I think so.

33/34) Student and teacher humour: 3/3, 3/4

Some students they tell the joke we cannot understand so easy. [and the teacher too?] The teacher, yes, sometimes. The joke... so so funny. They always laugh loudly. I think it's, what happened?

46) Talking to the teacher about something that bothers you: 3/2

I think if I will want to communicate with... I'm a little shy because I sometimes I do not use how to what kind of sentence or the words so I seldom talk to my teacher.

50) The atmosphere or feeling in the class: 4/4

Yeah, if the students ignore the teacher I will feel it's very terrible. The atmosphere will be strange. The classroom is quiet, nobody said anything. Make me feel uncomfortable.

- Other situations: st-t

They don't respect the teacher or home stay mother.

- Most difficult: st-st

When I'm in bad shape, I'm unhappy, I want to tell somebody but I have to speak in English and I cannot speak very clearly and make them understand. So it's the most difficult.

Transcript #49

3) Student's level of formality in the classroom: 2/3

I don't like people dress too strange in the class. It will make me feel, you come here it's for study and for show or something.

9) Student behaviour toward the teacher: 3/3

Some student, if they don't like the teacher's teaching way. Then they will just like do the other things. or sleeping, I don't like those things to do this and also they will, you can tell their face, you can look at their face and you can tell they don't like this class. Yeah, I don't like that so much because even the teacher is not very good, you shouldn't do this. They're teaching you and if you don't want to learn you can cover your ear and can don't listen, it's okay but, yeah they will do something that makes teacher feel uncomfortable. That make me feel uncomfortable too.

10) Student behaviour toward other students: 2/3

[ie] I don't like that girl and I said she's bad or something... Yeah I don't like a group and they're talking about the other person.

11) Teacher behaviour toward students: 3/3

Some teacher will to good students they will say, "oh you're good" or something, and to bad students they will say, "you can't do anything. This is wrong". Some of the teachers, not many.

12) How students show emotions: 2/3

If they show their emotions on their face, I will feel, they will affect me. I can't listen to the teacher... Then me feel not very good.

14) Student eye contact: 4/4

I'm listening to a teacher and they use their eyes to talk to each other or I'll feel uncomfortable... I will see that and I will feel maybe they are talking about me or something.

15) Teacher eye-contact: 3/3

Not very uncomfortable, but a little. [Is it too direct sometimes, er?] Yeah, sometimes, yeah. It will make me feel like what do I do and something.

18) Student conversation style: 3/2

For example, like Japanese students, sometimes because of their accent I don't understand very well and they always like to talk very much and sometimes I don't like it too much, especially in class when the teacher is teaching and they are talking.

23) The teacher's teaching style: 3/2

The teacher must have to be make more fun in the class and some teachers they don't know how, and so that makes me feel, you can do this way but why not? Maybe feel boring in class.

26) Students who think they are better than other students: 3/5

In this school not happen to me, but if it's not in school, like in many friends together and maybe they're from Europe or something and they said you are from Asia and they said Asian people are not very good and talk loud or something. It will make me feel like we're not as good as they... Not very often in school, I don't think so.

27) Teachers who think they are better than students: 3/5

Teachers will say I'm right, you're wrong. If I ask question, they say it's no reason, you have to do it or some teacher will say cause I'm teacher and you're student so you have to listen to me. Yeah like this but not very often.

32) Knowing when teachers or students are being impolite: 1/5

In our country, usually in class we won't talk to teacher very rude or something, but it's happen here sometimes, very often so, but I understand that cause they sound to teacher very rude. They have their reasons, but maybe they're using the wrong way to tell they don't like this class or something, but I don't like this way to talk with teacher very well.

36) Understanding how students dress: 3/2

I think in school must dress like you are going to study, not going to party or something.

43) Disagreeing with students: 2/3

Sometimes we have different opinions and I don't know why, I don't know how to tell them I'm right and my answer is better. I don't know how to so I feel uncomfortable when we have different answer. But not very often.

50) Accepting criticism from the teacher: 3/4

Some teacher will shout at you. Not shout because just talk louder. Maybe they have already teached over and over... you will feel very uncomfortable because I try my best and you still say that's wrong.

• Other situations: st-st

Religion because we're religion and everyone has their own religion. Sometimes they're talking this one and I don't like this one.

• Most difficult: st-st

Here we have to talk a lot and the other students in their country they have their own way in class so sometimes when we're talking about maybe the way we study or religions or divorce and sometimes I don't want to listen and or they don't want to listen to me. It's pretty difficult to talk to them because it's their culture and I don't understand. I don't know how to say oh it's good or I don't like it. I don't understand very well so I don't know how to start the talking.

• Most difficult: st-t

I don't like ask questions. I have questions, many questions, but I don't like ask teacher in the class. Maybe

sometimes I will ask them after class but it's pretty difficult. I have question and the teacher is keep going and cause I don't like ask questions in the class because I don't do this in Taiwan... They will ask you, "do you have questions?"... Makes me feel I have questions but I don't know how to ask.

Transcript #49

1) Student values: 3/3

You know talking about religion, you never agree with our people.

also with... one of my classmates, a girl, she from Mexico too, touch a guy from Saudi Arabia something like that and he got upset. Very upset, "Ah, don't touch me, don't touch me, you cannot touch me!" He speak a lot, why? For me it's okay, you know, I say "c'mon".

3) Student's level of formality: 4/2

Some peoples only come to make jokes or, I like jokes you know, but you have to be serious and about your homework or your... in the classrooms.... I really am bothered. Some students, they feel I am very intelligent so, they make some gestures... and they feel boring about the class, something like that. That expression bother me... You think that you are more intelligent than us, okay. Go to the next level or do a test.

12) How students show emotions: 3/3

You know the expression when they are bored. I don't know, they make some expression of "oh... very boring this class." Change! You don't like it, change.

18) Student conversation style: 4/3

It's difficult understand them because their pronunciation is different. It's difficult to understand what they are talking about and sometimes I say "what, can you repeat?"

22) Student learning styles and study habits: 4/3

But another ones don't try to do anything. Many of them don't do the homework or. It is bother me you know because I'm working too so, I'm working full times. I live by myself. I try to do my homework so when I come to the class many students don't do their homework. I think that really stop the class.

26) Students who think they are better than other students because of race or culture: 4/4

I bother me. I no agree with that... Some classmates are, they're very proud you know, they come from another country, more technology. You know, they think that they know everything, you know... Maybe because I'm proud too... [so this happens often in your classroom?] No, No not often. It's okay.

32) Knowing when teachers or students are being impolite: 2/3

Not sometimes, all the time difficult, you know. Because I told you maybe I have some a little bit aggressive, too much aggressive, I don't know... I try to change my behaviour.

42) Knowing what to talk about with students: 3/2

I don't know what are they interesting, just "hello, how are you?" I don't know if my talking is good.

• Most difficult: st-st

I hate religion. Not I hate religion. I don't know, you know my family's catholic... It's difficult when we talk about it, you know the religion so because many people everything that they say, they say, "oh God first, God first, God come first, God everything," you know, I don't think so. I think that I'm first you know and my family's first. God after. Something like that.

Transcript #23

2) The teacher's values: 3/3

Another thing that I think is the main point is that I wrote here is how the teacher see the students. I feel it that way. She doesn't see us as mature persons, because usually they don't ask personal things... I mean they treat us sometimes like kids, you know. And sometimes we don't know. We have to accept that because well we are learning and we don't know what's going on very well about the culture in this country. But I feel sometimes uncomfortable, and I am pretty sure because at the beginning I did some comments with another students that the teacher probably think we are stupid or we don't understand or for the way she treat us... That's uh, I think important point that I want to come to you. Because, for example, they feels that we're immigrants. Okay, we don't know English. But that doesn't mean that we have a good knowledge about how it works it about you know what I mean?... In my case for example, I have two degrees if you see. I have a lawyer degree and a teacher degree. So for me what's hard when you come here, I know that I don't have the dominion of English but that doesn't mean I cannot understand anything around me. About politics or about something. If I don't comment something, probably because I am shy, my English is no good or I am afraid to say something. Somebody laugh or insecurities. You know some personal things, but that doesn't mean we can not participate... When the teacher treat us in that way, I think is painful for them. Is very painful. Oh because they don't know what to do and they have to accept them. Turn the eyes down and say well, I cannot comment anything. I have to accept it.

4) Teacher level of formality: 4/4

They are very casual for me, is my point of view... Sometimes they don't care too much about how they look, the projection they give to the students or to the people.

5) Knowing how to treat a student of the opposite sex: 4/3

It's very difficult. You never no a man's, if you say something, how he's going to take it. Especially man or woman... Especially for me I found oriental cultures very different, social so, in the positive way, I remember that I joke a lot with them. Some of them can not like it. You know because it's something different. I joke with them. I touch them. I try to, sometimes they don't like it.

11) Teacher behaviour toward students: 4/4

It's the teacher who treat the students like we were kids and he nag at us. He go by one by one and he sit in front of us and nag at us one by one, telling us what we did wrong. But not only that, like, "how do you do this? You know that! Think about that! You don't have brain or something." So it was very embarrassed for all the students. Nobody say anything. We didn't complain, we didn't say anything. We accept that... Especially the oriental people. Is very quiet, they never say anything. They accept everything, because it's part of their culture... Most of the immigrants, we are people, well some of them have children, families, you know., mature persons. That doesn't mean because we don't know English we don't know many things. You know what I mean. Probably we know more about life than the teacher. You know sometimes I feeling that way.

12) How the students show their emotions: 4/3

Yeah, you never know what they really thinking.

20) How far or close students stand or sit from you: 5/3

Yeah, that's very important for my culture because we don't have that. I am learning here that people have the own space. And for me even to have to understand that because they say well how much they pay for that piece of space. So how I will know when finish my space and start his space, so for me it's very hard to understand. I don't know if only personal problem... In my culture we don't have that. We touch, we kiss. Opposite America, Canada.

21) How far away or close teachers stand or sit: 5/4

But with that experience with the teachers too or sometimes I don't know or something... how I should know when finish my space I start your space. It's very hard to understand.

26) Students who think they are better than other students: 3/4
Especially Russian or... European culture. I don't know. They think they are superior or they know more or something. Yeah, I noticed that. That doesn't happen with oriental cultures.

29) The way teachers greet or take leave: 4/4
They forget to say good morning or bye or even to introduce the students or themselves.

30) Understanding how teachers dress: 3/3
The teacher I think is very important. It's too casual for me.

46) Talking to the teacher about something that bothers you: 3/4
Yeah, never, I never talk about that.

• Other situations: st-st
You never know what they are really thinking.

Students don't want to talk. they have troubles or are depressed or something. They are quiet all the time... It's hard to know what's really happened to them... You never know. They don't no open. It's hard.

• Other situations: t-st
The two things I want to comment to you. [space/ treat students like kids]

• Most difficult: st-st
They are indifferent. They go to class, finish and they go at home. They don't get involved. It's like they don't want to interrelate too much.

• Most difficult: st-t
We are shy to say it to express ourselves, we don't know how to say and we are shy to say what I really will feel because we know immediately that it is very different to our culture. So, what about if I say something and she doesn't like it... That's the first fear. You know, better I be quiet or I won't say what I think. That's our main problem, the communication problem.

Transcript # 52

1) Student values: 4/4
A lot of teenagers they just, I think they really want to study English, but they're at school only for in fact playing... Most of the students really want to study English. It's very bad.

5) Knowing how to treat a student of the opposite sex: 4/4
In Japan we don't talk much about with women, and boys and girls, but another country...

6) Knowing how to treat a teacher of the opposite sex: 3/3
I can talk to her everything but to men, maybe sometimes I talking about the things not to say him, topic. So I prefer to study with a woman.

10) Student behaviour toward other students: 4/4
Mexican students in the class, sometimes they eat in the class... like eating candy or drinking. But it's not uncomfortable, but I think it's strange... And some of the students sing the song in the classroom.
[Mexican]

12) How sts show emotions: 3/3
You know from another country, they get anger, they express very angry. It's good way. I think good, but

sometimes it's difficult to understand for Japanese.

18) Student conversation style: 2/4

I feel Mexican students' pronunciation is very difficult... Very difficult to continue the conversation.

22) Student learning styles and study habits: 4/5

Sometimes I feel uncomfortable because teacher says please give me the answer and he ask to me but they don't wait about my answer, and if they get answer they answer, yeah but I still answer first but they don't wait their turn. It's very uncomfortable... I think they have to wait about my answer. If I say I don't know, they can answer but I didn't say anything. They answered already. Yeah, sometimes teacher says, this is a question for me. Yeah, never understand. Always.

36) Understanding how students dress: 2/4

Some students piercing in the body everywhere. I really don't like, just I don't like.

43) Disagreeing with students:

It's difficult to understand their opinion... I sometimes feel I didn't understand their opinion.... In Japan we only study and teacher only teach, just study without discussion, without our opinions. So it's very difficult to join the class for Japanese.

• Other situations: st-st

Only problem is their pronunciation.

• Most difficult: st-st

Japanese have problems about speaking and Mexican students have problems about grammar and we are all in the same class, so sometimes there a little bit boring for Japanese and sometimes boring for Spanish.

