Recommended Reading and Practical Resources

This section provides an annotated bibliography of recommended reading and practical resources. It is organized by the following topics:

- Language Learning Strategies
- Learning Style Preferences
- Integrating Culture into the Language Classroom
- Intercultural Education and Training (Practical Resources)
- Intercultural Communication and Competence (Theoretical Resources)
- Study Abroad Outcomes

Language Learning Strategies

Anderson, N. (2008). Metacognition and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 99-109). Cambridge, England: Cambridge University Press.

> The author refers to metacognition as "thinking about thinking" and points out there are five components: preparing and planning for learning, selecting and using strategies, monitoring learning, orchestrating strategies, and evaluating learning. He fleshes these out in the article. It constitutes a nice brief statement about metacognition.

Anderson, N. J. (2008). *Practical English language teaching: Reading.* New York: McGraw-Hill.

> The book is intended to assist beginning teachers in the teaching of L2 reading. It starts out by looking at what reading is and what it means for learners to be strategic readers. Then it focuses on what beginning-level reading (in and outside the classroom) entails. Chs. 3 and 4 respectively look at intermediate- and advanced-level learners. Ch. 5 is on key issues in teaching reading (p. 131 ff). He provides Bamford's, Erler's, Grabe's, and Stoller's list of priorities for teaching reading -- an interesting approach. The appendices (p. 157 ff) provide copies of the Mokhtari & Sheorey (2002) and its online adaptation by Anderson. It then provides the set of questionnaires for managing one's own learning (developed at the U of Hawai'i by Riley & Harsch, 2007).

Brown, H. D. (2002). *Strategies for success.* White Plains, NY: Longman/Pearson Education.

> This book is for ESL learners covering the following in short chapters: learning-style preferences, right and left brain, motivation, self-confidence and lowering anxiety, taking risks, language-learning IQ, first language influence, learning a second culture, learning strategies, group strategies, and test-taking strategies. Every chapter has a questionnaire to help learners get into the issues. Exercises are included for practicing language skills.

Chamot, A. U. (2008). Strategy instruction and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 266-281). Cambridge, England: Cambridge University Press.

> The author starts by describing language learning strategies. She then presents a helpful summary of models for strategy instruction. She then gives the implications for the teaching and learning situation with regard to the influence of culture and context, explicit vs. implicit and integrated vs. discrete strategy instruction, language of instruction, and transfer of strategies to new tasks. She ends with questions for ongoing research.

Chamot, A. U. (In press). *The CALLA handbook: Implementing the cognitive academic language learning approach* (2nd ed.). White Plains, NY: Longman.

This is a long-awaited complete rewriting of the popular 1999 guide to integrating content, academic language, and strategy instruction. It is intended for teachers and future teachers of English language learners K-12. It starts with an updated review of research in the field. Then it has chapters on issues associated with content, academic language, and strategy instruction. The volume then deals with planning instruction and the rationale for the instructional sequence. Subsequent chapters deal with assessment in CALLA, an updated look at performance-based assessment, literacy at different age levels, and then CALLA in the content fields – English language arts, mathematics, science, and history/social studies.

Cohen, A. D. (2007). Coming to terms with language learner strategies: Surveying the experts. In A. D. Cohen & E. Macaro (Eds.), *Language learner strategies: 30 years of research and practice* (pp. 29-45). Oxford, UK: Oxford University Press.

This chapter reports on a survey of how experts use terms related to language learner strategies.

Cohen, A. D. (2005). Strategies for learning and performing L2 speech acts. *Intercultural Pragmatics, 2*(3), 275-301.

Cohen, A. D. (1998). *Strategies in learning and using a second language.* Harlow, Essex, UK: Longman.

This volume distinguishes language-learning from language-use strategies, describes research methods for investigating these strategies, and then presents ground-breaking research that links the use of strategies on specific tasks with language performance on those tasks. The book then considers the language of thought chosen by multilingual learners and introduces cutting-edge studies investigating the languages used for performing cognitive operations. In addition, the volume deals with strategies that learners select for coping with language tests, quizzes, and other measures of their language ability, and provides empirical research probing the use of test-taking strategies.

Cohen, A. D. & Macaro, E. (2007). *Language learner strategies: 30 years of research and practice.* Oxford, UK: Oxford University Press.

Research into language learner strategies has the fundamental goal of improving the teaching and learning of second languages. This book explores the notion that the reason some learners of second languages excel and others struggle lies in what the learners themselves do-the strategies they bring to language learning and to language use. The volume provides a re-examination of key issues such as strategies in context, strategy instruction, and strategy research methods by numerous experts in the field. It offers an overview of what is known from empirical research about listening, reading, speaking, writing, vocabulary, and grammar strategies. It also proposes a research agenda for the next decades.

Cohen, A. D. & Weaver, S. J. (2006). *Styles and strategies-based instruction: A teachers' guide.* Minneapolis: University of Minnesota, Center for Advanced Research on Language Acquisition.

