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APPENDIX 1

Evidence of culture and culture learning in the curricular documents (Phase 1)

Notes: The implicitness of culture and culture learning is given in italics.

A. Evidence of culture and culture learning in the NCE (2004)

Component	NCE (2004)
1. Training standards	N/A
2. Training objectives	<p>Specific training objectives:</p> <p>Objective 1: Providing learners with broad knowledge of the English language, British and American cultures, societies and literature;</p> <p><i>Objective 2: Training and developing communication skills in English at a relatively high fluency in social and professional communication situations</i></p> <p>Objective 4: Equipping students with active learning skills for self-study in order to continue to enhance knowledge and practical language skills, initially developing critical thinking and scientific research capacity about issues of language, literature or culture-civilization of English-speaking countries.</p>
3. General education courses	<ul style="list-style-type: none"> • Introduction to linguistics <p>This course provides basic knowledge about the nature of human languages, the relationship between languages and cultures, languages and critical thinking, general knowledge about phonetics, grammar, vocabulary, semantics, and pragmatics to understand a specific language (Vietnamese or the target language to learn) and use it as a basis for languages comparisons.</p> <ul style="list-style-type: none"> • Foundation of Vietnamese culture <p>This course provides learners with general theories of culture, perspectives and approaches to culture in general and Vietnamese culture in particular. Through cultural elements of space and time, students will develop an understanding about the Vietnamese cultural character. The course also trains students to have a national cultural spirit through the study and contact with the target culture of the target language.</p>

	<ul style="list-style-type: none"> • Vietnamese language <p><i>This course consolidates and develops Vietnamese language skills at an advanced level (skills of note-taking, speaking, summary, synthesis through listening or reading texts...) The course also provides basic and updated knowledge about the Vietnamese language to be used as a basis for languages comparisons.</i></p> <ul style="list-style-type: none"> • Comparative linguistics <p><i>This course provides a theoretical tool to compare the mother tongue with a foreign language for deeper understanding about the two languages, and specific strategies for languages comparisons.</i></p>
<p>4. Professional education courses</p>	<ul style="list-style-type: none"> • British-American literature <p>This course provides knowledge of British-American literature history to help students to perceive and evaluate the good and the beauty of British-American literature, the sociocultural values of literary works and gradually use the language of literature through some selected authors and works.</p> <p>At the end of the course, students will be able to:</p> <ul style="list-style-type: none"> - Read and understand the language of the original works - Be able to analyze and evaluate a literary works and its author - Understand systematically the development of British-American literature - Understand the society and era of Britain reflected in the works. <ul style="list-style-type: none"> • British culture <p>The course develops learners' knowledge about the country and British people, the system of values, customs, society, religion, and the systems of politics and economy of the United Kingdom as a foundation to apply in the acquisition of the English language and intercultural communication.</p> <p>At the end of the course, learners are expected to have:</p> <p>(a) Basic knowledge about:</p> <ul style="list-style-type: none"> - History, establishment process of the UK or some other English-speaking countries - National character, cultural values and beliefs of English people - Customs and manners, main festivals - Political, socio-economic and educational systems of the UK.

	<p>(b) Skills of reading comprehension, analysis, criticism and research about socio-cultural issues.</p> <p>(c) Skills of comparing and relating to the national culture and civilization through assignments or essays.</p> <p>• American culture</p> <p>The course develops learners' knowledge about the country and American people, the system of values, customs, society, religion, and the systems of politics and economy of the United States as a foundation to apply in the acquisition of the English language and intercultural communication.</p> <p>At the end of the course, learners are expected to have:</p> <p>(a) Basic knowledge about:</p> <ul style="list-style-type: none"> - History, establishment process of the USA - Political, socio-economic and educational systems of the USA. - National character, cultural values and beliefs of American people - Customs and manners, main festivals <p>(b) Skills of reading comprehension, analysis, criticism and research about socio-cultural issues of the American society.</p> <p>(c) Skills of comparing and relating to the national culture and civilization through assignments or essays.</p> <p>• Language skills (English 1,2,3)</p> <p>English 1:</p> <p>General objectives:</p> <p><i>-Learners enhance and use English efficiently in communication situations and about some common topics... Through learning activities, learners need to develop essential abilities such as the ability to self-study, self-explore knowledge and share with others.</i></p> <p>Specific objectives:</p> <p><i>Objective 2: Learners are equipped with knowledge of vocabulary, grammar, phonetics and skills of Listening, Speaking, Reading and Writing in a system of topics related to daily life (society, social science, culture, economy and environment...).</i></p> <p>Objective 4: ...Learners are able to communicate efficiently with</p>
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	<p>native English speakers and English-speaking foreigners in most of common communication situations...</p> <p><i>...Learners are able to express opinions and judgments about different situations, issues, express attitudes and personal feelings...</i></p> <p><i>...Learners are able to participate in daily conversations and express their feelings.</i></p> <p>English 2:</p> <p>Specific objectives:</p> <p>Objective 4: Learners are able to use the basic structures of language confidently, possess a repertoire of vocabulary about many areas, and apply appropriate communicative strategies in different communication situations.</p> <p>English 3:</p> <p>Specific objectives:</p> <p><i>Objective 2: ...Learners are equipped with knowledge about vocabulary, grammar, phonetics and language skills of listening, speaking, reading and writing in a system of topics about society, social science, culture, economy and environment at an advanced level.</i></p>
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B. Evidence of culture and culture learning in the ETI major (2008)