Transcript # 54

5) Knowing how to treat a student of the opposite sex: 3/3

Especially like a Mexican man is very active, positive, so they like push, push. Maybe they just want to like become friendly, but for Japanese it seems too much sometimes so, we can't understand what they think. Maybe Asian men we can understand, like a Japanese man, but a Mexican, especially in my school there are many Spanish. Sometimes I can't understand.

18) Student conversation style: 4/4

Each country has a accent. Maybe Japanese too, so I can understand what Japanese said and Canadian said, but I can't understand Spanish or Korean or very difficult.

20) How far or close students stand or sit from you: 4/4

Maybe especially men, Spanish or... They are very positive so we feel they are too positive.

35) Giving your opinions: 3/3

When I have pair work some students say, "no" if I say something, my opinion, they say "no, I don't think so." Always they say, so I a little bit get angry.

• Most difficult: st-st

Especially we can't express out feeling very well because in English, so I am very tired if they do this attitude [say no].

Transcript #58

3) Student's level of formality in the classroom: 2/3

Yeah, because we usually wear the clothes is very neatly. I'm unfamiliar with the no sleeves. And some kind of looks like lingerie style. It's uncomfortable.

5) Knowing how to treat a student of the opposite sex: 2/4

Actually, sometimes I wonder... they think it's "how can I say, ask something, something private, so those times I was uncomfortable.

10) Student behaviour toward other sts: 2/3

Especially, if European... it's a strong character, European students. Just I felt they don't want to talk much. Just they talk to their culture, the students who came from their Western culture. Those times I felt uncomfortable.

12) How students show emotions: 2/4

I'm used to our culture, so that's why sometimes uncomfortable.

14) Student eye contact: 3/3

I'm pushing 40, so I... felt uncomfortable with our students, young students. They can easily contact eyes but we used to be I'm hardly see the eyes. It's just... down or is the other things. We never, we hardly match the eyes.

43) Disagreeing with students: 2/4

Sometimes we couldn't understand each other culture, and so we could have some values of the other culture.

44) Disagreeing with teachers : 3/4

Still they don't understand our culture.

• Most difficult: st-st

Sometimes I worry about this,... May I ask something or not, It's in my mind, I was thinking about that... They can understand or not. I worry about that.

Transcript # 57

1) Student values: 2/2

Sometimes I think European students has a really strong opinion.

Some students aren't concerned with others. For example, when I used my, our microwave in the kitchen someone came to me and she asked me do you mind if I cook something with your something, but you know after me there was someone who was waiting for the microwave too, but she didn't care... I was so surprised because in Japan usually we think we have to wait. but I couldn't say anything.

12) How sts show emotions: 2/2

It's not so difficult, but especially when we debate European students show emotions and body language...

• Other situations: st-st

Sometimes students they don't have a mind which is considerate about others... But in my case I said a difference between Mexicans. But some of Mexicans are quite nice, but some of Mexicans are not so good... Usually Japanese or just Asian cultures can't say anything about that because we feel a kind of difference between them and us. I think Asian students are really polite.

• Other situations: st-t

Sometimes they share the private information each other but I feel a kind of ashamed about that to talk, just

I'm embarrassed or something.

Transcript #26

18) Student conversation style: 3/2

You know somebody like laugh, loudly laugh in class. Some students like but some students don't like because some culture need more serious in class. But some lady laugh loudly.
(loud vrs. quiet cultures)

20) How far or close sts stand or sit: 2/4

In class at tables maybe too close... but sometimes you know some students from another country or maybe like special smell or body has some smell. If too close, I feel uncomfortable... Some they like perfume, but you don't like this style perfume.

23) Teacher's teaching style: 3/3

No good prepare, just talk, talk, talk. [some].

46) Talking with teachers: 3/3

I can't talking clearly. I have a lot of idea and think a lot. But I can't talk.

47) Asking sts questions or for help: 3/3

Student from different country have different pronunciation. Even they speak friendly, they feel, I feel, but I can't understand because different pronunciation.

• Most difficult: st-t

Talk with him, I can't speak clearly or friendly. I just use easy word.

I think teacher should treat every student different [equal]... Just a last term my teacher like Japanese because he went to Japanese.

Transcript #67

9) Student behaviour toward the teacher: 2.5/2.5

The problem is the accent. For example, Japanese or Korean. For me difficult to understand.

11) Teacher behaviour toward sts: 3/2

Because here the teacher I see is, they are maybe more friendly and is not like serious. That's the relationship. Like friends. In some ways this is good, but in some others, probably this is not good.

12) How sts show emotions: 2/3

You don't know what they are, expression with, with his face.

18) Student conversation style: 3/3.5

You have to put a lot of effort to understand, because of his accent... It's difficult, but I like.

22) Student learning styles and study habits: 3/3.5

I think that the Asian people, always they want to be the best. So, if you arrive, you realise that, like a race. So you need to effort more... They are always worried about little things and I don't like. To me I think it should be more relaxed.

28) The way sts greet and say goodbye: 4/4

Japanese or Canadians, I don't know. I don't like. [the way they greet] They say hi, like cold. I don't like, I don't understand why.

32) Knowing when teachers or students are being impolite: 2/4

Because, this happened two or three days ago, I feel that he was treat me in an impolite way. But maybe, this is his culture... I needed to tell him that, I don't like this, or change, and he feel that, oh sorry I didn't know... from Taiwan... [he wrote on his paper].

One person smell, smell bad for two days.

41) Making friends with sts is difficult: 3/3

For me because I can't express myself... and again the accent.

43) Disagreeing with students: 2/3.5

We are talking about topics and we have different ideas. You say your idea and the other people look at you like I don't understand you really. But they say okay because they don't want to talk or they don't want to have problems with the accent or find out how to talk. Maybe because they feel tired.

47) Asking sts questions or for help: 3/4

It's the same problem... They always say, oh okay, okay.

48) Asking the teacher questions or for help: 3/3

They don't want to give it, to help you... I think it's because they don't have time. It's because they always have, at 4:00 you have appointment you can talk. But in this moment, they say no.

• Other situations: st-st/ Most difficult

It's difficult the accent.

Transcript #63

3) Student level of formality: 2/3

There's an example, when I arrive and I see somebody, I touch her or him and kiss them. A kiss here is normal.... this is one situation. Another situation is they are very formal all the time. They are very serious. You can say something funny, maybe it's not good for him, because you have idea, different idea.

4) Knowing how to treat sts of the opposite sex: 3/3

Asian men, they are very serious too. If you want to talk with them sometimes they don't want. In many situations they don't want. They are very timid.

10) Students behaviour toward other sts: 2/4

They are timid... Sometimes we meet new students we want introduce to another students. With Asian people it's not the same.

12) How sts show emotions: 4/4

They don't show their emotions... They are very polite or straight with their body.

14) Student eye-contact: 4/4

Specifically when he's a man, all the time he... looks down. All the time.

18) Student conversation style: 4/4

Sometimes, they speak, it's strange for me, because their intonation is like high, down, high, down and I can't understand easily. It's very difficult... Asian people, it's very difficult for me.

20) How far away or close teachers stand or sit from you: 2/4

When too close another person sometimes... comes back... It's very usual.

22) Student learning styles and study habits: 3/2

They study hard... I prefer go to another places and I don't know many places, but they prefer study all the time and I prefer talk with them but they don't... They prefer stay with their friends. with similar.

24) The way students/teachers greet or take leave: 4/4

When I say hi or goodbye I have the custom that does the hug... give a kiss in his or her cheek. But with this kind of person, another nationality, it's not good.

33) Student humour: 4/4

They are very serious for me. They don't demonstrate their feelings. I don't know when they are happy or they no happy. It's difficult.

• Other situations: st-st

Sometimes they don't use... deodorant. I don't know why but... but the last class, Oh God. I think, oh this is funny, two three days when I smell this... I feel uncomfortable with this. And the other one is when they eat a lot of garlic and they smell bad... You can think, oh this is stupid, it's no problem, but it is important.

• Most difficult: st-st

Sometimes I want to talk about... and they, "mmmm yes, no." "What do you think about", "no." And you say, "oh come on I ask what do you think?" "no"... and they don't want to talk. And Mexican people they speak all the time.

Transcript #56

1) Student values: 2/3

For example, Korean men has very different family thinking because they think woman should stay home and women should hear about husband thinking. This thinking makes me less comfortable.

2) Teacher's values: 2/3

Canadian teachers acted foot on the chair... chair not place on foot. So this place becomes dirty. I am not comfortable.

3) Student's level of formality: 2/4

Perfume... sometimes the student has very strong smell with cologne. Some smell cologne makes me headache. I can't stand it anymore.

5) Knowing how to treat a student from the opposite sex: 2/3

Some students have loud voice. He come from Mexico. I can understand but too loud voices, a little bit uncomfortable.

10) Student behaviour toward other sts: 3/4

For example, the class is finished, we said each other, see you tomorrow or have a nice. We said each other but some students don't say nothing and goes out the classroom. So I think a little bit strange... within one month they say see you tomorrow.

11) The teacher's behaviour toward students: 2/3

We write paper and sometimes we eat lunch. I think this place should be clean. But some man teacher put on the desk [foot]... It makes me uncomfortable. But woman teacher don't do that.

22) Student learning styles and study habits: 2/3

Asian people... grammar is totally different from English... at first we have to learn grammar of English. Sometimes Spanish or German student think grammar is not so important but we're because they have similar grammar their own languages, so they can speak very well. They can speak better than Asian country students. But they write some essays and grammar test, they don't have good score... They are not interested in grammar or reading but I think conversation is important. Reading is also important, grammar is also important.

23) The teacher's teaching style: 3/3

So some teacher don't have any skills to teach us. I think they should study more English about teaching languages.

24) Lesson structure: 4/3

Some teacher has their variation to teach us... but some teacher gives us a paper just only paper... giving a paper makes them satisfied... But the paper is not suitable for us.

26) Students who think they are better than other students: 4/4

I think about WW2. So our Japanese killed Asian country people. I think very very bad thing... almost Japanese not so bad, but some students don't like Japanese culture or Japanese race, so I feel not so comfortable.

27) Teachers who think they are better than student: 2/4

Some teacher laughed at us. So I think the teacher must not laugh our strange pronunciation.

32) Knowing when students or teachers are being impolite: 4/4

Sometimes I try to express my opinion, but I am not smoothly, not easy, so she laughed. I think it was impolite.

43) Disagreeing with students: 3/3

I want to them to understand my opinion, but they sometimes... he or she stubborn. So sometimes I am not comfortable.

44) Disagreeing with teachers: 3/3

The teacher can't understand the Japanese situation.

45) Talking to students about something that bothers you: 4/4

I try to express my opinion but it's finished, makes me no good.

• Most difficult: st-st

Spanish accent is very strong. One student comes from Taiwan. She has very strong Chinese accent. Her writing is I can understand. But her speaking... always I cannot understand... I feel sad.

Transcript #30

2) Teacher's values: 4/4

Common spouse, I don't like that. First time this one and gay. If ESL teaching more comfortable, don't show. Secret is best way.

3) Students level of formality: 2/4

Just I don't want to see inside all kinds of clothes. Bra or something... Sometimes I can see so I care about that. Maybe this guy can see this one too.

4) Teacher's level of formality: 2/4

My ex-teacher had underarm hair without this one...so we can see when she write something.

5) Knowing how to treat men of the opposite sex: 3/4
We have a idiom. Male and female must have distance.

7) Knowing how to treat students who are older or younger than you: 2/3
Old is very difficult because I have to it doesn't matter she is good person or not. I have to respect you, the older person... if I can choose I want a younger group is better. With older students to study is more slowly... Most Asian people thinking older people I must polite them.

10) Student behaviour toward other students: 4/4
I met the Iranian. I couldn't understand their behaviour, so aggressive. So forceful. If they want ... to make me understand, very aggressive, don't care... From the South part [S. America] very friendly, very friendly, it's sometimes make me difficult... They're very friendly. They don't care... [kiss] [kiss]... Oh, Oh, what's the matter here? He love me? So, So difficult.

12) How students show emotions: 3/3
Iranian very easily show to me if they want something.

15) Teacher eye contact: 2/3
First time, if teacher saw me, must avoid his or her eyes and shy. And very difficult.

14) Student eye contact: 3/4
Other culture people is sometimes see my eye, ah so shy.... I change my face to the other side... Yeah long time I cannot see but short time it's okay.

18) Student conversation style: 4/4
So much different tone, Chinese and Korean and then Japanese... It's not good for our study. It's just keep going, keep going.

20) How far or close students stand or sit: 4/5
Sit a little bit distance with male is better, with male but female it's okay... Last time my ex-classmate he always want to nearby me. He's from the Europe... Very difficult it is. He want show friendly. Asian woman is very shy about this.

21) How far or close teachers sit or stand: 4
With teacher, if I can choose, I want back of the row, because it's more comfortable to me... More far is better.

25) Homesickness: 2/3
If student has depression I think it's all of class can feel and the study is not good... Maybe one class, one time.

26) Students who think they are better than other student: 3/4
Europe, they are better... they are better. They are very proud... and even they study more faster than Asian people... They looks very... proud of themselves.

35) Giving opinions in the classroom: 3/4
I cannot make my opinion. Just follow, must obey them [parents]

36) Understanding how sts dress: 2/3
They keep their clothes [traditional] make want distance to other culture. It's uncomfortable... Western

style is better.