This guide is meant for second and foreign language instructors and was field-tested with instructors of a broad range of languages in a summer institute on styles-and strategies-based instruction sponsored by the Center for Advanced Research on Language Acquisition at the University of Minnesota. Each chapter begins with background material on topics related to

styles- and strategies-based instruction (SSBI) in the language classroom, which is enhanced by hands-on activities that show teachers ways to conduct SSBI with their own students. The activities employ varied instructional methods: presentations, paired and small-group discussions, interactive strategy practice exercises, reflective writings, in-class readings, and opportunities for designing strategies-based activities and curricula from the instructors' own teaching materials. The guide provides numerous opportunities for teachers to try out and evaluate a series of strategies that they can then use with their own language learners. In addition, there are sections about designing SSBI workshops and research projects, for professionals working in teacher development, administrators, and researchers.

Cohen, A. D. & White, C. (2008). Language learners as informed consumers of language instruction. In A. Stavans & I. Kupferberg (Eds.), *Studies in language and language education: Essays in honor of Elite Olshtain* (pp. 185-205). Jerusalem: The Hebrew University Magnes Press.

Faced with an array of potential learning opportunities and ways of learning, how can learners make wise choices about what will work best for them, and how can they then make best use of those elected ways of learning? In other words, how might we characterize truly informed consumers when it comes to learning a second language (L2)? One approach to addressing these questions is discussed in this chapter, based on an analysis of an undergraduate freshman seminar entitled "Alternatives in Becoming Comfortably Multilingual." The themes explored are grounded in a view of language learners as individuals who need to be able to exercise choice in order to find and make use of an optimal combination of language learning opportunities which suit their needs. One direction for language learning considered in the chapter are online, distributed, and distance learning environments, where students are able to select, manage, coordinate and work within a range of learning opportunities.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom.* Cambridge, UK: Cambridge University Press.

This book looks at the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation. It provides a practical approach to teaching motivational strategies in the language classroom with more of an emphasis on what teachers need to do to motivate students than on what students themselves can do to become better motivated.

Macaro, E. (2001). *Learner strategies in foreign and second language classrooms.* London: Continuum.

This book highlights empirical work on language-learning and -use strategies. Macaro offers the reader a series of continua for classifying strategies and discusses research methods and what is known about successful language students. He goes on to review descriptive studies of language strategy use, a discussion of literature on listening strategies, the language of thought, intervention studies, and learner training in language classrooms. Macaro concludes with ten recommendations for teachers to use in the second language classroom.

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know.* Boston: Heinle & Heinle.

The most famous of the strategy books, Oxford's text contains two versions of the Strategy Inventory for Language Learning (SILL), which has been translated into several languages

and provides learners with a hands-on method to self-diagnose their language-learning strategies. The book contains extensive examples of how different strategies can be applied across language skills and tasks. This is a very practical resource for language teachers and strategy teacher-trainers.

Oxford, R. L. (In press). *Teaching and researching language learning strategies.* New York/London: Pearson Longman.

This book analyzes multiple views of L2 learning strategies under the main theme of learner autonomy and self-regulated learning. It looks at learning strategies through sociocultural, critical-political, social cognitive, cognitive, and affective lenses; critically reviews L2 learning strategy research from its inception to the current day, presented first by decade and then by language skill area. The volume presents innovative ways to assess, teach, and research learning strategies. In addition, it discusses strategies used by L2 learners at different proficiency levels, with and without assistance from technology. Also, the book offers contributions by L2 learning strategy experts. Finally, it situates L2 learning strategy research and practice within applied linguistics, educational psychology, cognitive psychology, and related fields. The intention of the volume is to provide new material that is beneficial to experienced researchers, novice researchers, teachers, and graduate students alike.

Oxford, R. L., & Lee, K. R. (2008). The learners' landscape and journey: A summary. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 306-317). Cambridge, England: Cambridge University Press.

The chapter starts by discussing learner identity and notes how different chapters in the book relate to this concept. Then it looks at learner self-regulation, the learning situation, and the learning destination also in terms of the book chapters. It gives implications for teaching and learning, and questions for future research.

Rubin, J., Chamot, A. U., Harris, V., & Anderson, N. J. (2007). Intervening on the use of strategies. In A. D. Cohen & E. Macaro (Eds.), *Language learner strategies: 30 years of research and practice* (pp. 29-45). Oxford, UK: Oxford University Press.

This chapter summarizes current practice in implementing in language learner strategies in the form of strategy instruction. The chapter looks at the different age groups and provides recommendations for research.

Rubin, J. & Thompson, I. (1994). *How to be a more successful language learner* (2nd ed.). Boston: Heinle & Heinle.

This popular and easy-to-read book provides numerous concrete suggestions for how learners can become more independent, effective, and successful in their attempts to learn foreign languages. Divided into two parts, the book introduces learners to the nature of the language-learning process and then provides step-by-step suggestions on how to improve vocabulary, grammar, reading, writing, listening, and speaking skills.

Schramm, K. (2008). Reading and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 231-243). Cambridge, England: Cambridge University Press.

Schramm starts by describing the interactive cognitive processes involved in reading and then looks at empirical examples of EFL readers who are good language learners. She draws from her own research on German EFL readers who are successful at it. She highlights three sets

of strategies of good readers: reading for the higher level goal, cooperating with the author, and securing comprehension of the text by looking for inconsistencies and your background knowledge, previous text information; ideas unrelated to others in the text; take action if bored, frustrated, or nervous.

Learning Style Preferences

Ehrman, M. (2008). Personality and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 61-72). Cambridge, England: Cambridge University Press.