Component	The ETI major (2008)
1. Training standards	<ul style="list-style-type: none"> • Knowledge standards: <p>Knowledge standard 1: Graduates of English for Translation and Interpretation are equipped with general knowledge about Marxism-Leninism, Ho Chi Minh thoughts, and general education knowledge as foundation knowledge for the English programme; basic knowledge about aspects of the English language (phonetics, vocabulary, grammar), culture, literature, civilization of the mainstreams English-speaking countries such as the UK and the USA, and basic knowledge and skills of translation and interpretation.</p> <ul style="list-style-type: none"> • Skills standards: <p><i>Skills standard 1: Having the skills of communicating fluently in</i></p>

	<p><i>English in common social and professional communication situations.</i></p> <p><i>Skills standard 2: Having the skills of solving problems in areas of translation and interpretation.</i></p> <p><i>Skills standard 7: Having the skills of translating documents of socio-economic reports, socio-cultural reports, scientific reports, news reports from Vietnamese to English and vice-versa.</i></p>
2. Training objectives	<ul style="list-style-type: none"> • General training objectives: <p>Objective 2: Providing learners with broad knowledge of the English language, British and American cultures, societies and literature.</p> <p><i>Objective 3: Training and developing communication skills in English at a relatively high fluency in common social and professional communication situations</i></p> <p>Objective 5: Equipping students with active learning skills for self-study in order to continue to enhance knowledge and practical language skills, initially developing critical thinking and scientific research capacity about issues of language, literature or culture-civilization of English-speaking countries.</p> <ul style="list-style-type: none"> • Specific training objectives: <p><i>Objective 2: Having the skills of communicating fluently in English in common social and professional communication situations.</i></p> <p><i>Objective 3: Having the skills of solving problems in translation and interpretation of documents from English-Vietnamese and vice versa.</i></p> <p><i>Objective 8: Having the skills of translating documents of socio-economic reports, socio-cultural reports, scientific reports, news reports from Vietnamese to English and vice-versa.</i></p>
3. General education courses	Same course descriptions as in the NCE (Table 3.1)
4. Professional education courses	<p>Same course descriptions of British-American literature, British culture and American culture as in the NCE (Table 3.1)</p> <ul style="list-style-type: none"> • Reading 1: <p><i>...The course also provides learners with vocabulary about different topics such as weather, education, family, customs and manners, festivals...</i></p>

	<ul style="list-style-type: none"> • Speaking 3: <i>Learners are able to...listen to other's opinions and perspectives...and critically evaluate others' perspectives with a positive attitude and respect.</i> • Translation 1: <i>Learners are able to...translate basic documents and texts related to cultural topics, cultural forms, traditions...</i> • Translation 2: <i>Learners are able to...translate basic documents and texts related to cultural topics, cultural forms, traditions, customs...</i> • Interpretation 2: Learners are able to...compare languages, find out cultural similarities and differences, and appropriate styles for each specific context... • Literary Translation <i>...Learners are especially trained about semantic styles, pragmatics related to cultural elements, customs and manners, artistic views...</i>
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C. Evidence of culture and culture learning in the ETO major (2008)

Curriculum component	The ETO major (2008)
1. Training standards	<ul style="list-style-type: none"> • Knowledge standards: Knowledge standard 11: Having general knowledge of Vietnamese culture or English-speaking cultures such as the UK or the USA... <i>Knowledge standard 13: Having knowledge and application of good English in tourism communication, particularly English in reception.</i> Knowledge standard 16: Having deep knowledge of Vietnamese culture including knowledge of Vietnamese foods or Champa culture.

	<ul style="list-style-type: none"> • Skills standards: <p><i>Skills standard 1: Having the skills of communicating fluently in English in common social and professional communication situations.</i></p> <p><i>Skills standard 5: Having the skills of solving problems in professional areas of tour guides, receptionists and tour co-ordinators.</i></p>
2. Training objectives	<ul style="list-style-type: none"> • General training objectives: <p>Objective 2: Providing learners with broad knowledge of the English language, British and American cultures, societies and literature.</p> <p><i>Objective 3: Training and developing communication skills in English at a relatively high fluency in common social and professional communication situations</i></p> <ul style="list-style-type: none"> • Specific training objectives: <p>Objective 1: Graduates of English for Tourism are equipped with general knowledge about Marxism-Leninism, Ho Chi Minh thoughts, and general education knowledge as foundation knowledge for the English programme; basic knowledge about aspects of the English language (phonetics, vocabulary, grammar), culture, literature, civilization of the mainstreams English-speaking countries such as the UK and the USA, and basic professional knowledge of tourism.</p> <p><i>Objective 2: Having the skills of communicating fluently in English in common social and professional communication situations.</i></p> <p><i>Objective 6: Having the skills of solving problems about professional issues of tour guides, receptionists and tour co-ordinators.</i></p>
3. General education courses	Same course descriptions as in the NCE (Table 3.1)
4. Professional education courses	<p>Same course descriptions of British-American literature, British culture and American culture as in the NCE (Table 3.1)</p> <ul style="list-style-type: none"> • Reading 1: <p><i>...The course also provides learners with vocabulary about different topics such as weather, education, family, customs and manners, festivals...</i></p>

	<ul style="list-style-type: none">• Consumerism behaviour in tourism <p>The course investigates issues about personal psychology, beliefs, values, customs and manners...that have an impact on human behaviour in tourism consumerism...</p> <ul style="list-style-type: none">* Champa culture <p>Learners are equipped with knowledge of establishment history of Champa kingdom and its cultural achievements: beliefs, religions, architecture, sculpture, festivals, music, writing characters...</p> <ul style="list-style-type: none">* Vietnamese food <p>Learners are equipped with necessary knowledge about Vietnamese foods. Students are introduced about specific features of foods in three parts of Vietnam...</p>
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APPENDIX 2