43) Disagreeing with students: 3/3

Sometimes they are very aggressive... Asian people always follow. Just obey. Don't care. Because it's not much good. It's not for money, right? Just okay, agree is more better... Just follow this because we don't want any trouble.

46) Talking to teachers about something that bothers you: 3/3

Even they be teaching something is wrong, but don't say it was wrong, in case like that never say, just indirect expression is best way to the teacher.

51) The atmosphere in the classroom: 2/3

The South American and Iranian, they express very angry and sadness, everything. Very express well. Also very interesting and uncomfortable.

• Other cultures: st-st

Maybe eating.

• Other situations: t-st

• Most difficult: st-st

Transcript #3

1) Student values: 3/4

Sometimes I don't agree about another student. But I understood sometimes but sometimes it's not comfortable... Some specially Asian student insist on his political issue.

7) Knowing how to treat sts who are older or younger than you:

Most Asian people they must, they have to respect older people. But I don't know how to respect Western style, how to respect other people. How much, I don't know. I think about this.

14) Student eye contact: 3/4

Yes, I think it's very hard... I can't eye contact.

18) Student conversation style: 2/4

Different tone is, sometimes I can't stand it because it's very different sound and tone is very strange.

21) How far or close teacher stand or sit: 4/4

Some Western, especially man teacher is some touching the female... But sometimes it is not familiar in Asian style.

31) Knowing how to be respectful and polite to teachers: 3/4

Sometimes I confused how to expression is respectful or polite.

41) Making friends with sts: 3/4

Because I don't know their's background and how to make friends.

43) Disagreeing with students: 3/3

I want to disagree, I want to explain, disagree, but I don't know how in polite situation.

• Other situations: st-st

A few people is getting too angry is too high temper. I surprised.

• Most difficult: st-st

Some students very independent of person. They always have own opinion and insist on own opinion, so it's very strong to me. Sometimes they don't want to compromise another person.

• Most difficult: t-st

Sometimes they point out my mistake my specially language activity... you have to practice English, I understand. I appreciate their comment but... I was embarrassed.

Transcript #55

9) Student behaviour toward the teacher: 4/4

In Canada, friendly, I think too friendly, so sometimes students be late, was late, without saying sorry... during the class, we are studying now, but somebody come into without saying sorry. So I think, but the teacher say, okay come in, so I think it's strange for me. Because sometimes the student bother teacher... I think Mexican or from Europe. I think Japanese peoples waiting for teacher. But many, many Mexican people, or the...or the Europeans, doesn't matter how late they come to class.

14) Student eye-contact: Sometimes people people doesn't look at me... they see the back or they see the downside. I am talking. I think it's... very uncomfortable, because when I was talking with somebody, I want to talk with eyes. I think so, but somebody talk, especially the Asian people... don't contact with eyes. Only speaking. I think it's very shy.

18) Student conversation style: 3/4

I know they try to speak very, try to speak greatly. I think I'm sorry but I can't understand, I can't hear this.

22) Student learning styles and study habits: 3/4

Sometimes we had a homework, but sometimes they don't mind not to do homework. And teacher didn't blame them. I mean, "it's okay" he say. But it's not good for Japanese student because Japanese people is strict, very strict... I think it delay the class, delay the lesson.

32) Knowing when teachers or students are being impolite: 2/3

But sometimes I heard the teachers and students talking impolitely. I don't like to hear that conversation because student and teacher, not friend.

36) Understanding how sts dress: 3/4

Like underwear... it's not good for students, because it's not on the street. It's a school. So I think, why do you?

43) Disagreeing with students: 3/3

They understand but they have another idea, but I think it's in vain. We talk a long time in vain. It's a culture difference.

45) Talking to sts about something that bothers you: 3/4

We'll never understand each other. It's a cultural difference.

48) Asking the teacher questions or for help: 3/3

Sometimes when I have a question... but I stop the lesson... I don't like that.. I don't like to bother them. A little bit shy.

•• Other situations: st-st

I don't like the perfume. So somebody I mean from Europe, they have perfume, strong perfume. And

Mexican people, they have strong perfume. But, you know the room is very small. And somebody had strong perfume, sat next to me, I feel sick... It's very important for me.

- Other situations: st-t

They came to class at 5 or 10 past nine... late... I think they are rude.

- Most difficult: st-st

Japan occupied many countries...and they have a bad experience... it's very difficult because I can't do anything... and then they have bad feelings for Japanese.

7.10 Appendix J: Transcript of teacher oral data

Transcript # D

1) Student values: 4/4

I do sometimes find like when I first started teaching I know a lot of Korean students, that whole sort of male dominated society that they came from which really, it was hard for me to try to maintain neutrality which I think I did, but also to try and express an opposing side, because a lot of the classes, especially two years ago were 99% Korean. So it was like you stepped into a different world, you started talking about divorce or, for example once we were talking about custody and one of the Koreans said mainly fathers get custody of their children and I said oh that's very different in Canada, it's usually mothers... he said yeah let me just tell you this little saying we have about it. He said, "when you go to a coke machine and you put a nickel in the coke machine the can that comes out that's your pop, that's not the machine's pop so those are our children, they're not the mother's children." And then the part of me if I were fifteen would have gone mad, right, and coming from my own culture and my own sort of beliefs and stuff, but I think that's really difficult to deal with, I see a lot of, I think a lot of teachers that are trying to be kind of moral teachers and I don't agree with that in the classroom at all.... I worry about trying to say okay I'm like the liberal North American, I'm right you're wrong. I don't want to do that and yet how do you balance the situation when there's not other culture groups that are interacting, they're all just sort of going yeah that's how it goes.

5) Student behaviour toward the teacher: 3/4

I have a hard time dealing with adults that don't treat me with the level of respect that I just assume will happen, because we are both adults. It's not a school system, they pay for this so I am providing them a service. So I sometimes am at a loss... and there's not a lot of training in the program I don't think about discipline because it's not really such a big problem in ESL training. I wouldn't mind if they had dealt with some of the issues around that. You know, how do you make people stop talking Japanese when everybody's Japanese and they don't understand how do you deal, I don't know, how do you deal with some distractions.

6) Student behaviour toward other students: 3/4

There tends to be a little bit of an attitude problem between European students towards Asian students... We've had people come to the school that are overtly anti-Asian and they sign up over the internet to be part of it and Cameron told me that German come and just looked around and said there's too many Asians here and tried to find another ESL school where there would be less. You know, it's so overt and when that's in class I sometimes can feel it... and I don't think the Europeans have appreciate the big jump that the Asians have taken from their language to this one... and I think that a lot of Europeans have simply not had to deal with a language group that's so different. So that bugs me.

9) Student gestures: 2/4

At times I don't know during oral presentations whether to bring up you know the Western way of doing a presentation in English or to just think, okay this might be kind of an influence from another culture and I don't really know where you know am teaching language or am I teaching culture? And I think English has become such an international tool that sometimes I'm not sure it's my place to teach you know cultural gestures.

17) The way students greet or take leave: 4/4

I don't like it when other Canadians walk in a room and don't say hi to me, I so I don't like it when there's just that dead feeling, like I like it to begin and end on some sort of note... sometimes it hurts a bit when they don't say thank you to me.

21) Getting students to give opinions or ask questions: 2/4

I was quite happy with the Korean students because they seem to have a bit of fire to some of their opinions and the Japanese would kind of like fade into the background and listen... now we have a more Japanese students and it's harder to motivate. Now I'm really happy when there's a Swiss student or an Italian or something of that mix just to get people talking... Yeah I'm at a loss sometimes. I come in with ideas and I think oh this is great and it doesn't go well and I come in with things that I think are quite lame and they go off wonderfully, so I wouldn't mind some training on what you do if, you know, if every ones just staring blankly do you say it in a different way, or do you throw the ball at them and make them respond or do you abort mission and do something else?

• Other situations: st-st

Europeans having a little bit of a problem sometimes understanding Asians

• Other situations: t-st/ & most difficult: st-st

Getting the discussion... Europeans talk, Asians often don't... Maybe just a bit more training in ESL schools on like bad situations. Like I think we learn how to do lesson planning and areas of like reading and writing... but just like when a lesson goes wrong. Maybe post-practicum or in your practicum talking to the actual sponsor teacher about what if, what if.

• Most difficult:t-st

I'm nervous on my first day walking in no matter how many times I do it. It's like hosting a party and I sometimes don't feel like being the host, not knowing any ones name.

Sometimes students monopolise my time in class, like I really don't like to cut them off and embarrass them in front of others, but people that are super focussed on like you know their little black books or vocabulary, or they want to know the exact grammatical form of this or that. Sometimes it's hard for me to shut them down completely and still feel like I'm being a good teacher but I know we have someone right now who's just absolutely obsessed with that kind of stuff. So when we have one of those in the class it does make people uncomfortable. I see other students getting really frustrated, the way I too would have been with someone who was monopolising class at university. But as a teacher, I wish I knew the best way to deal with it, whether it was alone, after class or in class, to make them aware, to be super direct with them or to be kind of vague and give them an idea. That sort of stuff is hard.

Transcript #M

7) How students show emotions: 3/3

Japanese girls and their tears... for no reason I find one day they'll be fine and the next day you'll say something and they'll be sobbing... like that's just one thing I've noticed about Japanese students is that they'll cry, especially with me because I'm pretty aggressive. I come on pretty strong and the first part they're always really scared of me and they cry and then they get used to me and they're fine, but just crying, anything, I asked a student the other day to speak up, started to cry, "I can't speak up!" sobbing. So this is a cultural thing that always frustrates me with the Japanese. And all my students, almost every single class I have they start crying.

6) Student behaviour toward other students: 3/3

I had an Iraqi and Iranian student beat each other up in class one day, you know they got to talking and their political differences came out and they literally, I mean the desks went flying, the chairs went flying, and they flung themselves at each other and just started to like really beat each other up. So I kind of learned how to deal a little bit with different religions now. You know, I can kind of, but that's so rare, I mean I've had Iraqi and Iranian students together but there's always a little bit of tension. Like I've always had a little bit of arguing back and forth and this is the way it should be, no this is the way it should be, always a little tension with each other, but I've just had two of them like literally beat each other up. Like bloody noses, the whole works.

I've had a lot of Japanese students who have been quite racist, at least in the beginning before they know them towards Korean students and vice versa. But mostly it's the Japanese who have been a little bit racist against Koreans. But then after they get to know them they all become really good friends and stuff, but in the beginning there's a little bit of tension, sometimes.

And men and women, that's always a funny one... I have this class right now where I have two Iranian men and the rest are Japanese women and they don't want to work with Iranian men at all. And I thought at first it was the Japanese Iranian thing but then I realised it's not that at all, it's this men women relationship, it's really funny. It's really strange. It's like being back in grade school. Cause I've had Iranian women students in the class and students from other cultures who are women and the Japanese women have no problem, but if it's men from any culture, they don't want to work with them... My afternoon class and my morning class. All women and then two men and they you know I see them cringe when I say do you want to. can you work with, and I feel bad for the guys and actually now they're getting used to them and now it's not a problem... Yeah and that happens every time. They giggle and they blush and they, it's, you know no matter how old they are... don't want to work with men. I have that problem, both classes.

13) Student expectations of you: 1/3

But I'm sometimes not comfortable because I wonder if they want a more sort of conformed okay we're gonna do grammar for half an hour and pronunciation for half an hour and then there's some of them who expect that and want that and I don't teach my classes like that and I know I've had some students who haven't liked it. You know they want more conformity and sort of Japanese style and I just, I don't do that. I've had students who've said we want to do more reading and more books and less talking, we don't like your class because we have to talk too much. Well guys, that's the way it is.

14) Students who think they are better than other students: 1/5

The Iranian Iraqi conflict. They thought they were both better than each other. Japanese and Koreans sometimes. Not that common.... A Turkish guy and a Greek guy got into it big time once. You know the Turkish guy was yelling at the Greek and the Greek guy and they were going way back in history. So that has happened. But it's rare... I've had a few Muslim women who have been quite critical of Canadian or Japanese women or any women who wear short sleeves or, which is kind of funny... Those are the main ones.

19) Knowing when students are being impolite: 1/3

Those students are always men from Muslim countries. I don't mean to sound really racist cause I am absolutely not, but I have found always that men from Muslim countries are always the ones who tell me I don't know what I'm doing. Always and they're always quite rude about it.

23) How students spend their free time: 3/1

Sometimes they're really lonely on the weekends, I know. They have too much free time... I know often they don't like weekends because they're really bored... I always ask them what did you do on the weekend. It's either nothing or, so, but um, usually they sleep. When I asked them what I did all weekend they slept. But it was sunny out. But we were tired. They're always tired.

25) Disagreeing with or criticising a student: 2/5

I hate criticising a student. I don't mind disagreeing with them, disagreeing is fine, but I hate criticising. I don't criticise though but I hate it if they've not passed their exam or they really shouldn't continue.

26) Students disagreeing or criticising you: 2/4

I haven't really been criticised, but they have disagree with me you know on whether they should move up or down. That's been the main problem... I just hate doing that, I just hate telling them.