Ehrman looks at outstanding language learners, drawing on data from the Myers-Briggs Type Indicator: extraversion-introversion, sensing (based on concrete experience)-intuition, thinking (impersonal, logical grounds)-feeling (based on personal or social values), judging (want closure quickly)-perceiving (keeping options open). She looked at 87 learners who achieved Level Four on the FSI ratings. The highest concentration of Level Four were intuitive-thinking, the fewest were sensing-feeling. The most striking finding was the importance of being intuitive. They have thin ego boundaries and are open to experience. So they adapt to the conditions. Also, these learners have a penchant for analysis and making fine distinctions, both lexically, pragmatically, and grammatically. A surprise perhaps was that introversion was overrepresented in the sample. The combination of introversion, intuition, and thinking was seen to be of value. It also helped to be judging.

Nel, C. (2008). Learning style and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 49-60). Cambridge, England: Cambridge University Press.

The author starts by describing what learning style is according to different theoretical models, including those by Dunn and Dunn, by Kolb, and by Reid. She mentions research on styles, and instruments as well. It constitutes a nice brief statement about style.

Oxford, R. L., & Lavine, R. Z. (1992). Teacher-student style wars in the language classroom: Research insights and suggestions. *ADFL Bulletin, 23*(2), 38-45.

The article identifies four major language-learning styles and then reports on a study with 60 learners of French and Spanish to collect descriptions of learner-teacher style difference. The four styles are analytic vs. global (not concerned about grammatical minutiae, willing to paraphrase), sensory preference (visual, auditory, hands-on), intuitive-random (thinking in abstract, non-sequential ways) vs. sensory-sequential (concrete facts in step-by-step sequence), tolerance of openness (reaching decisions or clarity). Examples of style conflicts are given, along with suggestions for dealing with such conflicts.

Riding, R., & Rayner, S. (1998). *Cognitive styles and learning strategies: Understanding style differences in learning and behavior.* London: David Fulton.

This book reviews work on cognitive style and learning strategies and concludes that there are two fundamental dimensions of cognitive style: cognitive organization, in a holist or an analytic way ("whether an individual tends to organize information into wholes or parts"); and mental representation, more verbally or more in terms of imagery ("whether an individual is inclined to represent information during thinking verbally or in mental pictures"). They also review impulsivity-reflectivity, convergent-divergent thinking, and holist-serialist thinking. Riding and Rayner also present their computerized assessment tool, the Cognitive Styles Analysis (CSA), as an efficient way of assessing an individual's style.

Integrating Culture into the Language Classroom

Byram, M. (1997). *Teaching and assessing intercultural communicative competence.* Philadelphia, PA: Multilingual Matters.

    The premise of this book is that foreign and second language teaching should prepare students to use a language with fluency and accuracy, and also to speak with people who have different cultural identities, social values, and behaviors. It aims to define precisely what competencies are required, how these can be included in teachers' objectives and methods, and how the ability to communicate across cultural differences can be assessed.

Byram, M., Morgan, C., et al. (1994). *Teaching-and-learning language-and-culture.* Philadelphia: Multilingual Matters.

    The recognition that cultural learning is an integral part of foreign language learning is quickly taking hold among language teachers. This book offers a practical introduction to the issues by providing descriptions of classroom practice, curriculum innovation, and experimental courses. These descriptions are accompanied by chapters on principles of methodology, problems in assessing cultural learning, and the implications for teacher education and society at large. Michael Byram is the author of several books on language learning and culture, including Cultural Studies in Foreign Language Education (1988) and Investigating Cultural Studies in Foreign Language Teaching (1991).

Cohen, A. D., Paige, R. M., Shively, R., Emert, H., & Hoff, J. (2005). Integrating culture and language learning strategies into the classroom at home and abroad. In L. C. Anderson (Ed.), *Internationalizing undergraduate education: Integrating study abroad into the curriculum* (pp. 103-108). Minneapolis: University of Minnesota, Learning Abroad Center, Office of International Programs.

Finkelstein, B. & Eder, E. K. (Eds). *Hidden messages: Instructional materials for investigating culture* (pp. 137-78). Yarmouth, ME: Intercultural Press

    Written for middle school and high school teachers (but easily adaptable to the beginning university classroom), this book presents four instructional units each comprised of several lessons and follow-up activities geared toward in-depth culture explorations. While all sections are of enormous practical interest to classroom teachers, Mantle-Bromley's chapter on "Seeing though Language" represents a rich source of attitude readiness lessons and an inexhaustible source of ideas and insights for language teachers.

Galloway, V. (1999). Bridges and boundaries: Growing the cross-cultural mind. In M. A. Kassen (Ed.), *Language learners of tomorrow: Process and promises* (pp. 151-187). Lincolnwood, IL: National Textbook Company.

    This chapter represents an invaluable blueprint that helps teachers to deepen their understanding and sharpen their culture-learning tools by showing how to translate this understanding into ways of helping students acquire these same tools. Galloway illustrates a systematic approach to the exploration of culture with numerous examples of activities from her own language classes. A must read for language and culture teachers.

Heusinkveld, P. R. (Ed.). (1997). *Pathways to culture.* Yarmouth, ME: Intercultural Press.

> Heusinkveld pulls together in one volume many of the landmark articles on culture teaching that have been published in the past 30 years, including authors such as Brooks, Lado, Nostrand, Robinson, Seelye, Lafayette, Galloway, Morain, Mantle-Bromley, Kramsch, and many others. The articles are divided into eight sections, including attempts to define culture, how to include culture in the curriculum, teaching cross-cultural values, and testing and evaluating cultural learning.