Approval of Human Ethics Committee (Victoria University of Wellington)



Phone 0-4-463 5827

Fax 0-4-463 5209

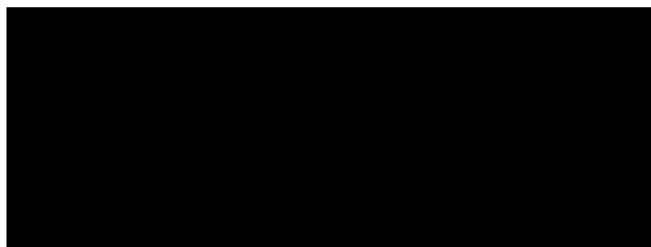
MEMORANDUM

TO	Si Thang Kiet Ho
COPY TO	Jonathan Newton
FROM	Dr Jenny Neale, Acting Convener, Human Ethics Committee
DATE	26 September, 2008
PAGES	1
SUBJECT	Ethics Approval 15870: An Investigation of Intercultural Teaching and Learning in Tertiary EFL classrooms in Vietnam

Thank you for your application for ethical approval, which has now been considered by the Standing Committee of the Human Ethics Committee.

Your application has been approved from the above date and this approval continues until 28 February 2011. If your data collection is not completed by this date you should apply to the Human Ethics Committee for an extension to this approval.

Best wishes with the research.



Jenny Neale

Acting Convener

APPENDIX 3

Information sheet for teacher participants (Phase 2)

VICTORIA UNIVERSITY OF WELLINGTON

Te Whare Wānanga o te Ūpoko o te Ika a Māui



PARTICIPATION INFORMATION SHEET

TEACHER VERSION

Researcher: Ho Si Thang Kiet, School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand

Research title: An Investigation of Intercultural Teaching and Learning in Tertiary EFL classrooms in Vietnam

I am doing a PhD in Applied Linguistics at Victoria University of Wellington (VUW) from 2008-2011. For this degree I am undertaking a research project leading to a thesis. The VUW Human Ethics Committee has granted ethics approval for this study. The project investigates intercultural language teaching and learning in tertiary EFL classroom in Vietnam.

The project is beneficial not only for Vietnamese EFL teachers and students, but also for language teacher educators, government policy makers and curriculum designers. For the benefits of teachers, the project contributes to their professional development for a long-term plan as it helps to enhance their awareness of teaching culture as an integral component of language teaching and develop their intercultural perspectives about foreign language teaching.

I would like to invite you to participate in this study. If you agree, I will observe one of your classes and invite you to participate in a focus-group interview for about 30 minutes at a time that is convenient for you. The classroom observations and the focus-group interview will be looking for your views and classroom practices on teaching English language and culture.

The classroom observations and the interview data will form the basis of my research project and will be put into a written report on a confidential basis. No participant will be identified personally. No other person besides me and my supervisors, Dr. Jonathan Newton and Prof. Janet Holmes, will have access to the data. The thesis will be submitted to the School of Linguistics and Applied Language Studies, and deposited at the Library of Victoria University of Wellington. The results of the research may be presented at academic conferences or published in academic journals. All collected data will be destroyed two years after the end of the project.

Your participation in this study is voluntary and you are free to decline without giving any reason. You may also withdraw from the research at any time during data collection without explanation. The collected data will be destroyed after your withdrawal.

If you have any questions or would like to receive further information about the project, please contact me at SiThangKiet.Ho@vuw.ac.nz or my supervisors, Dr Jonathan Newton at Jonathan.Newton@vuw.ac.nz or Prof. Janet Holmes at Janet.Holmes@vuw.ac.nz, School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand.

Thank you for your cooperation.

Ho Si Thang Kiet

Signed:

APPENDIX 4

Information sheet for student participants (Phase 2)

VICTORIA UNIVERSITY OF WELLINGTON

Te Whare Wānanga o te Ūpoko o te Ika a Māui



PARTICIPATION INFORMATION SHEET

STUDENT VERSION

Researcher: Ho Si Thang Kiet, School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand

Research title: An Investigation of Intercultural Teaching and Learning in Tertiary EFL classrooms in Vietnam

I am doing a PhD in Applied Linguistics at Victoria University of Wellington (VUW) from 2008-2011. For this degree I am undertaking a research project leading to a thesis. The VUW Human Ethics Committee has granted ethics approval for this study. The project investigates aspects of English language and culture teaching and learning in tertiary EFL classroom in Vietnam. The project is beneficial not only for Vietnamese EFL teachers and students, but also for language teacher educators, government policy makers and curriculum designers. For the benefits of students, the project helps them perceive the importance of culture in language learning and develop their intercultural competence alongside their language proficiency for effective intercultural communication.

I would like to invite you to participate in this study. If you agree, you will be asked to fill in a questionnaire for 15-20 minutes. If you would like to participate in a follow-up focus group interview, please mention it in the consent form. Focus group interviews will take about 20-30 minutes and will be scheduled at a time that is convenient for you. The questionnaire and the focus-group interview will be looking for your views and priorities in learning English language and culture.

The questionnaire and interview data will form the basis of my research project and will be put into a written report on a confidential basis. No participant will be identified personally. No other person besides me and my supervisors, Dr. Jonathan Newton and Prof. Janet Holmes, will have access to the data. The thesis will be submitted to the School of Linguistics and Applied Language Studies, and deposited at the Library of Victoria University of Wellington. The results of the research may be presented at academic conferences or published in academic journals. All collected data will be destroyed two years after the end of the project.