27) The atmosphere or feeling in the classroom: 1/3

That's the male female thing. That's a huge one... It's happened with me constantly. Cause I always have mainly Japanese women and then a couple of men, so recently it's been from Iran or from Mexico and it doesn't matter where they're from so it's not a cultural thing, they don't want to work with men and I come in the classroom and the women are on one side and the men are all on the other side. It's really funny, it's just like grade school. If we go out the men walk together and the women are like way ahead. It's so split and they're so shy...Especially if you get like Asian people with like any kind of Latin person., the girls, they're always kind of cringing and moving back and it's like "hey, how yeah doing" and the arms are going around them and they're kissing on the cheek and this look of horror just comes over their faces, almost fear...It's really funny, I've seen it so many times. We had this guy from Brazil and he was just so outgoing and all these Japanese women just did not know how to take him. You know, he'd come up and he'd be bubbling, some of them hated him, couldn't stand him and the other half loved him. But in the beginning they all were really you know they just didn't know how to take him, they wouldn't sit next to him, they would like move backwards. They're just not into this touching and kissing on the cheek and all this affection. They didn't know how to deal with it. It was really funny. I always enjoyed that.

29) Identifying cross-cultural communication problems or racism in the classroom: 1/5

A couple of Japanese students towards Korean students.... They've said "oh those f----- Koreans and that f----- Korean doesn't know what he's talking about and what did that f----- Korean say and there's been a couple that have really consistently said that.

• Most difficult: st/t

Is always in the beginning. It's them getting to learn about my style of teaching... again mostly with Asian students. If you put them in pairs to do pair work it always flops within the first month. It takes them a really long time to work not as individuals but as groups and that always drives me nuts because I have to work really hard to get them to work as a pair.

And when you have different cultures and you have a quiet, you know the Japanese tend to be a little more quiet than the Mexicans, and then the Mexicans take over, and you know, talk, talk, talk, talk, which is great because they learn ten times faster, but then it gets on everybody else's nerves, because you know the Japanese, the Asians seem to think about their answers a long time. The Mexicans just blurt it out... It's the quiet cultures and the non-quiet cultures, you know the really outgoing cultures and they'll just blab about anything and they don't care if it's wrong.

And the Asian cultures really want to make sure that they know what they're saying and they are correct.

Transcript #I

6) Student behaviour toward other students: 3/3

Using words that I wouldn't use talking in conversation for example with you, like shut up, quiet, or stupid or things like that if they got an answer wrong.

7) How students show emotions: 2/3

Sometimes it's difficult to understand what emotion they're showing or and it's difficult to know the origin of that.

10) Student conversation style: 2/3

Some students, especially from Latin America naturally talk and feel very comfortable jumping right into it and don't worry too much about errors. They worry most of all about communicating whatever ideas they have. And again the opposite can be true. Some of the Asian students hesitate and try to regulate what they're going to say before they say it so it takes time. Sometimes that can cause frustration or confusion with each other. I definitely, volume, some students speak loud and other students get a little

intimidated where I don't think they're even expressing anger. They're just expressing strength of opinion.

13) Student expectations of you: 2/3

Some students want to know about fairly detailed grammar rules and other students don't want to know anything about grammar so how do you kind of strike a balance with that I guess. And someone lots of free talk and some either don't, aren't so comfortable with that. They want some structure, so kind of introducing ideas, practice it...

14) Students' expectations of each other: 3/3

Like I said, some students are really serious and some students are really casual, so the serious student will get frustrated with the casual student and the casual student can get angry with the serious student.

16) Student behaviour as a result of being away from home: 2/3

When it's a problem it tends to be a fairly serious one. You have like some students that noticeably deteriorate, lethargy, just unresponsiveness, a lot of fatigue, things like that, and difficult to know...

19) Knowing when students are being impolite: 2/4

I have a few students that are very, very colloquial in their language and they use a fair amount of profanity that they manage to pick up. And so I try to stop it as much as possible while still giving them the freedom to talk. Again I don't think to a certain degree my job is necessarily to regulate when people are being rude with each other.

25) Disagreeing or criticising a student: 4/4

I try actually never to criticise a student... I rarely try to disagree with them.

• Other situations: st-st

Some cultures are very um physically demonstrative. They'll touch you when they you know hold your arm while they're talking. Of course a lot of the other cultures are completely the opposite. No physical contact what so ever... I guess the only thing I've noticed more personally I guess is sometimes with personal space that some cultures, we have a fair amount of Iranian students, their personal space is quite close. Then we have other students like the Asian students and their personal distance is quite far. So sometimes that can cause a bit of awkwardness or something. I don't even think they are necessarily conscious of why they feel that awkwardness... Whereas people don't, can't quite find that middle space.

• Most difficult: st-t

Just the fact that you are in a classroom with adults and the adults are paying for it. So not only are they students but they also are to a certain degree customers of a business. So where do you draw the lines. I mean it's not so easy, you know. You want to keep all the students happy. So some students want to really express what they feel, but on the other hand you have to have other students comfortable with the atmosphere as a whole. So how far should you go on this and kind of what's appropriate for you to deal with those situations.

Transcript #N

1) Student values: 4/2

Things for me like Muslims that have to go off and pray at certain times and I can encompass it in the class.

5) Student behaviour toward the teacher: 3/2

Can't always understand. It doesn't really make me feel uncomfortable for the most part.

Because in some cultures, they're not used to having women as their teachers, especially a younger woman.... Somebody from Egypt and he was constantly questioning me and it was a writing class and I was

trying to give him some advice about his writing and he didn't want to hear it. He took it as really negative criticism, but slowly he kind of changed. He realised that I wasn't saying there was anything wrong with him... It does happen quite a lot.

12) Student learning styles and behaviour: 3/2

They have to learn more on their own. They have to work in pairs or groups and so sometimes they have trouble with that... Sometimes their expectations of me are different from the expectations I have of myself as a teacher.

About feedback, because I've subbed for other teachers and if I've had those students before and they know me and they trust me, they'll come to me later and they'll complain about the teacher. They'll say she doesn't do this. She does this well but she doesn't do this. And I'll say well she needs to know that. She's a new teacher and maybe she's not, it's not working what she's doing. She needs to have some feedback. And they'll say well c'mon it's a teacher. You know you can't criticise the teacher. So they don't know how to give feedback because they don't want to hurt her feelings. It would be nice to see a way where students could give feedback about how they're learning or the teacher's style, how the teacher could improve, because sometimes the teacher has to do something that works for them, that works for their learning style and just move them slowly into a new way. Because if it makes them really uncomfortable, the teacher's style, they'll be so busy being uncomfortable that they won't learn.

15) Students who think they are better than other students: 3/4

Some Eastern Europeans do not like to work with the Chinese students, for example. And I had one class a couple of years ago. Actually this person was Russian and she refused to work with anybody that spoke Chinese because she couldn't understand them and she had no interest in understanding them, she didn't want to do any conversational exercises with them....

25) Disagreeing with or criticising a student: 3/4

It's something I'm not really comfortable with because I'm teaching adults and I'm not their mom. I'm their teacher.

• Other situations: st-st

The cultures for me that are really strong, you know the people that came out of Yugoslavia, very strong people and then the more reserved kind of people. Sometimes that's really hard to get them to work together. Or you know a lot of those Eastern Europeans tend to be so well educated and they catch on really fast, like the speaking, whereas the Chinese are good at some things, but the speaking it takes them longer to be fluent.... Sometimes you almost have two groups in one classroom.

• Other situations: t-st

Response of male students to female students. Particularly you know Iranian, not all Iranians, but some Iranian men I've had trouble with.

• Most difficult: st-st

The students feel uncomfortable about working with cultures they are not familiar with. That's difficult, because I don't know how to deal with it in the short time in an easy way in the classroom.

• Most difficult: t-st

[And getting honest feedback is the most difficult?] Yeah.

Transcript #A

1) Student values: 3/4

Values have been different between cultures, in terms of socioeconomic standing and family sometimes.

I've had some awkward situations with students, you know one from an underdeveloped and poor country and suddenly thrown into a mix with all these poor kids from Japan... It just causes a rift between students... Because one can't appreciate the other's background.

5) Student behaviour toward the teacher: 3/3

I was uncomfortable for a long time... with students' lack of expression, lack of facial expression. I wasn't getting any feedback from them that way [Korean]... I found that unsettling because I could never really tell what they were thinking... non-responsiveness. Not answering questions, not giving me an indication of understanding, that they're 100% there in the class.

6) Student behaviour toward each other: 3/3

I think the most uncomfortable thing that ever happened in a class was between a Korean and Japanese student. There was that political issue in 1996 in Korea over this tiny island between Korea and Japan... Korea claimed it was theirs, Japan said no it was ours... I had a Korean girl and a Japanese girl, and they were doing some kind of exercise and the Korean girl started this fight with this Japanese girl about who owned the island and it turned into this huge political argument. Between, well only on one side because the Japanese girl was kind of looking at me like, "What the hell's going on. Why is this woman mad at me?" and that was really uncomfortable because I didn't know what to do and because the poor Japanese girl was just bewildered as to why this other woman was just flying off the handle at her... That's the only incident I can think of at the moment where there was that kind of conflict.

10) Student conversation style: 3/3

I thought immediately of all the Mexicans who are so open to speaking and so into speaking, tending to dominate conversations. You know the Asians can't get a word in edgewise. They feel intimidated by the amount that the Latin students speak and it's a daily problem.

I find a lot of the Asian students tend to be silent and expect, still for me now it's an unreadable silence. It's like are they bored, are they thinking of something else, are they paying attention, are they mad at me, what's going on? And really they're just concentrating, half the time I find they're just concentrating on what they're supposed to do and getting ready to speak. But I'm still uncomfortable with that silence. I would think somebody do something to fill this silence or I will.

[silence] And between students, I don't see it as much of a problem, although it does frustrate the Mexicans. Not just the Mexican students, but the Latin American students as well, who are so into talking.

14) Students expectations of other students: 4/4

I think there's something that happens when you're functioning in a second language or a foreign language that detaches what you're saying from yourself. So I've had people students in my class give each other a bad time about their work.

16) Homesickness: 2/4

I don't have the patience for that. I can only be mother goose for so long. I mean, I certainly understand the feeling. But, for me personally, I had to go through my own homesickness by myself.

21) Getting students to give opinions and ask questions: 2/3

It's like pulling teeth... I find that very draining when they won't give me opinions or suggestions, or offer anything or ask any questions, because I don't know if I'm doing, reaching them. It makes my job harder.

23) Knowing what to talk about with sts: 3/4

We don't know what their comfortable talking about, what's taboo.

30) Dealing with cross-cultural communication problems: 3/4

Because it doesn't happen often, it's harder to deal with... I'm not trained to deal with it.

- Other situations: st-t
Silences, still learning how to be comfortable with that.

- Other situations: st-st
Another thing I can think of is men versus women and how often in a situation they will dominate a conversation. Men will give orders to the women... Ultimately the women get the secretarial positions in a classroom situation or they have to do all the work... and I'm really uncomfortable with that.

- Most difficult: st-st
At the beginning of a class or term... the student's lack of understanding for students from other cultures.

I find that often for example with the Mexican students when they're placed with a Taiwanese student that just won't talk. Who's practically mute, completely unresponsive. The Mexican just eventually gives up... they don't understand.

Transcript #E

26) Students criticising or disagreeing with you: 2/3

That's a hard part of teaching to have that balance between letting yourself be criticised and opening yourself up to that and being able to change and grow and other times realising that... maybe someone personally reacting to that situation, you really can't go with that criticism

25) Disagreeing with or criticising sts: 2/3

I'm not sure how they might take it... if I'm not sure to what degree disagreeing is accepted within another culture.

29) Identifying cross-cultural communication problems: 3/3

Some students who come from the middle east have had some negative comments about some of the students coming from Asia... One man from... Iran who had some pretty strong comments about Asian men or something... It doesn't seem to be a huge problem, although the most subtlest ones that are the hardest to detect.

- Other situations: st-st

Men from Latin cultures or Middle Eastern and women Asian cultures because the men are much stronger and more macho and the women are much more passive perhaps.

General expressiveness and gregariousness of people who come from more Latin cultures and people from Asia may be more, often, not always... When there's a real difference the Asians will sometimes retreat to themselves and the others will become more and more dominant.

I don't like bossing people around. You know I have to because it's the only way the class will work properly. So I don't like being in that position at all. But, I just hate it... I just don't like having to control people's behaviour.

- Most difficult: st-st

Not being able to communicate in English like they can in their own language... They just feel so inept or silly not being able to communicate all of their ideas.

- Most difficult: st-t

You don't always get feedback when they don't understand something, or when you're not speaking clearly

enough or ...when you're speaking too quickly.

Transcript O

6) Student behaviour toward other sts: 2/3

Students taking time to formulate an answer. I think there are really different styles for different cultures... I think silence is sort of accepted more or less in different cultures and I think it makes discomfort. So it's not sort of impatience or, I think even when the person understands that their classmate is trying to formulate something it's just like this feels really uncomfortable and they need to fill that space.

7) How students show emotions: 3/3

They show perhaps show emotion differently than they would in their first culture, because it's kind of at home learning.

13) Student expectations of you: 2/3

Depending on students purpose, and some of the foreign students that come don't do a lot of assignments because they are basically here to experience... I think there's also a difference for some cultures when they finish high school they enrol but then they don't need to do a lot of work [university]... they're not keen students.

15) Students who think they are better: 2/5

You mentioned past political conflict, I think that this is frequently a subtle one, because what happens when people are prejudiced and racist and also educated what they do is attribute certain things to those races or political groups that make them less. So... It's kind of explainable, or understandable, or acceptable within the culture.