Jourdain, S. (1998). Building connections to culture: A student-centered approach. *Foreign Language Annals, 31*(3), 439-450.

> Jourdain synthesizes past discussions of the hypothesis testing method and outlines a step-by-step procedure on how to implement this approach in the second/foreign language classroom. Easily adaptable to all language and levels, Jourdain's outline is of immediate practical use for all language teachers.

Kramsch, C. (1993). *Context and culture in language teaching.* New York: Oxford University Press.

> This book attempts to redraw the boundaries of foreign language study. It focuses attention not just on cultural knowledge as a necessary aspect of communicative competence, but as an educational objective in its own right, as an end as well as a means of language learning.

Lange, D., & Paige, R. M. (Eds.). (2003). *Culture as the core: Perspectives on culture in second language learning.* Greenwich, CT: Information Age Publishing.

> This volume draws on materials originally published in two working papers by the Center for Advanced Research on Language Acquisition: Culture as the core: Interdisciplinary perspectives on culture teaching and learning in the second language curriculum and Culture as the core: Integrating culture into the second language curriculum. Each of the 12 chapters explores the important issue of integrating culture into the second language classroom from a theoretical and practical perspective. The volume includes a major review of the literature on culture in the language education context. This book is particularly valuable for its theoretical contributions and making a strong case for placing culture at the center of language instruction.

Phillips, J. K. (Ed.). (1999). *Foreign language standards: Linking research, theories, and practices.* Lincolnwood, IL: National Textbook Company.

> This 1999 volume from the ACTFL Foreign Language Education series contains articles on four of the five goal areas from the national Standards for Foreign Language Learning. Of particular interest to those interested in culture learning are Lange's article on the Culture standard and Fantini's article on the Comparisons standard.

Robinson, G. L. N. (1985). *Cross-cultural understanding: Processes and approaches for foreign language, English as a second language and bilingual educators.* New York: Pergamon.

> Robinson ties together theoretical perspectives from various disciplines on the process of developing understanding of other cultures. She addresses various definitions of culture, the effects of our own cultural experience on our perceptions, and ways of modifying negative perceptions of people from other cultures, with special emphasis on the role of ethnography as a tool for developing cross-cultural understanding.

Robinson-Stuart, G. L. N., & Nocon, H. (1996). Second culture acquisition: Ethnography in the foreign language classroom. *The Modern Language Journal, 80* 4), 431-449.

> Robinson-Stuart & Nocon report on an experiment using an ethnographic project as part of a regular classroom. They argue convincingly that to bring about an attitude change real intercultural contact must take place and the learner must be engaged affectively as well as cognitively. Most useful for the language teacher are the outline of procedures and the discussion of rewards and pitfalls of the ethnographic approach.

Seelye, H. N. (1993). *Teaching culture: Strategies for intercultural communication* (3rd ed.). Lincolnwood, IL: National Textbook Company.

> Seelye approaches intercultural learning as a process of gaining skills in specific content areas, and this work, in its original 1974 edition, was one of the very first to explore ways to teach culture in the second language education context. This book serves as an excellent resource for educators looking for how to structure a curriculum that incorporates and integrates culture learning throughout the curriculum—and moreover, the reasons for why doing so is of vital importance. It provides practical resources and suggestions for specific methods that can be used in a variety of educational settings, and it is easy to see why over the years it has been one of the more influential "culture" books in the language field.

Sercu, L. (Ed.). (1995). *Intercultural competence: A new challenge for language teachers and trainers in Europe: Vol. I: The secondary school.* Aalborg, Denmark: Aalborg University Press.

> This is an extremely useful volume. As a whole, the book takes a practical stance, but at the same time offers a theoretical framework in a number of background articles and in the guidelines preceding the activities in the practice-oriented third section. Unlike many practical books, this one proposes an exercise typology designed for teaching advanced students. A final section outlines an innovative teacher preparation seminar. The book concludes with an encompassing glossary of terms relevant to the field of intercultural language teaching.

Valdes, J. M. (Ed.). (1987). *Culture bound: Bridging the cultural gap in language teaching.* Cambridge, MA: Cambridge University Press.

> Designed to give language teachers a basis for introducing a cultural component into their teaching, the articles included focus on how language and culture interact and explore in particular the difference between interacting with another culture and entering it: language students are encouraged to understand the new culture without necessarily embracing it. This selection brings together representative practical and theoretical material written by a variety of scholars and teachers in the field. The essays are organized under three headings: language, thought, and culture; cultural differences and similarities; and classroom applications.

Intercultural Education and Training (Practical Resources)

Cushner, K., & Brislin. R. W. (1997). *Improving intercultural interactions: Modules for cross-cultural training programs: Vol. II.* Thousand Oaks, CA: Sage.

> This volume presents 100 critical incidents representing 18 themes that are important to intercultural communication and interactions. Each incident is followed by four choices purporting to explain the incident; each is a plausible answer but one is the best choice. Widely used in intercultural training, this book is very flexible because it can be used as a self-study guide or as a course text.

Fowler, S. M., & Mumford, M. G. (Eds.) (1995). *Intercultural sourcebook. Vol. I.* Yarmouth, ME: Intercultural Press.