Your participation in this study is voluntary and you are free to decline without giving any reason. You may also withdraw from the research at any time during data collection without explanation. The collected data will be destroyed after your withdrawal.

If you have any questions or would like to receive further information about the project, please contact me at SiThangKiet.Ho@vuw.ac.nz or my supervisors, Dr Jonathan Newton at Jonathan.Newton@vuw.ac.nz or Prof. Janet Holmes at Janet.Holmes@vuw.ac.nz, School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand.

Thank you for your cooperation.

Ho Si Thang Kiet

Signed:

APPENDIX 5

Consent forms for teacher and student participants

VICTORIA UNIVERSITY OF WELLINGTON

Te Whare Wānanga o te Ūpoko o te Ika a Māui



CONSENT TO PARTICIPATION IN RESEARCH

Research title: An Investigation of Intercultural Teaching and Learning in Tertiary EFL classrooms in Vietnam

Please tick the following boxes if you agree with the statements:

- ☐ I have been given and have understood an explanation of this research project.
- ☐ I have had the opportunity to ask questions and have had them answered to my satisfaction.
- ☐ I understand that I may withdraw myself from this project at any time during data collection without having to give reasons.
- ☐ I understand that any information I provide will be confidential. The results of the research will not use my name, and no opinions will be attributed to me in any way that will identify me. I understand that access to the research data will be restricted to the researcher and his supervisors and all collected data will be destroyed two years after the end of the project.
- ☐ I agree to take part in this research.
- ☐ I agree to take part in an interview.

Signed:

Date:

Name of participant

- ☐ I would like to receive a summary of the results of the research when it is completed.
My email address is:

APPENDIX 6

Summary of classroom observations (Phase 2)

Observation	Lesson	Tasks	Classroom performance
Observation 1	Describing things and places	<ul style="list-style-type: none"> • Describing objects • Reporting a lost property • Describing places • Describing a dream house 	<ul style="list-style-type: none"> • Learners used language functions to describe objects (size, height, weight, length, shape.....). • Learners role-played and described a lost to the Lost Property Office. • Learners described a place in their home town that is interesting for tourists. • Learners described their dream house.
Observation 2	Family life	<ul style="list-style-type: none"> • Talking about families • Having children or not. • Solving a family problem • Comparing marriage life now and 50 years ago 	<ul style="list-style-type: none"> • Learners discussed advantages and disadvantages of each family size. • Teacher mentioned cultural differences about each family size between learners' home culture and the target culture. • Learners discussed having children or not in their own culture • Teachers mentioned married couple without children are not encouraged in Vietnam, while people in Western countries can decide to choose it. • Learners solved the family problem on the basis of situations in Vietnam. • Teacher shared experience about family life in Australia. • Learners discussed marriage life in the past and present generally.
Observation 3	Healthy life / Sleep and dreams	<ul style="list-style-type: none"> • Talking about healthy sleep habits 	<ul style="list-style-type: none"> • Learners gave a list of vocabulary about how to stay healthy (e.g. do exercises, go to bed early, eat vegetables, etc.).

		<ul style="list-style-type: none"> • Discussing healthy life • Describing dreams • Talking about sleep habits 	<ul style="list-style-type: none"> • Teacher mentioned a sleep problem with an extended family in learners' culture. • Learners discussed the longevity of female/male and married/single person in their own culture. • Learners described their past dreams and explained the colour in their dreams. • Teacher explained the expressions: 'the early bird' and 'the night owl' and gave Vietnamese equivalent. • Learners talked about their daily habits.
Observation 4	First time meeting	<ul style="list-style-type: none"> • Expressing first impression on someone • A childhood memory 	<ul style="list-style-type: none"> • Learners talked about their first meetings with someone important, focusing on the use of simple past/past continuous • Learners talked about their own childhood (e.g. playing children games). • Teacher explained vocabulary (e.g. bully someone, get the blame for something...) and suggested other things for students to talk (e.g. likes, dislikes, food, animals, family...)
Observation 5	Important firsts	<ul style="list-style-type: none"> • Famous people in the history • Famous Vietnamese people • Telling a first time story 	<ul style="list-style-type: none"> • Learners worked with information cards about famous people in the history (e.g. Marie Curie); others asked Yes/No questions, using simple past tense • Learners played a guessing game about famous Vietnamese people, using simple past tense. • Learners matched pictures with situations (first time shopping, first day at primary school...) and talked about what happened in the pictures.

Observation 6	Leisure and lifestyle	<ul style="list-style-type: none"> • Guessing about famous people • Matching phrases with headings • Interviewing a famous person • Matching phrases with pictures 	<ul style="list-style-type: none"> • Learners guessed famous people (e.g. George Bush, a Vietnamese singer...) from the teacher's information. • Learners matched information of a famous person fact file with headings (education, favourite foods...) • Learners role-played an interview about information of 2 famous people provided by the teacher. • Teacher checked learners' recognition of personal questions not to be used with English speakers. • Learners matched the phrases with the pictures of real-life situations (e.g. in the street, in a restaurant, in the classroom...).
Observation 7	Game and Important firsts	<ul style="list-style-type: none"> • Guessing game of world knowledge • Talking about TV firsts • Practising using simple past tense 	<ul style="list-style-type: none"> • Learners played a game of general world knowledge (e.g. Columbus, Newton, Michael Phelps...) with a crosswords puzzle. • Teacher checked students' comprehension about TV firsts (e.g. the inventor of TV, the first TV programmes...) • Teacher presented formation of simple past tense.
Observation 8	Important firsts	<ul style="list-style-type: none"> • Time phrases • Asking and answering with <i>last</i> • Expressing feelings • Telling first time story 	<ul style="list-style-type: none"> • Learners asked questions about time phrases, using correct prepositions in time phrases. • Learners asked and answered with <i>last</i> for different situations (e.g. going to the wedding, taking a long journey...) • Learners described feelings in situations, using adjectives or expressions with adjectives. • Learners told their first time stories; others asked Wh-questions