Vietnamese and Cambodians, I had these two groups together in my class and there's years of hatred between these groups....It's not the sort of thing that can be resolved in a class.

When groups are far apart and there's some prejudice I think sometimes they simply don't want anything to do with this person or that person and that's more problematic.

The naivete of Canada that we think we can put any group together and they'll just work it out.

19) Knowing when students are being impolite: 2/4

Maybe it happens and I don't know. I guess I assume the best in people and I assume that if they are being really really rude that perhaps they don't know they are being rude.

23) Student free time: 2/3

If they stay at home all the time, I try and also the institute has programs to get them out...because I don't think that's very healthy. [some study all the time]

25) Disagreeing or criticising: 2/5

[With respecting to treating servants 2nd class] That's something I can't let pass... see that's when it's problematic.

26) Students criticising you: 3/5

I think your right, it happens more frequently with men than it does with women, I think men as adults have a very solid idea about who they are and women less so, so when they come into another culture, they can't perform to the same level that they would like to... They have sort of displacement feelings.

In terms of other kinds of things, like value things, I try not to get into that in class. If the problem is a lack

of respect for others then I take it up.

• Other situations:st-st

What I meant for example the treatment of women in the culture. I think that those are values and they're really strong and important values so when there's a discussion about that sometimes it's uncomfortable.

I take the bus and I mean most of the students when they see me on the bus or they know that I take the bus they just assume that that's my mode of transportation. Then when I tell them that I actually have a car, it's like that just the wildest thing that they've ever heard.

• Most difficult: st-st

I put hatred because I don't think that that one can be resolved... and that's the only thing we can do is treat each other with respect.

• Most difficult: st-t

Refugee-trauma

Transcript #P

Students acting superior:

I wanted him [a Korean student] to write his name using the alphabet [Japanese]... and he wouldn't do it and he threw the paper down and said, I'm not interested in anything about this language.

12) Student learning styles and study habits: 3/3

[with respect to error correction] I want them to figure out what the problem is and they don't want to do that. I don't know it it's because they think you're the teacher you tell me.

[the students say they] sit down, underline words, memorise them and I say what kind of exam are you preparing for here? A vocabulary exam or a biology exam? And I want you to tell me how do you prepare for an exam in biology. Well same thing.

15) Students acting superior: 2/4

Yeah, there's usually a problem with French Canadians, I'm going to be generalising, but very often French Canadian students do not seem tolerant of students who do not, who speak slowly and who don't have much vocabulary... and I find Spanish speaking students are often similar... They therefore think that they are more intelligent.

Is it race, culture, political conflict or is it skill with the language. I tend to think that very often it has to do with the skill of the language.

Well it tends to be Europeans versus Asian groups and then in the Asian it's Japanese and Korean, Japanese and Chinese. I think they have a stronger sense of history than we do. They have a lot to be upset about.

I think that language learning is the key to harmony in so many situations that if the person can speak in the other language at the same level as the European students we don't have that problem. It's when the perceive a difference in level.

The students I find to be the least tolerant... it's the German speakers... and then French from France, they even scare me.

19) Knowing when students are being impolite: 3/3

I always assume that they don't mean to be. I could be wrong. But I always assume that any politeness

problem has to do with, you know that stress or intonation doesn't work in English. I find them pushy from time, you know they seem to think that I will stop anything I'm doing at any point of time in order to take care of their particular need, whether I'm in the middle of lunch or I'm off to a meeting or whatever. And certain groups of students seem to be quite put off when you don't do what they want at that moment.

21) Getting students to give opinions: 2/4

I have a big dichotomy in both my classes right now with the Spanish speakers doing all the talking and some exceedingly shy low level Japanese... I haven't found that to be a particular problem [in the past] but this session it is. And it's their listening skills, I think, that causes the problem. I never know in that case when I should take the aggressive students aside.

23) Free time activities: 3/3

I'm sometimes a little startled when the girls invite me down to, you know, ladies night at the Big Bam Boo. But okay, I don't go, I always have something else to do. I am a little startled about how much time they spend in the casinos.

Students acting superior:

Racism, I haven't seen any overt racism, meaning I dislike you because your from a race. I feel that the conflicts tend to be political rather than racist. The students tend to be quite open minded.

[talking about some Mexican students who wouldn't change their cultural habits to accommodate others]
The Spanish speaker to whom I was telling this said "Are your students from Mexico?", and I said "yes". And he said "your perceiving this as some kind of superiority complex" and he said "In reality among the students at your language institute, they are low on the totem pole, and actually it's feelings of inferiority that are bringing out this notion that 'well, we're like this and who cares about', you know they're trying to stand up for themselves." Never crossed my mind in a million years. I don't know if it's even true. But it's one possibility. Because there's a hierarchy of students that you're not even aware of.

• Most difficult: st-st

Just something that's acceptable in their own culture might be offensive in another- like talking out of turn, interrupting, sitting on the tables. What's considered cool and informal in one country might be considered quite offensive in another.

Transcript #Q

12) Student learning styles and study habits: 3/3

Some students have no sense of how to organise their notes and their own books or whatever and students at our program they take 3 courses and to my way of thinking and perhaps our Western way of thinking we think of having information about one course here and having the information separated. But I often find that students are, it sort of hampers their remembering or their learning when they don't know where to find their notes from yesterday or something.

15) Students acting superior: 2/4

What I've noticed is well what the students say if they don't want to work with a particular person or group or something. What they'll say to me is they'll make a comment about the person's English. Or I don't want to work with that person because their English is not so good. Or I can't understand what they're saying...

They're not used to hearing the way a Japanese speaks English or the way a Russian speaks English or whatever. It sounds like a different language to them which makes sense...usually it's not a problem after a couple of days.

It's quite common to notice that Mexicans and other Spanish speakers, Central South Americans and Europeans even if their level of English is low, they'll tend to be more vocal and they'll often respond much quicker the questions or whatever than some of the Asian students. Asian students seem to take a little bit longer to process the questions. I believe this comes from education systems.

It usually works itself out.

19) Knowing when students are impolite: 2/4

I guess to me when a student says something like making the comment about "I don't want to work with so and so because of whatever." I mean to me that's kind of an impolite thing to say. [Do they say that in front of the other students?] Sometimes they do.

22) Understanding st dress & how they take care of themselves: 2/3

I think occasionally I may have had a student that , usually if I've noticed it's a male student who just seemed to not have very good personal habits. So you know, you can smell them. They haven't bathed in a couple of days or something.

When students come into my class and trier obviously heavy smokers or something, and they've just had a cigarette to me that's unpleasant.

Some students wearing really, really strong perfume and I have some colleagues who are actually allergic and this actually causes them great problems. I don't have allergies, but if someone's perfume is really strong, it's very unpleasant.

Gum chewing is something that I do ask the students not to do. They realise fairly quickly why I'm asking them [pronunciation].

23) Student free time:4/3

Well I comment about a lot of students' obsession with shopping.

24) Knowing what to talk about: 3/3

[re: school outings] Sometimes I felt a little socially uncomfortable myself simply because... I know that if I didn't know these people otherwise, I wouldn't have any reason to be with them. You know what I mean, because they're not my friends... but then other groups we do an outside social thing, it's not a problem so, you know, it does depend on the personalities... Sometimes it can be a little awkward, but um never let it bother me.

• Other situations: st-st

Students always have preconceived notions about what they're going to find when they come here... but they do sometimes have negative ideas about anything...one student asked me about little India... she said "oh is it very dirty?"

Here in Vancouver, as you know, we have downtown East side, which is a pretty colourful place... but sometimes student will just sort of say "Oh downtown Vancouver, or Hastings Street very dangerous, very dirty" and they'll just sort of put a blanket statement.

• Other situations: st-t

Students at the beginning of a session, they don't know my name, they've forgotten my name, or maybe they're not clear that I do expect them to use my name. So I tell them... But sometimes they'll forget, but for whatever reason, they'll call me "teacher".

• Most diff: st-st

They're not familiar with hearing different Englishes... Sometimes there can be the tension... within a couple of days usually they've figured out, they're ear gets attuned to the different sounds of English... It's just part of the adjustment.

• Most diff: st-t

Sometimes I feel that some students may find my teaching style too casual or too informal. cause I sometimes do have students who their behaviour in the class tends to be quite formal and I'm just not that way.

Transcript #R

Students acting superior:

You see very little of that on the surface in the classroom. Most student are extremely polished about that.

I'd consider it rare... I've seen many potential situations in my classroom. For example, say you have a Taiwanese person and a person who is from Mainland China. There's a political issue between those two places., but you very seldom or ever sense any political tension... I almost feel like shifting the emphasis from a racial thing to an economic thing.

22) Student dress: 3/2

For the most part it's really a non issue. The reason I put it in a slightly different category was because I wouldn't know how to address it.

23) Student free time: 3/2

It's something of a mystery to me in a way. I mean they tell me how they spend their free time. Sometimes, some of them spend the entire weekend just sitting in a room watching TV. Some of them live very lonely lives. Others are very active and social. They're going out all the time.

24) Knowing what to talk about w sts: 3/2

Yeah there can be topics that they might be uncomfortable with. I'm experimenting with that a bit [poetry]

25) Disagreeing with or criticising a st: 4/4

Well, you don't really do very much of that because it's a language learning course and really you want to encourage them to produce language and your not always judging the content... But to criticise you know a person generally isn't all that helpful when you're trying to learn a language. Encouragement is more reasonable.

26) Students criticising or disagreeing with you: 3/3

It very rarely happens and in fact I would actually like it to happen more because I find it stimulating and classroom is a little more electrified if a student kind of challenges me a bit. I really enjoy it when that happens... I'm probably capable of feeling some resentment if disagreement is really inappropriate.

Students acting superior: There seems to be at least on the surface, very, very little racial conflict in the classroom in my experience. In 7 years experience, I've seen almost nothing of that.

I wonder whether students are influenced by class or economic considerations when they're assessing one another, especially economic.

Yeah, in some cases a student may be slow to respond, they may not seem to be enjoying the class as much as others and I always feel a slight sense of concern or worry about that, I think to myself, is there anything else I can be doing, or is it me?... The best thing to do is to try to find a way to connect with the student about the subject.

Most difficult: st-st

That is the primary source of cross cultural communication problems... the Spanish accent is really different from the Japanese or Korean accents. Sometimes it takes them a while to adjust to each other, but they do make the adjustment.

Most difficult : st-t

I suppose it's just the fact that I have a certain authority invested in me as a teacher and some of them may feel for a short time reserve towards me because of that. That usually breaks down in my classroom, so you know after a few weeks.

7.11 Appendix K: Assistant agreement form

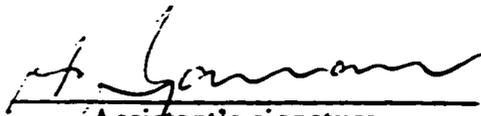
AGREEMENT OF TERMS OF ASSISTANCE

for the research project entitled

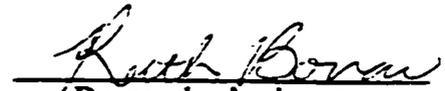
“Cross-cultural communication in selected Vancouver adult ESL classrooms”

I hereby agree to assist Ruth Bornau in obtaining interrater reliability scores for her oral and written data. I agree to listen to 25% of the oral interviews and read 25% of the written comments. I will then match the comments with a category from the list of categories she provides. I fully understand the definitions of each of the categories as explained by Ruth Bornau and am not aware of how she has previously categorised any of the data. I understand that I will receive no payment for my assistance.

I will remain blind to the names of the participants and I will not disclose the identities of any of the participants. All information I listen to or read will remain strictly confidential.