Fowler, S. M., & Mumford, M. G. (Eds.) (1999). *Intercultural sourcebook. Vol. II.* Yarmouth, ME: Intercultural Press.

These two volumes are among the very best in the intercultural field. Rather than only being a collection of training activities, one of the strengths of these volumes is their inclusion of chapters by leading professionals that theorize about different training methods (e.g., role plays and simulations), training design, and intercultural research. There are also excellent activities for each of the training methods. The second volume has helpful chapters about instruments/inventories that can be used by trainers for diagnosis and assessment as well as a section on some of the less common, but promising, intercultural training methods (e.g., visual imagery).

Gochenour, T. (Ed.). (1995). *Beyond experience: The experiential approach to cross-cultural education* (2nd ed.). Yarmouth, ME: Intercultural Press.

This is the second edition of an intercultural training favorite and includes chapters that describe intercultural training goals, approaches, and philosophy as well as many practical activities that trainers can use. The emphasis of this volume is on the experiential approach to intercultural training, and several chapters articulate that perspective.

Hammer, M. R., & Bennett, M. J. (1998). *Manual: Intercultural development inventory.* Portland, OR: Intercultural Communication Institute.

Participants who enroll in qualifying seminars to be certified to administer the intercultural development inventory receive this manual that details the theory, research, and practice of the developmental model of intercultural sensitivity. For more information, contact: The Intercultural Communication Institute, 8835 SW Canyon Lane, Suite 238, Portland, OR 97225 U.S.A. Phone: 503-297-4622. Fax: 503-297-4695. Email: idi@intercultural.org. Web: www.intercultural.org.

Hess, D. (1997). *Studying abroad/learning abroad: An abridged edition of the whole world guide to culture learning.* Yarmouth, ME: Intercultural Press.

This volume provides an in-depth review of the culture-learning process and includes a set of well thought out practical applications that can provide support to any study abroad program.

Kohls, R. L., & Knight, J. M. (1994). *Developing intercultural awareness: A cross-cultural training handbook* (2nd ed.). Yarmouth, ME: Intercultural Press.

This is a very handy compendium of intercultural resources. The basic design concept was to include excerpts from other works that would highlight key training concepts and approaches. Readers can then go back to the original sources for more information.

Landis, D., & Bennett, J. M., & Bennett, M. J. (Eds.). (2004). *Handbook of intercultural training* (3rd ed.). Thousand Oaks, CA: Sage.

This key volume,is the third in the series and is one of the most important intercultural training books available. The current edition, in the manner of the first and second presents state-of-the-art chapters by leading interculturalists.. The volume is organized into four sections: State of the Art in Intercultural Training; Theory into Practice; Training for Specific

Contexts, and Final Thoughts. It is broad in scope, with topics ranging from intercultural training history to intercultural training theory and practice.

Lewis, R. D. (1996). *When cultures collide: Managing successfully across cultures.* London: Nicholas Brealey Publishing.

This book clearly and concisely explains the importance of being sensitive to a country's uniqueness and offers insights into other cultures' views of leaders, status, work environment, and marketing. Lewis examines in-depth how our own culture and language affect the ways in which we organize our world, think, feel, and respond. This edition contains more European countries than before and takes a closer look at both Latin America and South East Asia. In total, forty-three countries, the Baltic States, and the republics of Central Asia are covered.

Seelye, H. N. (1993). *Teaching culture: Strategies for intercultural communication* (3rd ed.). Lincolnwood, IL: National Textbook Company.

Seelye approaches intercultural learning as a process of gaining skills in specific content areas, and this work, in its original 1974 edition, was one of the very first to explore ways to teach culture in the second language education context. This book serves as an excellent resource for educators looking for how to structure a curriculum that incorporates and integrates culture learning throughout the curriculum—and moreover, the reasons for why doing so is of vital importance. It provides practical resources and suggestions for specific methods that can be used in a variety of educational settings, and it is easy to see why over the years it has been one of the more influential "culture" books in the language field.

Seelye, H. N. (Ed.). (1996). *Experiential activities for intercultural learning.* Yarmouth, ME: Intercultural Press.

This is a very useful volume consisting of 32 separate learning activities written by leading intercultural trainers/educators. Ramsey's chapter on methodology provides an important foundation for reading, then utilizing these activities in training programs. The activities themselves are presented in great detail; information consists of the materials and amount of time needed to conduct them, training procedures, and follow-up resources. This is one of the best activities collections.

Singeles, T. M. (1998). *Teaching about culture, ethnicity, & diversity: Exercises and planned activities.* Thousand Oaks, CA: Sage.

This very useful volume is filled with self-assessment inventories and learning activities that can be used by trainers. Part I presents the more elaborate learning activities such as cultural ethnography. The exercises in Part II illustrate how culture differences and intercultural contact influence behavior. Ethnic identity, stereotypes, and perceptions are explored by the chapters in Part III. Part IV concludes the volume with activities that help learners understand how culture influences world view and perception. Detailed instructions are given for how to use these activities.

Storti, C. (1994). *Cross-cultural dialogues: 74 brief encounters with cultural difference.* Yarmouth, ME: Intercultural Press.

Storti, C. (1997). *The art of coming home.* Yarmouth, ME: Intercultural Press.

Storti, C. (1999). *Figuring out foreigners: A practical guide.* Yarmouth, ME: Intercultural Press.

Storti, C. (2001). *The art of crossing cultures* (2nd ed.). Yarmouth, ME: Intercultural Press.