Observation 9	Leisure and Lifestyle	<ul style="list-style-type: none"> • World knowledge • Reading text about unusual ways of keeping fit • Matching phrases and pictures • First important events 	<ul style="list-style-type: none"> • Learners gave correct answers to information about world knowledge (e.g. Mount Everest, first man on the moon...). • Teacher provided some cultural knowledge (e.g. Union Jack, Boxing Day...). • Teacher explained the meaning of Tai-Chi and checked learners' comprehension about the reading text. • Learners matched phrases with real-life situations (e.g. in the street, in a restaurant...) • Teacher provided other phrases for some situations (e.g. in a restaurant) • Learners talked about their first important events (e.g. birthday, first day at school...) • Teacher explained formation of some verbs in simple past.
Observation 10	Important firsts	<ul style="list-style-type: none"> • Game of past events • Practice with last and time phrases • Describing people's feelings with adjectives 	<ul style="list-style-type: none"> • Learners played a game of making a sentence using simple past tense about 5 past events. • Teacher explained the word <i>palace</i> as a place for king/queen in Vietnamese history. • Teacher explained vocabulary related to learners' culture (e.g. sing a folk song, sing a lullaby). • Learners asked and answered questions with <i>last</i> • Teacher explained the word <i>smile</i> that may mean embarrassment or reluctance in learners' culture. • Learners matched the adjectives with the correct picture of feelings.

			<ul style="list-style-type: none"> • Learners practised using the adjectives to describe feelings in different situations (e.g. seeing a spider, going to a dentist...).
Observation 11	American people	<ul style="list-style-type: none"> • Student group presentations • Discussions and comments 	<ul style="list-style-type: none"> • Students presented about the US population, American people, different languages in the US, differences between American English and British English. • Learners discussed some information in group presentations (e.g. immigrants, number of US states). • Teacher gave overall comments on group presentations (organisation, outline, information, voice, gestures, intonation...) and explained some information from the lesson (e.g. indigenous people, immigrants...)
Observation 12	The United States of America	<ul style="list-style-type: none"> • Identifying geographic features on the map of the USA. • Matching abbreviation with US states 	<ul style="list-style-type: none"> • In front of class, one student read the information from a reading text in the textbook, the other drew the map of the USA on the blackboard and identified geographic features on the map (e.g. mountains, rivers, lakes, oceans, etc). • Teacher told learners to remember all the facts about the USA. • Learners matched each abbreviation with the correct US state. • Teacher shared experience about weekend social activities in Vermont (out of the lesson content)

Notes: Observations 1-3: Speaking lessons; Observations 4-10: General English lessons; Observations 11-12: American culture lessons.

APPENDIX 7

Teacher interviews (Phase 2)

Lead-in

At the beginning of the interview, the researcher briefly introduces some broad distinctions about ways of approaching culture in language teaching:

Broadly speaking we can identify two approaches to culture in the language classroom. The first approach is to focus on the teaching and learning of information about the target culture obtained through readings, internet, videos and lectures etc.

The second approach is to focus on developing in the learners the sets of skills, attitudes and awareness that will help them to become more effective in intercultural interactions.

It is likely that many teachers use a mixture of these two approaches but equally teachers are likely to favour one approach over the other.

Interview questions:

1. In EFL teaching and learning, what do you understand the term ‘culture’ to mean?
2. Please look at some topics for learning below. Which topics do you consider most important for your students to learn? Please choose one or two of them and briefly describe how you have taught it/them in the classroom.

Some topics:

- history, geography, political system
- daily life and routines
- music, drama, art, literature
- cultural images and symbols
- festivals and traditions
- values and beliefs
- types of verbal communication
- types of non-verbal communication

3. Think about the cultural content in your English textbooks. What are your opinions about it? Please explain.

4. Consider the following ways of culture teaching. Discuss which of these (if any) you often use in the classroom and comment on how you use them:

Some ways of culture teaching:

- using videos about the target culture
- teaching cultural facts from reading texts
- asking questions about cultural facts
- giving tasks about cultural facts
- discussing cultural similarities and differences
- exploring cultural values and beliefs
- solving cultural dilemmas
- sharing experience about the target culture

Can you recall other ways of culture teaching that you have used in your English classes?

5. Think about your culture teaching approach. Why do you take that approach? What are the benefits of your approach for your students' learning of English?

6. How much time do you usually spend on your culture teaching? Do you think the time is adequate? Please explain.

7. Are you aware of any emphasis on culture in the curriculum, educational policy and assessment in your educational institution? If any, how is that emphasis represented?

8. Do you think the target culture should be incorporated into English classes or should be taught in separate culture courses? Please explain.

In addition, there will be other specific interview questions that arise from classroom observations.

At the end of the interview, teachers are asked to give their personal information on a slip of paper.

Personal information

Please tick (✓) the appropriate box:

Gender: ☐ Male ☐ Female

Age: ☐ 18-25 ☐ 26-35 ☐ 36-45 ☐ over 45

Years of teaching English: ☐ 1-5 years ☐ 6-10 years ☐ more than 10 years

Degree: ☐ BA ☐ MA ☐ PhD

Have you ever been to a foreign country?: ☐ Yes ☐ No

If yes, please provide the name of the country/ies, the length of your stay and main purposes
(e.g. conference presentation, study for MA degree, holidays, etc.):

.....
.....