Assistant's signature



Researcher's signature
(Ruth Bornau)

Assistant:

Armin Bornau (father)
206 3767 Brown Rd.
Westbank BC
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Tel/fax- (250) 768-3548

7.3 Appendix L: Top 10 tables for student data

Table A1

The top 10 questionnaire items students rated on average as most difficult to understand (N=76)

Question		<i>M</i>	<i>SD</i>
1	27) Teachers who think they are better than students	3.02	1.26
2	26) Students who think they are better than other students	2.97	1.11
3	46) Talking to teachers about something that bothers you	2.8	1.17
4	45) Talking to students about something that bothers you	2.79	1.19
5	18) Student conversation style	2.78	0.9
6	44) Disagreeing with teachers	2.71	1.13
7	49) Accepting criticism from students	2.68	1.1
8	43) Disagreeing with students	2.65	0.9
9	32) Knowing when teachers or students are being impolite	2.61	1.25
10	1) Student values	2.54	0.9

Table A2

The top 10 questionnaire items Taiwanese students rated on average as most difficult to understand (N=17)

Question		<i>M</i>	<i>SD</i>
1	40) How teachers spend their free time	3.12	1.14
2	26) Students who think they are better than other students	3.06	1.03
3	27) Teachers who think they are better than students	2.93	1.18
4	43) Disagreeing with students	2.87	1.08
5	36) Understanding how students dress or take care of themselves	2.76	0.7
6	45) Talking to students about something that bothers you	2.76	1.03
7	1) Student values	2.76	1.2
8	49) Accepting criticism from students	2.73	1.03
9	39) How students spend their free time	2.7	0.8
10	18) Student conversation style	2.7	0.8

Table A3

The top 10 questionnaire items Chinese students rated on average as most difficult to understand (N=17)

Question		<i>M</i>	<i>SD</i>
1	46) Talking to teachers about something that bothers you	3.41	1.27
2	45) Talking to students about something that bothers you	3.29	1.35
3	27) Teachers who think they are better than students	3.17	1.38
4	44) Disagreeing with teachers	3.11	1.36
5	18) Student conversation style	3	0.9
6	26) Students who think they are better than other students	3	1.11
7	40) How teachers spend their free time	3	1.41
8	32) Knowing when teachers or students are being impolite	2.94	1.34
9	35) Giving opinions in class	2.82	1.07
10	39) How students spend their free time	2.76	1.43

Table A4
The top 10 questionnaire items Japanese students rated on average as most difficult to understand (N=12)

Question	<i>M</i>	<i>SD</i>
1 44) Disagreeing with teachers	3	1
2 43) Disagreeing with students	2.77	0.8
3 32) Knowing when teachers or students are being impolite	2.77	1.09
4 26) Students who think they are better than other students	2.77	1.2
5 27) Teachers who think they are better than students	2.5	1.3
6 45) Talking to students about something that bothers you	2.44	1.13
7 1) Student values	2.36	0.8
8 46) Talking to teachers about something that bothers you	2.33	0.7
9 49) Accepting criticism from students	2.33	0.7
10 22) Student learning styles and study habits	2.27	1.1

Table A5
The top 9 questionnaire items Latin American students rated on average as most difficult to understand (N=8)

Question	<i>M</i>	<i>SD</i>
1 18) Student conversation style	3.33	0.8
2 12) How students show emotions	3	1
3 13) How teachers show emotions	2.88	0.9
4 26) Students who think they are better than other students	2.85	1.46
5 27) Teachers who think they are better than students	2.85	1.57
6 45) Talking to students about something that bothers you	2.77	1.3
7 24) Lesson structure	2.66	0.8
8 28) The way students greet or take leave	2.66	1.22
9 46) Talking to teachers about something that bothers you	2.66	1.32

Table A6
The top 10 questionnaire items Eastern European students rated on average as most difficult to understand (N=7)

Question	<i>M</i>	<i>SD</i>
1 27) Teachers who think they are better than students	3.33	1.63
2 26) Students who think they are better than other students	3.28	1.49
3 49) Accepting criticism from students	3.14	1.21
4 22) Student learning styles and study habits	2.57	1.39
5 46) Talking to teachers about something that bothers you	2.42	1.13
6 50) Accepting criticism from the teacher	2.42	1.61
7 24) Lesson structure	2.33	1.03
8 18) Student conversation style	2.28	0.7
9 9) Student behaviour toward the teacher	2.28	1.11
10 23) Teacher's teaching style	2.16	0.9

Table A7
The top 10 questionnaire items Iranian students rated on average as most difficult to understand (N=4).

Question		<i>M</i>	<i>SD</i>
1	18) Student conversation style	3.75	0.5
2	27) Teachers who think they are better than students	3.25	0.9
3	3) Student level of formality	3.25	0.9
4	32) Knowing when teachers or students are being impolite	3.25	1.25
5	28) How students greet or take leave	3.25	1.5
6	39) How students spend their free time	3	0.8
7	4) Teacher level of formality	3	0.8
8	22) Student learning styles and study habits	3	0.8
9	26) Students who think they are better than other students	3	0.8
10	2) Teacher values	3	1.15

Table A8
The top 9 questionnaire items Korean students rated on average as most difficult to understand (N=5)

Question		<i>M</i>	<i>SD</i>
1	20) How far students stand or sit	3.5	1
2	32) Knowing when teachers or students are being impolite	3.4	0.8
3	21) Teacher far teachers stand or sit	3.25	1.5
4	46) Talking to teachers about something that bothers you	3.2	1.3
5	13) How teachers show emotions	3	0.7
6	49) Accepting criticism from students	3	1.22
7	45) Talking to students about something that bothers you	3	1.41
8	14) Student eye contact	2.8	0.4
9	12) How students show emotions	2.8	0.4

Table A9
The top 10 questionnaire items male students rated on average as most difficult to understand (N=18)

Question		<i>M</i>	<i>SD</i>
1	44) Disagreeing with teachers	3.25	1.12
2	40) How teachers spend their free time	3.18	1.27
3	43) Disagreeing with students	3.12	0.9
4	45) Talking to students about something that bothers you	3.12	1.14
5	27) Teachers who think they are better than students	3.12	1.2
6	26) Students who think they are better than other students	3.06	1.06
7	18) Student conversation style	3	0.8
8	49) Accepting criticism from students	3	0.9
9	39) How students spend their free time	3	1.36
10	46) Talking to teachers about something that bothers you	2.93	1.12

Table A10
The top 10 questionnaire items female students rated on average as most difficult to understand (N=58)

Question		<i>M</i>	<i>SD</i>
1	27) Teachers who think they are better than students	3	1.29
2	26) Students who think they are better than other students	2.94	1.13
3	46) Talking to teachers about something that bothers you	2.76	1.2
4	18) Student conversation style	2.72	0.9
5	45) Talking to students about something that bothers you	2.69	1.2
6	32) Knowing when teachers or students are being impolite	2.58	1.27
7	49) Accepting criticism from students	2.57	1.14
8	44) Disagreeing with teachers	2.56	1.1
9	43) Disagreeing with students	2.51	0.9
10	1) Student values	2.51	1

Table A11
The top 10 questionnaire items international students rated on average as most difficult to understand (N=25)

Question		<i>M</i>	<i>SD</i>
1	26) Students who think they are better than other students	2.78	1.18
2	43) Disagreeing with students	2.76	0.9
3	44) Disagreeing with teachers	2.66	1.01
4	27) Teachers who think they are better than students	2.61	1.41
5	32) Knowing when teachers or students are being impolite	2.59	1.22
6	18) Student conversation style	2.58	0.9
7	12) How students show emotions	2.56	0.8
8	45) Talking to students about something that bothers you	2.54	1.1
9	49) Accepting criticism from students	2.52	0.8
10	1) Student values	2.39	0.8

Table A12
The top 10 questionnaire items immigrant students rated on average as most difficult to understand (N=51)

Question		<i>M</i>	<i>SD</i>
1	27) Teachers who think they are better than students	3.18	1.18
2	26) Students who think they are better than other students	3.04	1.08
3	46) Talking to teachers about something that bothers you	3.02	1.19
4	45) Talking to students about something that bothers you	2.9	1.23
5	18) Student conversation style	2.88	0.9
6	49) Accepting criticism from students	2.75	1.21
7	44) Knowing how to treat students older or younger than you	2.74	1.19
8	1) Student values	2.62	1.04
9	39) How students spend their free time	2.62	1.16
10	32) Knowing when teachers or students are being impolite	2.62	1.28

Table A13

The top 10 questionnaire items students aged 25 and younger rated on average as most difficult to understand (N=27)

Question		<i>M</i>	<i>SD</i>
1	27) Teachers who think they are better	3.08	1.07
2	26) Students who think they are better	3.04	0.9
3	44) Disagreeing with teachers	2.91	1.01
4	49) Accepting students criticism	2.91	1.01
5	43) Disagreement with students	2.87	0.8
6	18) Student conversation style	2.84	0.9
7	45) Talking to students about something that bothers you	2.8	1.09
8	50) Accepting criticism from teachers	2.7	1.08
9	1) Student values	2.6	1.08
10	22) Student learning styles & study habits	2.57	1.02

Table A14

The top 10 questionnaire items students aged 26 and older rated on average as most difficult to understand (N=49)

Question		<i>M</i>	<i>SD</i>
1	27) Teachers who think they are better	2.92	1.34
2	26) Students who think they are better	2.87	1.18
3	46) Talking to teachers about something that bothers you	2.8	1.13
4	18) Student conversation style	2.76	0.8
5	45) Talking to students about something that bothers you	2.67	1.2
6	32) Knowing when students or teachers are being impolite	2.6	1.19
7	49) Accepting students criticism	2.59	1.1
8	1) Student values	2.57	0.9
9	40) How teachers spend their free time	2.46	1.24
10	12) How students show emotions	2.45	0.9

Table A15

The top 10 questionnaire items students who had studied at the school for less than a year rated on average as most difficult to understand (N=43)

Question		<i>M</i>	<i>SD</i>
1	18) Student conversation style	2.71	0.9
2	43) Disagreement with students	2.66	1.03
3	26) Students who think they are better	2.64	1.05
4	27) Teachers who think they are better	2.62	1.25
5	46) Talking to teachers about something that bothers you	2.6	1.1
6	45) Talking to students about something that bothers you	2.52	1.06
7	12) How students show emotions	2.48	1
8	40) How teachers spend their free time	2.47	1.26
9	44) Disagreeing with teachers	2.46	0.9
10	49) Accepting students criticism	2.45	0.9

Table A16

The top 10 questionnaire items students who had studied a year or more at the school rated on average as most difficult to understand (N=33)

Question	<i>M</i>	<i>SD</i>
1 27) Teachers who think they are better	3.51	1.12
2 26) Students who think they are better	3.34	1.06
3 45) Talking to students about something that bothers you	3.12	1.28
4 44) Disagreeing with teachers	3.03	1.23
5 46) Talking to t about something that bothers you	3.03	1.23
6 49) Accepting students criticism	2.93	1.18
7 50) Accepting criticism from teachers	2.9	1.25
8 18) Student conversation style	2.87	0.8
9 1) Student values	2.84	0.9
10 32) Knowing when students or teachers are being impolite	2.81	1.28

Table A17

The top 10 questionnaire items students who had visited more than one country (other than Canada) rated on average as most difficult to understand (N=48)

Question	<i>M</i>	<i>SD</i>
1 26) Students who think they are better	3.09	1.21
2 27) Teachers who think they are better	3	1.37
3 46) Talking to t about something that bothers you	2.79	1.19
4 45) Talking to students about something that bothers you	2.77	1.29
5 49) Accepting students criticism	2.66	1.11
6 18) Student conversation style	2.62	0.9
7 44) Disagreeing with teachers	2.62	1.13
8 32) Knowing when students or teachers are being impolite	2.58	1.3
9 1) Student values	2.52	0.9
10 43) Disagreement with students	2.47	0.9

Table A18

The top 10 questionnaire items students who had visited less than one country (other than Canada) rated on average as most difficult to understand (N=28)

Question	<i>M</i>	<i>SD</i>
1 18) Student conversation style	3.07	0.8
2 27) Teachers who think they are better	3.07	1.09
3 43) Disagreement with students	2.96	0.9
4 44) Disagreeing with teachers	2.88	1.14
5 45) Talking to students about something that bothers you	2.81	1.03
6 46) Talking to t about something that bothers you	2.81	1.17
7 39) How students spend their free time	2.81	1.24
8 26) Students who think they are better	2.76	0.9
9 33) St humour	2.7	0.9
10 49) Accepting students criticism	2.7	1.1

Table A19

The top 10 questionnaire items students who had been in Canada for less than 6 months rated on average as most difficult to understand (N=20)

Question		<i>M</i>	<i>SD</i>
1	45) Talking to students about something that bothers you	2.73	1.04
2	26) Students who think they are better	2.7	0.9
3	49) Accepting students criticism	2.68	0.7
4	43) Disagreement with students	2.66	0.7
5	32) Knowing when students or teachers are being impolite	2.66	1.18
6	18) Student conversation style	2.6	0.8
7	12) How students show emotions	2.57	0.7
8	36) How students dress or take care of themselves	2.55	0.9
9	5) How to treat students of the opposite sex	2.5	0.8
10	22) Student learning styles and study habits	2.5	0.8

Table A20

The top 10 questionnaire items students who had been in Canada for more than 6 months rated on average as most difficult to understand (N=56)

Question		<i>M</i>	<i>SD</i>
1	27) Teachers who think they are better	3.21	1.25
2	26) Students who think they are better	3.05	1.14
3	46) Talking to t about something that bothers you	2.9	1.22
4	18) Student conversation style	2.85	0.9
5	44) Disagreeing with teachers	2.83	1.26
6	45) Talking to students about something that bothers you	2.81	1.25
7	49) Accepting students criticism	2.67	1.2
8	43) Disagreement with students	2.64	1.03
9	32) Knowing when students or teachers are being impolite	2.6	1.28
10	1) Student values	2.59	1.03

Table A21
The top 10 questionnaire items students rated on average as most uncomfortable (N=76)

Question		<i>M</i>	<i>SD</i>
1	26) Students who think they are better	3.07	1.12
2	27) Teachers who think they are better	3.05	1.38
3	32) Knowing when teachers or students are being impolite	2.98	1.23
4	18) Student conversation style	2.95	1.02
5	45) Talking to students about something that bothers you	2.94	1.21
6	44) Disagreeing with teachers	2.79	1.11
7	43) Disagreeing with students	2.78	0.9
8	49) Accepting criticism from students	2.77	1.14
9	46) Talking to teachers about something that bothers you	2.74	1.19
10	12) How students show emotions	2.63	0.9

Table A22
The top 10 questionnaire items Chinese students rated on average as most uncomfortable (N=17)