> Written by one of the best known authors in the intercultural training field, these four Storti volumes are excellent practitioner works that present key intercultural transition and adaptation ideas to the readers in an eminently readable fashion. Filled with wonderful examples, these volumes can be used effectively by trainers in programs as well as by sojourners in a self-study context.

Stringer, D. & Cassidy, P. (2003). *52 activities for exploring value differences*. Intercultural Press. Yarmouth, Maine.

> This is an entire manual of activities devoted to understanding differences in basic values and beliefs. The authors have written and adapted sound, ready-to-use activities for settings where the exploration of value differences would be beneficial to any organizational or classroom setting.

Intercultural Communication and Competence (Theoretical Resources)

Axtell, R. (1991). *Gestures: Do's and taboos of body language around the world.* New York: Wiley.

> Axtell's writings, like Edward T. Hall (see below), have illuminated our understanding of subtle communication mechanisms embedded in nonverbal codes such as gestures. He explores in theoretical and practical ways how these vary across cultures and the impact of these cultural differences.

Hall, E. T. (1959). *The silent language*. Reprint, New York: Anchor/Doubleday.

Hall, E. T. (1966). *The hidden dimension*. Reprint, New York: Anchor Press/Doubleday.

Hall, E. T. (1976). *Beyond culture*. Reprint, New York: Anchor/Doubleday.

> Hall's works are among the theoretical classics in the field and "must reads" for those interested in the intellectual origins of intercultural education and training. Hall deconstructs culture in ways that reveal its power to influence human perception, communication, and interactions.

Hofner Saphiere, D., Kappler Mikk, B., & Ibrahim DeVries, B. (2005). *Communication highwire: Leveraging the power in diverse communication styles*. Yarmouth, ME: Intercultural Press.

> These authors approach communication style as a lens into insights about deeper cultural patterns. They provide a five factor model for analyzing intercultural misunderstandings regarding communication style and they also provide a detailed descriptor checklist to help communicators focus in on the particular differences making a difference in a specific situation. Dozens of activities and critical incidents are provided in this resource, as well.

Kim, Y. Y. (1988). *Communication and cross-cultural adaptation: An integrative theory*. Clevedon, England: Multilingual Matters.

Kim, Y. Y. (2001). *Becoming intercultural: An integrative theory of communication and cross-cultural adaptation*. Thousand Oaks, CA: Sage Publications.

> Kim is one of the leading communication scholars in the intercultural field, and these are two of her best works on the theme of cross-cultural adaptation.

Paige, R. M. (Ed.). (1993). *Education for the intercultural experience.* Yarmouth, ME: Intercultural Press.

This volume of readings is one of the best theory texts in the field and is a basic primer for the intercultural trainer. Included in this work are very useful chapters on intercultural sensitivity (M. Bennett), trainer competencies (Paige), cultural marginality (J. Bennett), study abroad (LaBrack), and cross-cultural adaptation (Grove and Torbiörn, Weaver). Now available from the Intercultural Communication Institute [www.interclutural.org].

Samovar, L. A., & Porter, R. E., (Eds.). (1999). *Intercultural communication: A reader* (9th ed.). Belmont, CA: Wadsworth.

Perhaps the most popular intercultural textbook ever written, it is now in its 9th edition and continues the tradition of presenting readings that cover a wide range of intercultural topics.

Stewart, E. C., & Bennett, M. J. (1991). *American cultural patterns: A cross-cultural perspective* (Rev. ed.). Yarmouth, ME: Intercultural Press.

This is a contemporary classic on American culture as viewed through the intercultural lens. American cultural values such as individualism are juxtaposed with contrasting cultural patterns. This volume provides valuable insights into culture in general as well as American culture in particular. While being primarily conceptual in nature, it bridges theory and application by providing important ideas about culture that can be incorporated into the training content.

Ting-Toomey, S. (1999). *Communicating across cultures.* New York: Gulliford Press.

Ting-Toomey, in accessible language for undergraduates and scholars, provides a detailed overview of the most common frameworks included in intercultural communication, including, value orientations, verbal and nonverbal communication, intercultural conflict management and identity negotiation. The book is fairly unique in the amount of attention given to social identity and intergroup attributions, offering the reader more depth into these interdisciplinary approaches to intercultural relations. The entire book is framed to encourage the reader to engage in a mindful approach to intercultural interactions.

Study Abroad Outcomes

Hammer, R. (2005). *Assessment of the Impact of the AFS Study Abroad Experience Executive Summary. Overall Findings.* Retrieved January 9, 2009, from the AFS web site: http://www.afs.org/research.

The major findings of this three year study completed by Dr. Mitchell Hammer support the impact of AFS study abroad. The impacts were "found specifically with students who begin the program in the more ethnocentric stage (of denial and defense) and that the AFS study abroad has little impact on any of the measures used in the study for those students who begin the program in the more interculturally developed stage of Minimization" (p. 2). The overall study findings show that the AFS programs helped participants increase intercultural competency, knowledge of the host culture, fluency in the language of the host country, and friendships with people from other cultures.

Brecht, R., Davidson, D., & Ginsburg, R. (1993). *Predictors of foreign language gain during study abroad.* Washington, D.C.: National Foreign Language Center.