APPENDIX 8

Student questionnaire

Instructions

This questionnaire is a part of a PhD research project on intercultural language learning in the tertiary EFL classroom in Vietnam. It aims at investigating Vietnamese tertiary English-majoring students' priorities in EFL learning and their views of the cultural dimension in language learning. As there is no right or wrong answer, please answer ALL the questions as honestly as you can. The data you provide in this questionnaire will be handled on an anonymous basis and will not affect any result of your studies. Please follow the instructions of each question carefully before answering it.

Questions

1. What are your purposes for learning English?

Please tick (✓) your 3 most important purposes for learning English from the list (including an 'other' option if you specify) and rank your answers in order of importance (3=most important; 2=very important; 1=important).

- ☐ Reading English documents
- ☐ Getting a good job
- ☐ Communication with foreigners
- ☐ Acquisition of cultural knowledge
- ☐ Studying in a foreign country
- ☐ Travelling to a foreign country
- ☐ others, please specify:

2. What is your priority in language learning?

Please rank from 1-4 (4 = most important, 1 = least important) for your priority.

- ☐ Phonetics
- ☐ Culture
- ☐ Grammar
- ☐ Vocabulary

3. Which topics do you prefer to learn?

Please tick (✓) 3 topics you consider most preferable to learn and rank your answers in order of preference (3 = favourite, 2 = very preferred, 3 = preferred).

- ☐ History, geography, political system
- ☐ Daily life and routines (e.g. family life, jobs...)
- ☐ Music, drama, art, literature
- ☐ Cultural images and symbols
- ☐ Festivals and traditions
- ☐ Values and beliefs
- ☐ Types of verbal communication
- ☐ Types of non-verbal communication

4. How important are the following purposes for your culture learning?

Please circle one number for each goal (1 = least important; 5 = most important)

(a) Acquiring knowledge about the target culture

Least important 1 2 3 4 5 Most important

(b) Developing the ability to interpret events of the target culture and relate them to one's own culture.

Least important 1 2 3 4 5 Most important

(c) Developing cultural awareness of one's own and the target culture

Least important 1 2 3 4 5 Most important

(d) Acknowledging the value of the identities of others.

Least important 1 2 3 4 5 Most important

(e) Showing respect for otherness, empathy and tolerance towards other peoples and cultures.

Least important 1 2 3 4 5 Most important

(f) Developing communicative awareness of rules appropriate for intercultural communication.

Least important 1 2 3 4 5 Most important

(g) Adapting one's behaviour to different requirements and situations.

Least important 1 2 3 4 5 Most important

5. What is your experience of culture learning in the classroom?

Please tick (✓) any culture learning tasks that you often DO in the classroom. How useful are these tasks for your culture learning? English (1 = least useful; 5 = most useful).

	Task	Ranking				
		Least useful		Most useful		
<input type="checkbox"/>	Watching videos about the target culture	1	2	3	4	5
<input type="checkbox"/>	Learning cultural facts from reading texts	1	2	3	4	5
<input type="checkbox"/>	Answering teacher's questions about cultural facts	1	2	3	4	5
<input type="checkbox"/>	Doing tasks about cultural facts (e.g. multiple choice, gap-filling, quizzes)	1	2	3	4	5
<input type="checkbox"/>	Discussing and reflecting on cultural similarities and differences between your culture and the target culture	1	2	3	4	5
<input type="checkbox"/>	Exploring values and beliefs of the target culture	1	2	3	4	5
<input type="checkbox"/>	Solving cultural dilemmas	1	2	3	4	5
<input type="checkbox"/>	Sharing experiences about the target culture	1	2	3	4	5

6. What is your experience of culture learning outside the classroom?

Please tick (✓) any culture learning tasks that you often DO outside the classroom. How useful are these tasks for your culture learning? English (1 = least useful; 5 = most useful).

	Task	Ranking				
		Least useful		Most useful		
<input type="checkbox"/>	Watching English TV channels	1	2	3	4	5
<input type="checkbox"/>	Reading English newspapers/magazines	1	2	3	4	5

<input type="checkbox"/>	Reading English literature	1	2	3	4	5
<input type="checkbox"/>	Searching for cultural information on the Internet	1	2	3	4	5
<input type="checkbox"/>	Communicating with native English speakers (NES) in public places	1	2	3	4	5
<input type="checkbox"/>	Exchanging emails with NES.	1	2	3	4	5
<input type="checkbox"/>	Meeting NES visiting your school	1	2	3	4	5
<input type="checkbox"/>	Participate in cultural exchange activities with NES	1	2	3	4	5

7. *What are your perceptions of the value of aspects of culture learning in your English lessons?*

Please circle one number for your opinion (1: strongly disagree; 5: strongly agree)

(a) Learning about culture is as important as learning about language in an English class.

Strongly disagree 1 2 3 4 5 Strongly agree

(b) I need to learn about the language first before learning about the target culture.

Strongly disagree 1 2 3 4 5 Strongly agree

(c) I need to understand my own culture first before learning about other cultures.

Strongly disagree 1 2 3 4 5 Strongly agree

(d) My own culturally-shaped knowledge does not influence much the way I interact with people from other cultures.

Strongly disagree 1 2 3 4 5 Strongly agree

(e) Learning about culture helps me become more tolerant and open-minded towards other peoples and cultures.

Strongly disagree 1 2 3 4 5 Strongly agree

(f) I need to abandon my own cultural identity while acquiring native-like fluency in English.