Question		<i>M</i>	<i>SD</i>
1	45) Talking to students about something that bothers you	3.06	1.27
2	32) Knowing when teachers or students are being impolite	3.06	1.09
3	18) Student conversation style	3	1
4	46) Talking to teachers about something that bothers you	3	1.3
5	26) Students who think they are better	2.8	1.2
6	10) Student behaviour towards other students	2.73	1.09
7	12) How students show emotions	2.6	1.05
8	20) How far students stand or sit from you	2.6	1.18
9	49) Accepting criticism from students	2.6	1.4
10	27) Teachers who think they are better	2.6	1.5

Table A23
The top 10 questionnaire items Japanese students rated on average as most uncomfortable (N=12)

Question		<i>M</i>	<i>SD</i>
1	44) Disagreeing with teachers	3.5	0.8
2	43) Disagreeing with students	3.3	0.6
3	27) Teachers who think they are better than students	3.2	1.47
4	32) Knowing when students or teachers are being impolite	3.1	1.19
5	26) Students who think they are better	3	1.33
6	49) Accepting criticism from students	2.77	1.09
7	45) Talking to students about something that bothers you	2.77	1.48
8	18) Student conversation style	2.75	1.05
9	1) Student values	2.58	0.6
10	46) Talking to the teacher about something that bothers you	2.55	1.33

Table A24

The top 10 questionnaire items Latin American students rated on average as most uncomfortable (N=8)

Question		<i>M</i>	<i>SD</i>
1	26) Students who think they are better	3.5	1.64
2	27) Teachers who think they are better	3.33	1.63
3	18) Student conversation style	3.31	1.03
4	45) Talking to students about something that bothers you	3.12	1.45
5	12) How students show emotions	3	1.19
6	46) Talking to teachers about something that bothers you	2.93	1.65
7	50) Accepting criticism from the teacher	2.87	0.9
8	43) Disagreeing with students	2.87	1.24
9	47) Asking students questions or for help	2.87	1.35
10	35) Giving opinions in the classroom	2.85	1.34

Table A25

The top 10 questionnaire items Eastern European students rated on average as most uncomfortable (N=7)

Question		<i>M</i>	<i>SD</i>
1	26) Students who think they are better	3.85	0.8
2	27) Teachers who think they are better	3.28	1.7
3	49) Accepting criticism from students	3.14	1.34
4	10) Student behaviour toward other students	2.57	0.7
5	32) Knowing when teachers or students are being impolite	2.57	1.27
6	23) Teacher's teaching style	2.5	0.8
7	5) Knowing how to treat a student of the opposite sex	2.42	0.9
8	18) Student conversation style	2.42	1.13
9	7) Knowing how to treat students older or younger than you	2.42	1.39
10	44) Disagreeing with teachers	2.33	1.21

Table A26

The top 10 questionnaire items Iranian students rated on average as most uncomfortable (N=4)

Question		<i>M</i>	<i>SD</i>
1	18) Student conversation style	4	0.8
2	3) Student level of formality	3.5	0.5
3	12) How students show emotions	3.25	0.9
4	27) Teachers who think they are better	3.25	0.9
5	32) Knowing when teachers or student are being impolite	3.25	1.25
6	22) Student learning styles and study habits	3	0.8
7	9) Student behaviour toward the teacher	3	0.8
8	4) Teacher's level of formality	3	0.8
9	16) Student gestures	3	1.15
10	28) How students greet or take leave	3	1.41

Table A27

The top 10 questionnaire items Korean students rated on average as most uncomfortable (N=5)

Question		<i>M</i>	<i>SD</i>
1	49) Accepting criticism from students	4	1.22
2	32) Knowing when teachers or students are being impolite	3.8	0.4
3	45) Talking to students about something that bothers you	3.8	0.8
4	12) How students show emotions	3.6	0.5
5	20) How close or far students stand or sit from you	3.5	1.73
6	43) Disagreeing with students	3.4	0.5
7	18) Student conversation style	3.4	0.5
8	3) Student level of formality	3.4	0.5
9	46) Talking to teachers about something that bothers you	3.4	1.14
10	27) Teachers who think they are better	3.4	1.34

Table A28

The top 10 questionnaire items Taiwanese students rated on average as most uncomfortable (N=17)

Question		<i>M</i>	<i>SD</i>
1	44) Disagreeing with teachers	3.06	0.9
2	43) Disagreeing with students	3	0.9
3	26) Students who think they are better	3	1.13
4	27) Teachers who think they are better	3	1.26
5	32) Knowing when teachers or students are being impolite	2.87	1.31
6	10) Student behaviour towards students	2.68	0.9
7	49) Accepting criticism from students	2.64	0.8
8	45) Talking to students about something that bothers you	2.64	1.11
9	18) Student conversation style	2.58	0.7
10	1) Student values	2.52	0.8

Table A29

The top 10 questionnaire items male students rated on average as most uncomfortable (N=18)

Question		<i>M</i>	<i>SD</i>
1	45) Talking to students about something that bothers you	3.75	1
2	43) Disagreeing with students	3.35	0.7
3	44) Disagreeing with teachers	3.26	1.06
4	27) Teachers who think they are better	3.23	1.3
5	18) Student conversation style	3.19	0.7
6	46) Talking to teachers about something that bothers you	3.15	1.2
7	49) Accepting criticism from students	3.05	1.08
8	32) Knowing when teachers or students are being impolite	3.05	1.19
9	26) Students who think they are better	3.05	1.19
10	39) How students spend their free time	3	1.22

Table A30
The top 10 questionnaire items female students rated on average as most uncomfortable (N=58)

Question	<i>M</i>	<i>SD</i>
1 26) Students who think they are better	3.07	1.21
2 27) Teachers who think they are better	3.03	1.42
3 32) Knowing when teachers or students are being impolite	2.96	1.24
4 18) Student conversation style	2.87	1.07
5 45) Talking to students about something that bothers you	2.7	1.17
6 49) Accepting criticism from students	2.67	1.16
7 44) Disagreeing with teachers	2.66	1.09
8 46) Talking to teachers about something that bothers you	2.62	1.18
9 43) Disagreeing with students	2.61	0.9
10 12) How students show emotions	2.55	0.9

Table A31
The top 10 questionnaire items immigrant students rated on average as most uncomfortable (N=51)

Question	<i>M</i>	<i>SD</i>
1 26) Students who think they are better	3.06	1.07
2 18) Student conversation style	3.04	1.04
3 45) Talking to students about something that bothers you	2.97	1.17
4 27) Teachers who think they are better	2.97	1.28
5 32) Knowing when teachers or students are being impolite	2.93	1.19
6 46) Talking to teachers about something that bothers you	2.82	1.16
7 49) Accepting criticism from students	2.71	1.19
8 44) Disagreeing with teachers	2.6	1.12
9 10) Student behaviour toward other students	2.57	0.9
10 43) Disagreeing with students	2.57	0.9

Table A32
The top 10 questionnaire items international students rated on average as most uncomfortable (N=25)

Question	<i>M</i>	<i>SD</i>
1 43) Disagreeing with students	3.27	0.8
2 27) Teachers who think they are better	3.25	1.61
3 44) Disagreeing with teachers	3.2	0.9
4 26) Students who think they are better	3.1	1.51
5 32) Knowing when teachers or students are being impolite	3.09	1.33
6 49) Accepting criticism from students	2.9	1.04
7 12) How students show emotions	2.88	0.9
8 45) Talking to students about something that bothers you	2.86	1.32
9 18) Student conversation style	2.72	0.9
10 50) Accepting criticism from teachers	2.63	1

Table A33
The top 10 questionnaire items students 25 years old or younger rated on average as most uncomfortable (N=27)

Question	<i>M</i>	<i>SD</i>
1 27) Teachers who think they are better	3.26	1.4
2 26) Students who think they are better	3.11	1.33
3 49) Accepting criticism from students	3.08	1.05
4 45) Talking to students about something that bothers you	3.07	1.19
5 44) Disagreeing with teachers	3.06	1
6 43) Disagreeing with students	3.04	0.8
7 32) Knowing when teachers or students are being impolite	3.04	1.3
8 18) Student conversation style	3.01	1.07
9 50) Accepting criticism from teachers	2.95	1.19
10 46) Talking to teachers about something that bothers you	2.67	1.24

Table A34
The top 10 questionnaire items students 26 years old or older rated on average as most uncomfortable (N=46)

Question	<i>M</i>	<i>SD</i>
1 26) Students who think they are better	3.02	1.16
2 27) Teachers who think they are better	3	1.36
3 32) Knowing when teachers or students are being impolite	2.97	1.19
4 18) Student conversation style	2.88	1
5 45) Talking to students about something that bothers you	2.88	1.21
6 46) Talking to teachers about something that bothers you	2.75	1.15
7 43) Disagreeing with students	2.68	0.9
8 12) How students show emotions	2.64	0.9
9 44) Disagreeing with teachers	2.62	1.09
10 49) Accepting criticism from students	2.6	1.15

Table A35
The top 10 questionnaire items students who had travelled to one country or less (other than Canada) rated on average as most uncomfortable (N=28)

Question	<i>M</i>	<i>SD</i>
1 18) Student conversation style	3.21	0.9
2 32) Knowing when teachers or students are being impolite	3.14	1.14
3 27) Teachers who think they are better	3.11	1.25
4 45) Talking to students about something that bothers you	3.07	1.17
5 26) Students who think they are better	2.88	1.05
6 44) Disagreeing with teachers	2.88	1.12
7 12) How students show emotions	2.85	1
8 43) Disagreeing with students	2.81	0.8
9 46) Talking to teachers about something that bothers you	2.81	1.17
10 49) Accepting criticism from students	2.74	1.19

Table A36

The top 10 questionnaire items students who had travelled to two or more countries (other than Canada) rated on average as most uncomfortable (N=48)

Question		<i>M</i>	<i>SD</i>
1	26) Students who think they are better	3.19	1.3
2	27) Teachers who think they are better	3.02	1.47
3	32) Knowing when teachers or students are being impolite	2.88	1.29
4	45) Talking to students about something that bothers you	2.86	1.24
5	18) Student conversation style	2.79	1.01
6	49) Accepting criticism from students	2.79	1.12
7	43) Disagreeing with students	2.77	1
8	44) Disagreeing with teachers	2.73	1.11
9	46) Talking to teachers about something that bothers you	2.7	1.22
10	12) How students show emotions	2.48	0.9

Table A37

The top 10 questionnaire items students who had studied at the school for less than a year rated on average as most uncomfortable (N=43)

Question		<i>M</i>	<i>SD</i>
1	26) Students who think they are better	3.02	1.28
2	27) Teachers who think they are better	3.02	1.45
3	18) Student conversation style	2.98	0.9
4	43) Disagreeing with students	2.92	0.9
5	32) Knowing when teachers or students are being impolite	2.89	1.25
6	45) Talking to students about something that bothers you	2.85	1.25
7	44) Disagreeing with teachers	2.78	1.06
8	49) Accepting criticism from students	2.69	1.14
9	46) Talking to teachers about something that bothers you	2.69	1.19
10	12) How students show emotions	2.66	1.02

Table A38

The top 10 questionnaire items students who had studied at the school for a year or more rated on average as most uncomfortable (N=33)

Question		<i>M</i>	<i>SD</i>
1	26) Students who think they are better	3.13	1.13
2	27) Teachers who think they are better	3.1	1.29
3	32) Knowing when teachers or students are being impolite	3.09	1.22
4	45) Talking to students about something that bothers you	3.06	1.17
5	18) Student conversation style	2.9	1.1
6	49) Accepting criticism from students	2.86	1.16
7	44) Disagreeing with teachers	2.8	1.18
8	46) Talking to teachers about something that bothers you	2.8	1.22
9	50) Accepting criticism from teachers	2.76	1.19
10	43) Disagreeing with students	2.61	0.8

Table A39

The top 10 questionnaire items students who had lived in Canada for 6 months or less rated on average as most uncomfortable (N=20)

Question		<i>M</i>	<i>SD</i>
1	43) Disagreeing with students	3.27	0.6
2	32) Knowing when teachers or students are being impolite	3.25	1.18
3	45) Talking to students about something that bothers you	3.15	1.16
4	49) Accepting criticism from students	3.12	0.8
5	12) How students show emotions	3.05	0.9
6	26) Students who think they are better	3.05	1.47
7	27) Teachers who think they are better	3.05	1.47
8	44) Disagreeing with teachers	3.02	0.6
9	18) Student conversation style	2.92	0.9
10	50) Accepting criticism from teachers	2.88	0.9

Table A40

The top 10 questionnaire items students who had lived in Canada for more than 6 months rated on average as most uncomfortable (N= 56)

Question		<i>M</i>	<i>SD</i>
1	26) Students who think they are better	3.07	1.12
2	27) Teachers who think they are better	3.05	1.36
3	18) Student conversation style	2.96	1.04
4	32) Knowing when teachers or students are being impolite	2.9	1.24
5	45) Talking to students about something that bothers you	2.86	1.23
6	44) Disagreeing with teachers	2.71	1.22
7	46) Talking to teachers about something that bothers you	2.7	1.2
8	49) Accepting criticism from students	2.66	1.2
9	43) Disagreeing with students	2.62	0.9
10	1) Student values	2.5	0.8

7.13 Appendix M: Top 10 tables for teacher data

Table A41

The top 10 questionnaire items teachers rated on average as most difficult to understand (N=20)