The analysis in the report is based on data from 658 students who studied in a four-month program in Russia from the spring of 1984 through the spring of 1990. The study found that gender, experience in learning other foreign languages, and strong command of grammar and reading skills were significant predictors of successful language learning.

Carlson, J. S., Burn, B. B., Useem, J., & Yachimowicz, D. (1990). *Study abroad: The experience of American undergraduates.* New York: Greenwood Press.

This volume reports the results of a major research program on study abroad. Co-authored by prominent international education experts, the study generated new understandings of the study abroad experience—how and what sojourners learned.

Cohen, A. D., Paige, R. M., Shively, R. L., Emert, H., & Hoff, J. (2005). *Maximizing study abroad through language and culture strategies: Research on students, study abroad program professionals, and language instructors. Final Report to the International Research and Studies Program, Office of International Education, U.S.D.E.* Retrieved January 15, 2009, from University of Minnesota, Minneapolis, Center for Advanced Research on Language Acquisition web site: http://www.carla.umn.edu/maxsa/documents/MAXSAResearchReport_000.pdf

This report describes three research studies conducted at the University of Minnesota focusing on students, study abroad program professionals, and language instructors. The overarching goal of the three studies combined was to field test the Maximizing Study Abroad series of three guidebooks for students, program professionals, and language instructors.

Cohen, A. D. & Shively, R. L. (2007). Acquisition of requests and apologies in Spanish and French: Impact of study abroad and strategy-building intervention. *Modern Language Journal, 91*(2), 189-212.

The primary aim of this study was to assess the impact of a curricular intervention on study-abroad students' use of language- and culture-learning strategies and on their acquisition of requests and apologies. The intervention consisted of a brief face-to-face orientation to learning speech acts, a self-study guidebook on language and culture strategies, which included strategies for learning speech acts, and electronic journaling by the students. The study used an experimental design in which of the participants, all university students (N = 86) who spent 1 semester abroad in a Spanish- or a French-speaking country, were randomly assigned to an experimental (E) group (N = 42) or to a control (C) group (N = 44). The findings indicated that the students as a whole improved their request and apology performance over the course of 1 semester, as rated by the Spanish and French native speakers. In addition, whereas there were no statistically significant differences between the E and C groups in their rated speech act performance overall, a qualitative analysis of speech act development among learners of Spanish (N = 67) helped to identify areas in which their performance on requests and apologies either resembled that of native speakers or diverged from it.

Shively, R. L. & Cohen, A. D. (In press). Development of Spanish requests and apologies during study abroad. *Íkala* (Language & Culture Journal, University of Antioquia, Medellin, Colombia), 18.

The present study analyzed the requests and apologies of 67 U.S. American study abroad students before and after spending one semester in a Spanish-speaking country. Ratings of students' pragmatic appropriateness by Spanish native speakers indicated that, overall, students improved their request and apology performance over the course of the semester. An analysis of students' request and apology strategy use, both pre- and post-study abroad,

found that in certain ways students shifted their behavior to more closely resemble that of Spanish native-speaker baseline data, but that in some cases, they also remained or moved away from native-speaker norms. Another objective of the study was to examine the possible associations between students' background characteristics, contact with Spanish, and gains in intercultural sensitivity with gains over time in rated request and apology performance. Of these variables, only two of the language contact variables yielded statistically significant results. This study contributes to our understanding of L2 pragmatic development and the influence of individual characteristics and environmental factors.

Freed, B. F. (1990). Language learning in a study abroad context: The effects of interactive and non-interactive out-of-class contact on grammatical achievement and oral proficiency. In J. Alatis (Ed.), *Linguistics, language teaching, and language acquisition: The interdependence of theory, practice, and research* (pp. 459-477). Washington, D.C.: Georgetown University.

Freed found that level of interactive contact correlated with progress in grammatical accuracy only for less-advanced U.S. students on a study visit to France. However, only more advanced students derived measurable benefit from receptive contact with TV, radio, books, and newspapers.

Freed, B. F. (Ed.). (1995). *Second language acquisition in a study abroad context*. Amsterdam/ Philadelphia: John Benjamins.

This important volume covers an array of topics related to second language acquisition and study abroad. This comprehensive work is a must for those interested in the linguistic outcomes of study abroad experiences. Included are the following chapters: B. F. Freed, What makes us think that students who study abroad become more fluent?; R. D. Brecht & J. L. Robinson, On the value of formal instruction in study abroad: Student reactions in context; T. Huebner, The effects of overseas language programs; B. A. Lafford, Getting into, through, and out of a survival situation: A comparison of communicative strategies used by students studying Spanish abroad and "at home;" S. Lapkin, D. Hart, & M. Swain, Canadian interprovinical exchange: Evaluating the linguistic impact of a three-month stay in Quebec; H. Marriot, The acquisition of politeness patterns by exchange students in Japan; L. Miller & R. B. Ginsberg, Folklinguistic theories of language learning; V. Regan, The acquisition of sociolinguistic native speech norms: Effects of a year abroad on second language learners of French; M Siegal, Individual differences and study abroad: Women learning Japanese in Japan.

Freed, B. F. (1999). *Retrospective views from the President's Commission on Foreign Language and International Studies and prospects for the future: Study abroad and language learning.* Pittsburgh, PA: Carnegie Mellon University.