Strongly disagree 1 2 3 4 5 Strongly agree

(g) I can acquire both additional cultural knowledge and intercultural skills in the classroom.

Strongly disagree 1 2 3 4 5 Strongly agree

(h) Misunderstanding in intercultural communication is mostly due to language problems rather than cultural differences.

Strongly disagree 1 2 3 4 5 Strongly agree

8. *To what extent does culture learning help you with your EFL learning?*

Please tick (✓) ONE box and give reasons for your choice.

☐ Very much ☐ To a certain extent ☐ Not at all

Your reasons:

.....
.....

9. *To what extent do you agree with the statement: ‘The target culture should be taught together with the target language in EFL classes in Vietnam’?*

Please tick (✓) ONE box and give reasons for your choice.

☐ Yes ☐ No ☐ With limitations

Your reasons:

.....
.....

Please make sure that you have answered ALL the questions. Before returning the completed questionnaire, please provide your personal information.

Personal information

Please tick (✓) the appropriate box:

Gender: ☐ Male ☐ Female

Age: ☐ 18-22 ☐ 23 and over

Year of study: ☐ 1st year ☐ 2nd year ☐ 3rd year ☐ 4th year

Years of learning English: ☐ 1-5 years ☐ 6-10 years ☐ more than 10 years

Have you ever been to a foreign country?: ☐ Yes ☐ No

If yes, please provide the name of the country/ies, the length of your stay and purposes (e.g. holiday with family, learning English, etc)?

.....

THANK YOU

APPENDIX 9

Student focus-group interviews (Phase 2)

Lead-in

Some broad distinctions about ways of approaching culture in foreign language learning can be mentioned as follows:

Broadly speaking we can identify two approaches to culture in the language classroom. The first approach is to focus on the learning of information about the target culture obtained through readings, internet, videos and lectures etc.

The second approach is to focus on developing in the learners the sets of skills, attitudes and awareness that will help them to become more effective in intercultural interactions.

Culture learning can be defined as “the process of acquiring the culture-specific and culture-general knowledge, skills, attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviourally, and affectively” (Paige et al., p.177).

Interview questions

1. Why are you learning English?
2. What do you understand the term ‘culture’ in your English learning to mean? How important is this in your English studies?
3. Please look at some topics below. Which topics do you consider most important to learn about? Please choose one or two of them that you have learnt in your English language lessons and briefly describe how you learnt it/them in the classroom.

Topics:

- history, geography, political system
- daily life and routines (e.g. family life, jobs...)
- music, drama, art, literature
- cultural images and symbols
- festivals and traditions
- values and beliefs
- types of verbal communication
- types of non-verbal communication

4. Think about the cultural content in your English language textbooks. What are your general opinions about the cultural content? Are the cultural topics appropriate with your culture? Please explain.
5. Consider the following ways of culture learning. Please state which ways do you often learn in the classroom and give some comments about them.

Ways of culture learning:

- watching videos about English-speaking cultures
- learning cultural facts from the reading texts
- answer teacher's questions about the cultural facts
- doing exercises about cultural facts (e.g. multiple choice, gap-filling, quizzes)
- discussing and reflecting on cultural similarities and differences between your culture and English-speaking cultures
- exploring values and beliefs of English-speaking cultures
- solving cultural dilemmas
- sharing experiences about English-speaking cultures

Can you recall other ways that you have been encouraged to think about culture and language in your English language classes?

6. How much time do you usually spend on learning about culture and language in your English language lessons? Are you satisfied or do you want to have more time for culture and language learning in the classroom? Please explain.
7. Think of an interaction you have had with an English native speaker.
 - a. Did you encounter any differences with your own culture in his/her way of interacting or behaviour? If yes, what were the differences?
 - b. Did you have any communication problem in your interaction with that person? If yes, what was the problem?
8. Do you think English-speaking cultures should be taught in English language courses or only in a separate culture course such as British Culture/American Culture? Please explain.

Thank you for your participation in the interview. Your opinions are very helpful for my research. Best wishes for your study of English.

APPENDIX 10

Summary of Categories and Coding for qualitative data of the questionnaire

Main categories	Subcategories	Definitions	Coding
Constraints in culture learning	Primary focus on language	Focus on language functions, language-related topics	C-LF
	Little impact of culture on language learning	Little effect of culture learning on improving students' language proficiency	C-LIC
	Time allowance for culture learning	Time spent for culture learning in a lesson	C-T
	Different English-speaking cultures	Different English-speaking cultures involved in the target language culture	C-BC
	Students' level of language proficiency	Level of language proficiency required for culture learning	C-LP
	Students' degree of receptiveness to culture learning	Students' unwilling to engage in culture learning	C-DR
Relationship between language and culture	Interdependent relationship	Students' understanding about close connections between language and culture	IRLC
	Reciprocal relationship	Students' understanding about interactive connections between language and culture	RRLC
Benefits of culture learning	Facilitating language learning:		
	• vocabulary learning	increase of vocabulary and appropriate vocabulary use	CL
	• language acquisition	accurate and appropriate language use	LA
	• developing language skills	skills of reading, writing, listening and speaking	LS
	Developing communication skills:		
	• appropriate communication and behaviour	communicating and behaving appropriately according to the target language culture	ACB
	• understanding about native speakers' communication styles	understanding about native speakers' ways of communication, ways of thinking and behaviours	UCS

	• building confidence	being confident in intercultural interactions	CON
	• developing intercultural skills	skills of handling situations, prolonging conversations, adjusting behaviours; avoid misunderstanding	ICS
	• developing intercultural attitudes	showing respect, tolerance, empathy; avoid hurting other people's feelings	ICAT
	Increasing cultural knowledge and understanding	Knowledge about the target country and understanding about people's lifestyle, behaviours and values in the target culture	CKU