Question		<i>M</i>	<i>SD</i>
1	15) Students who think they are better than other students	2.65	1.26
2	25) Disagreeing with or criticising a student	2.55	0.7
3	30) Dealing with cross-cultural communication problems/racism	2.5	0.8
4	23) How students spend their free time	2.47	0.6
5	14) Student expectations of other students	2.47	0.6
6	6) Student behaviour toward other students	2.4	0.7
7	26) Student criticising or disagreeing with you	2.35	0.7
8	5) Student behaviour toward the teacher	2.32	0.5
9	7) How students show emotions	2.3	0.6
10	19) Knowing when students are being impolite	2.29	0.7

Table A42

The top 10 questionnaire items teachers 35 years of age and younger rated on average as most difficult to understand (N=9)

Question		<i>M</i>	<i>SD</i>
1	15) Students who think they are better than other students	2.88	1.45
2	6) Student behaviour toward other students	2.66	0.8
3	25) Disagreeing with or criticising a student	2.55	0.7
4	14) Student expectations of other students	2.55	0.7
5	5) Student behaviour toward the teacher	2.44	0.5
6	23) How students spend their free time	2.33	0.5
7	7) How students show emotions	2.33	0.7
8	26) Student criticising or disagreeing with you	2.33	0.8
9	19) Knowing when students are being impolite	2.22	0.9
10	22) How students dress/take care of themselves	2.11	0.6

Table A43

The top ten questionnaire items teachers 36 years of age and older rated on average as most difficult to understand (N=10)

Question		<i>M</i>	<i>SD</i>
1	30) Dealing with cross-cultural communication problems	2.88	0.6
2	20) Student humour	2.66	0.5
3	23) How students spend their free time	2.66	0.7
4	25) Disagreeing with or criticising a student	2.57	0.7
5	12) Student learning styles and study habits	2.5	0.5
6	15) Students who think they are better than other students	2.5	1.17
7	26) Student criticising or disagreeing with you	2.42	0.5
8	1) Student values	2.4	0.8
9	19) Knowing when students are being impolite	2.37	0.5
10	9) Student gestures	2.3	0.6

Table A44

The top 10 questionnaire items teachers with 5 years or less of teaching experience rated on average as most difficult to understand (N=10)

Question		<i>M</i>	<i>SD</i>
1	15) Students who think they are better than other students	3.2	1.47
2	14) Student expectations of other students	2.77	0.8
3	25) Disagreeing with or criticising a student	2.61	0.6
4	6) Student behaviour toward other students	2.6	0.8
5	5) Student behaviour toward the teacher	2.4	0.6
6	7) How students show emotions	2.4	0.8
7	30) Dealing with cross-cultural communication problems	2.38	0.9
8	23) How students spend their free time	2.3	0.4
9	19) Knowing when students are being impolite	2.25	1.03
10	26) Student criticising or disagreeing with you	2.22	0.8

Table A45

The top 10 questionnaire items teachers with 6 years or more of teaching experience rated on average as most difficult to understand (N=10)

Question		<i>M</i>	<i>SD</i>
1	23) How students spend their free time	2.66	0.7
2	30) Dealing with cross-cultural communication problems	2.6	0.8
3	26) Student criticising or disagreeing with you	2.5	0.5
4	25) Disagreeing with or criticising a student	2.5	0.7
5	20) Student humour	2.44	0.5
6	12) Student learning styles and study habits	2.4	0.5
7	24) Knowing what to talk about with students	2.33	0.5
8	19) Knowing when students are being impolite	2.33	0.5
9	5) Student behaviour toward the teacher	2.25	0.4
10	22) How students dress/take care of themselves	2.22	0.4

Table A46

The top 10 questionnaire items teachers who have never lived in a non-English speaking country rated on average as most difficult to understand (N=6)

Question		<i>M</i>	<i>SD</i>
1	30) Dealing with cross-cultural communication problems	2.83	0.7
2	25) Disagreeing with or criticising a student	2.75	0.9
3	12) Student learning styles and study habits	2.66	0.5
4	1) Student values	2.66	0.8
5	19) Knowing when students are being impolite	2.6	0.5
6	20) Student humour	2.6	0.5
7	23) How students spend their free time	2.6	0.5
8	5) Student behaviour toward the teacher	2.58	0.4
9	6) Student behaviour toward other students	2.5	0.5
10	4) Knowing how to treat students older or younger than you	2.5	0.5

Table A47

The top 10 questionnaire items teachers who lived in a non-English speaking country rated on average as most difficult to understand (N=14)

Question		<i>M</i>	<i>SD</i>
1	15) Students who think they are better than other students	2.85	1.35
2	14) Student expectations of other students	2.53	0.7
3	25) Disagreeing with or criticising a student	2.5	0.6
4	23) How students spend their free time	2.42	0.6
5	6) Student behaviour toward other students	2.35	0.8
6	30) Dealing with cross-cultural communication problems	2.34	0.9
7	26) Student criticising or disagreeing with you	2.3	0.7
8	7) How students show emotions	2.28	0.7
9	5) Student behaviour toward the teacher	2.21	0.5
10	19) Knowing when students are being impolite	2.16	0.8

Table A48

The top 10 questionnaire items teachers who have travelled to 5 or less countries rated on average as most difficult to understand (N=7)

Question		<i>M</i>	<i>SD</i>
1	14) Student expectations of other students	2.85	0.6
2	30) Dealing with cross-cultural communication problems	2.85	0.6
3	12) Student learning styles and study habits	2.71	0.4
4	19) Knowing when students are being impolite	2.71	0.7
5	23) How students spend their free time	2.71	0.7
6	15) Students who think they are better than other students	2.71	1.25
7	25) Disagreeing with or criticising a student	2.66	0.8
8	5) Student behaviour toward the teacher	2.64	0.4
9	6) Student behaviour toward other students	2.57	0.7
10	26) Student criticising or disagreeing with you	2.5	0.5

Table A49

The top 10 questionnaire items teachers who have travelled to 6 or more countries rated on average as most difficult to understand (N=12)

Question		<i>M</i>	<i>SD</i>
1	15) Students who think they are better than other students	2.66	1.37
2	25) Disagreeing with or criticising a student	2.5	0.7
3	23) How students spend their free time	2.36	0.5
4	6) Student behaviour toward other students	2.33	0.7
5	7) How students show emotions	2.33	0.7
6	26) Student criticising or disagreeing with you	2.3	0.8
7	20) Student humour	2.27	0.7
8	30) Dealing with cross-cultural communication problems	2.27	1
9	22) How students dress/take care of themselves	2.18	0.7
10	9) Student gestures	2.16	0.5

Table A50
The top 10 questionnaire items teachers rated on average as most uncomfortable (N=20)

Question		<i>M</i>	<i>SD</i>
1	15) Students who think they are better than other students	4.1	0.9
2	25) Disagreeing with or criticising a student	3.14	1.02
3	19) Knowing when students are being impolite	3.05	0.8
4	30) Dealing with cross-cultural problems/racism	2.89	0.9
5	29) Identifying cross-cultural communication problems	2.72	1.11
6	6) Student behaviour toward other students	2.7	0.7
7	26) Students criticising or disagreeing with you	2.7	0.9
8	14) Student expectations of other students	2.68	0.6
9	12) Student learning styles and study habits	2.52	0.7
10	7) How students show emotions	2.45	0.7

Table A51
The top 10 questionnaire items teachers 35 years or younger rated on average as most uncomfortable (N=9)

Question		<i>M</i>	<i>SD</i>
1	15) Students who think they are better than other students	4.11	1.16
2	19) Knowing when students are being impolite	3.11	0.9
3	25) Disagreeing with or criticising a student	3.11	1.05
4	6) Student behaviour toward other students	3	0.7
5	14) Student expectations of other students	2.88	0.7
6	30) Dealing with cross-cultural problems/racism	2.77	0.9
7	26) Students criticising or disagreeing with you	2.77	0.9
8	29) Identifying cross-cultural communication problems	2.77	1.3
9	16) Student behaviour (homesickness)	2.66	1
10	7) How students show emotions	2.55	0.7

Table A52
The top 10 questionnaire items teachers 36 years and older rated on average as most uncomfortable (N=10)

Question		<i>M</i>	<i>SD</i>
1	15) Students who think they are better than other students	4.1	0.7
2	25) Disagreeing with or criticising a student	3.28	1.11
3	30) Dealing with cross-cultural problems/racism	3.05	1.01
4	19) Knowing when students are being impolite	3	0.9
5	26) Students criticising or disagreeing with you	2.71	1.11
6	29) Identifying cross-cultural communication problems	2.7	1.05
7	12) Student learning styles and study habits	2.6	0.6
8	23) Student free time activities	2.55	0.5
9	6) Student behaviour toward other students	2.5	0.7
10	14) Student expectations of other students	2.44	0.5

Table A53

The top 10 questionnaire items teachers with 5 years or less of teaching experience rated on average as most uncomfortable (N=10)

Question		<i>M</i>	<i>SD</i>
1	15) Students who think they are better than other students	4.1	1.1
2	19) Knowing when students are being impolite	3.12	0.9
3	25) Disagreeing with or criticising a student	3.05	1.07
4	6) Student behaviour toward other students	3	0.6
5	14) Student expectations of other students	3	0.7
6	7) How students show emotions	2.9	0.7
7	30) Dealing with cross-cultural problems/racism	2.83	0.9
8	29) Identifying cross-cultural communication problems	2.75	1.23
9	12) Student learning styles and study habits	2.55	0.8
10	26) Students criticising or disagreeing with you	2.55	1.01

Table A54

The top 10 questionnaire items teachers with 6 years or more of teaching experience rated on average as most uncomfortable (N=10)

Question		<i>M</i>	<i>SD</i>
1	15) Students who think they are better than other students	4.1	0.7
2	25) Disagreeing with or criticising a student	3.25	1.03
3	19) Knowing when students are being impolite	3	0.8
4	30) Dealing with cross-cultural problems/racism	2.95	1.01
5	26) Students criticising or disagreeing with you	2.87	0.9
6	29) Identifying cross-cultural communication problems	2.7	1.05
7	12) Student learning styles and study habits	2.5	0.7
8	14) Student expectations of other students	2.4	0.5
9	6) Student behaviour toward other students	2.4	0.6
10	9) Student gestures	2.33	0.5

Table A55

The top 10 questionnaire items teachers who have never lived in a non-English speaking country rated on average as most uncomfortable (N=6)

Question		<i>M</i>	<i>SD</i>
1	15) Students who think they are better than other students	4	0.6
2	25) Disagreeing with or criticising a student	3	1.15
3	19) Knowing when students are being impolite	2.8	0.8
4	30) Dealing with cross-cultural problems/racism	2.75	0.8
5	6) Student behaviour toward other students	2.66	0.5
6	20) Student humour	2.6	0.5
7	26) Students criticising or disagreeing with you	2.5	0.5
8	14) Student expectations of other students	2.5	0.5
9	29) Identifying cross-cultural communication problems	2.5	0.8
10	22) How students dress or take care of themselves	2.4	0.5

Table A56

The top 10 questionnaire items teachers who have lived in a non-English speaking country rated on average as most uncomfortable (N=14)

Question		<i>M</i>	<i>SD</i>
1	15) Students who think they are better than other students	4.14	1.02
2	25) Disagreeing with or criticising a student	3.19	1.03
3	19) Knowing when students are being impolite	3.16	0.9
4	30) Dealing with cross-cultural problems/racism	2.96	1
5	29) Identifying cross-cultural communication problems	2.82	1.23
6	14) Student expectations of other students	2.76	0.7
7	26) Students criticising or disagreeing with you	2.76	1.09
8	6) Student behaviour toward other students	2.71	0.8
9	12) Student learning styles and study habits	2.6	0.7
10	7) How students show emotions	2.57	0.8

Table A57

The top 10 questionnaire items teachers who have travelled to 5 countries or less rated on average as most uncomfortable (N=7)

Question		<i>M</i>	<i>SD</i>
1	15) Students who think they are better than other students	4.14	0.8
2	19) Knowing when students are being impolite	3.42	0.7
3	30) Dealing with cross-cultural problems/racism	3.28	0.4
4	25) Disagreeing with or criticising a student	3.16	0.9
5	6) Student behaviour toward other students	2.85	0.3
6	12) Student learning styles and study habits	2.85	0.3
7	13) Student expectations of you	2.85	0.6
8	14) Student expectations of other students	2.85	0.6
9	16) Student behaviour (homesickness)	2.85	0.6
10	24) Knowing what to talk about with students	2.57	0.7

Table A58

The top 10 questionnaire items teachers who have travelled to 6 countries or more countries rated on average as most uncomfortable (N=12)

Question		<i>M</i>	<i>SD</i>
1	15) Students who think they are better than other students	4.08	0.9
2	25) Disagreeing with or criticising a student	3.2	1.13
3	26) Students criticising or disagreeing with you	2.9	1.19
4	29) Identifying cross-cultural communication problems	2.83	1.26
5	19) Knowing when students are being impolite	2.8	0.9
6	30) Dealing with cross-cultural problems/racism	2.68	1.14
7	6) Student behaviour toward other students	2.66	0.8
8	14) Student expectations of other students	2.54	0.6
9	7) How students show emotions	2.41	0.7
10	21) Getting students to give opinions or ask questions	2.36	1.2