Freed discusses what is known about language learning and study abroad, looking both at quantifiable language learning (measured and defined by test scores) and at acquisition of linguistic forms. She also looks at the measuring and predicting of gains in language learning abroad, explorations of the immersion setting, and related student perceptions of language learning in a study abroad context. Freed offers a host of programmatic questions related to the organization of the program, policy issues, and the context of language learning and applied linguistic issues. She also offers a list of theoretical questions focusing on the relationship of language learning in a study abroad context and second language acquisition. She ends her paper by emphasizing the need for partnerships and collaborative efforts among SLA experts,

area studies specialists, study abroad advisers, host country teachers, and program personnel in the design, implementation, and management of study abroad programs.

Grunsweig, W., & Rinehard, N. (Eds.). (2003). *Rockin' in the Red Square: Critical approaches to international education in the age of cyberculture.* London: Transaction Publishers.

This edited volume presents new and critical perspectives on international education, including study abroad, in the information age. The contributing authors, coming from a variety of nations and backgrounds, present provocative and stimulating critiques of study abroad programs as they are being conducted in these times. This is a most valuable reader for those seeking to gain interdisciplinary and current perspectives on international education.

Kasper, G., & Rose, K. R. (2003). *Pragmatic development in a second language.* Oxford, UK: Blackwell.

Of interest to those who conduct research on study abroad is chapter 6, Learning context and learning opportunities. The chapter focuses on the role of the environment in pragmatic development. Kasper and Rose examine research conducted by Olshtain & Blum-Kulka (1985), which examines the length of residence as a factor in pragmatic development. From there they turn to a study of Korean ESL students by Kim (2000). The authors then cover institutional talk and cite the Bardovi-Harlig and Hartford research. Next, they look at the contribution on pragmatic performance of classroom instructions, sometimes the main contact with the language. After looking at numerous other interactive types, the authors move to study-abroad contexts. They cite H. E. Marriott for some evidence of language gain among Australian high school students in Japan for a year as well as cite a study by Rodríguez (2001) of students in one semester in Spain vs. those who continued studying Spanish in the U.S. They also describe Hoffman-Hicks' (1999) doctoral research on study abroad in France. The authors identify eleven themes relating to language learning abroad, based on their review of the literature.

Kauffman, N., Martin, J. N., Weaver, H. D., & Weaver, J. (1992). *Students abroad: Strangers at home.* Yarmouth, ME: Intercultural Press.

From the onset, these authors make clear that, "It is the thesis of this book that study abroad is one of the most powerful tools available for internationalizing the curriculum in American colleges and universities" (p. 1). The following chapters provide excellent support for such a claim. Interwoven into each section is the experience of four students who have returned from study abroad and reflect back upon their specific learning experiences. This book provides an excellent overview of the outcomes of study abroad from the perspective of research, theory, and actual student experience.

Laubscher, M.R. (1994) *Encounters with difference: Student perceptions of the role of out-of-class experiences in education abroad.* Westport, CT: Greenwood Press.

This book details an extensive case study conducted by the author, which included interviews from a group of students who had recently completed a semester or yearlong study abroad program through Penn State. The programs included locations in Europe, Africa, the Middle East, and the Far East and were conducted in the fall of 1990. Rather than just looking at what students did with their out-of-class time, the study seeks to distinguish which activities positively impacted their cross-cultural learning. To get at these issues, personal, open-ended interviews were utilized with a total of thirty students. The

book includes extensive documentation from the student interviews, which help illustrate student perspectives on their experience. The three categories that emerged from the learning activities include participant observation (homestay, student clubs, etc.), personal interaction (dorm conversations, interviews, etc.), and travel. Student's reflections on their personal development are also included. Conclusions are drawn from the data about the role of out-of class experiences, and a number of recommendations are presented as to how program administrators can integrate the out-of-class experiences with the overall learning objectives.

Martin, J. N. & Harrell, T, (2004). Intercultural reentry of student and professionals: theory and practice. In Landis, D., Bennett, J.M., & Bennett, M. J. (Eds.). *Handbook of intercultural training* (3rd ed., pp. 309-336). Thousand Oaks, CA: SAGE.

Martin, J. N., Bradford, L., & Rohrlich, B. (1995). Comparing predeparture expectations and post-sojourn reports: A longitudinal study of U.S. students abroad. *International Journal of Intercultural Relations, 9*(1), 87-110.

Research conducted by Martin and her colleagues provides clear examples of the powerful role study abroad can play in undergraduates' lives. These research writings are especially useful to those wanting to understand some of the specific outcomes found to be related to study abroad and the challenges researchers face in documenting specific changes related to study abroad. Despite these challenges, these works highlight the critical outcomes of an international experience for U.S. students.

Paige, R. M., Cohen, A. D., & Shively, R. L. (2004). Assessing the impact of a strategies-based curriculum on language and culture learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad, 10*, 253-276.

The purpose of this study was to explore the impact of the study abroad experience, in general, and the impact of a curriculum intervention, in particular, on students' intercultural development, second language acquisition, and employment of learning strategies related to language and culture. Cohen and Paige—two of the authors of this article—were the senior authors of a three-volume set of guidebooks, the *Maximizing Study Abroad* guides, which were intended to enhance overseas students' language and culture learning through a strategies-based approach. By utilizing a scientifically rigorous set of research procedures, the researchers sought to ascertain the impact and efficacy of the *Students' Guide*—one of the volumes in the series—as well as to test a set of hypotheses about the learning outcomes associated with study abroad.