APPENDIX 11**Summary of Categories and Coding for teacher interviews**

Main categories	Subcategories	Definitions	Coding
Definitions of culture	‘Small c’ culture	Culture relating to manners, customs, behaviours, etc.	SC
	‘Big C’ culture	Culture relating to characteristics of a nation	BC
	Culture in linguistic aspects	Differences in language features between learners’ first language and the target language	CLC
	Culture in language use	Differences in vocabulary, expressions and language use between learners’ first language and the target language	CLU
	Culture in communication	Differences in ways of communication learners’ first language and the target language	CC
Relationship between language and culture		Teachers’ understanding about how language and culture are related to each other in language teaching	RLC
Beliefs about culture teaching	Topical dependence	Culture related to a certain topic	TD
	Primary focus on language	Focus on language functions, language-related topics	LF
	Inadequate exposure to culture in language courses	Limited cultural content in language courses	ICE
	Constraints: • Students’ cultural background knowledge	Knowledge students have gained about a specific topic	C-SK
	• Students’ level of language proficiency	Level of language proficiency required for culture learning	C-LP
	• Students’ degree of receptiveness to culture learning	Unwillingness to engage in culture learning	C-DR
	• Teachers’ cultural knowledge	Knowledge of a teacher about the target language culture	C-TK
	• Time allowance for culture teaching	Time spent for culture learning in a lesson	C-T
Self-evaluation of culture teaching	• curriculum, testing, education policy	Treatment of culture in curriculum, testing and education policy	C-CTE
		Teacher self-reflections on their own culture teaching	SE

APPENDIX 12**Summary of Categories and Coding for student focus-group interviews (Phase 2)**

Main categories	Subcategories	Definitions	Coding
Priorities in EFL learning	Purposes for learning English	Students' reasons to learn English	PLE
	Priorities for linguistic and cultural contents	Students' choice between three aspects of language and culture	LC
	Preferred topics in language learning	Students' choice between language-related and culture-related topics	PT
Definitions of culture	'Small c' culture	Culture relating to manners, customs, behaviours, etc.	SC
	'Big C' culture	Culture relating to characteristics of a nation	BC
	Culture in communication	Social conventions and appropriate social rules	CC
Relationship between language and culture		students' understanding about how language and culture are related in language learning	RLC
Beliefs about culture learning	Native-speaker standard as criteria	Native speakers' behaviours and native-like proficiency	NPC
	Cultural background knowledge as prerequisite	culture incorporated in language courses or cultural knowledge in culture courses	CBK
	Inadequate exposure to culture in language courses	Limited cultural content in language courses	ICE
	Constraints <ul style="list-style-type: none"> cultural content of textbooks time allowance for culture learning Different English-speaking cultures 	-Cultural terms, cultural topics in textbooks	C-CC
		-Time spent for culture learning in a lesson	C-T
		-Different English-speaking cultures involved in the target language	C-BC
Benefits of culture learning	<ul style="list-style-type: none"> students' level of language proficiency students' receptiveness to culture learning 	-Level of language proficiency required for culture learning	C-LP
		-Unwillingness to engage in culture learning	C-DR
Culture learning in the classroom		Students' culture learning activities in the classroom	CLC
Culture learning outside the classroom		Students' intercultural experience in interactions with native English speakers	IE

APPENDIX 13

Description of a sample lesson (Lesson 3: Festivals and Holidays) (Phase 3)

ST class

Objectives:

- To classify different kinds of festivals and holidays.
- To learn about British people's likes and dislikes about their holidays.
- To learn about how people entertain guests in Japan, Spain and the USA.
- To discuss the disadvantages of businesswomen to entertain male clients in the USA.
- To learn about different criteria in choosing a restaurant.

Activity 1: Talk about festivals and holidays

Make a list of festivals and holidays in your country. Add other special holidays in other countries to your list. Which of the festivals and holidays are religious? Which ones are related to different seasons of the year? Are any of them national days?

Activity 2: Holidays (20 minutes)

1. Mark your holiday preferences in the following table:

Type of holiday	Like	Neutral	Dislike
Sunbathing by the sea			
Touring historic sites			
Going overseas			
Walking through mountains			
Bungee jumping			
Sailing			
Shopping			
Staying at a hotel			
Camping			
Joining an adventure holiday			

2. Read an article about people in Britain going on holiday: 'We're just too worried to have fun on holiday'.

We're just too worried to have fun on holiday

Most people in Britain take their troubles with them on holiday, according to a new survey. 40% said the most important reason for going away is to escape stress, but almost everyone said they worry more than they do at home. Only 4% are happy and carefree. The most common concern is burglary: 4 out of 10 people worry about their homes being broken into while they're abroad.

More than a quarter are afraid they'll be upset by noisy holiday makers, and 22% are worried about being mugged. One in five think the car may break down, and the same number are upset about the chances of bad weather.

One in seven people said their idea of a good holiday is sun, sea and sex. A quarter of all young, single men thought this was the best formula for a holiday, according to the MORI survey.

The research showed that the traditional stay-at-home Britain is no more. Three out of every five adults now want to holiday abroad. Three years ago, less than half wanted to go overseas. The hotel holiday is still the most popular. Just over half the people interviewed preferred being looked after to going on a self-catering holiday, despite worries about cheeky waiters and noisy fellow guests!

Questions:

- a. Which things are people worried about?
- b. Which things do they like about holidays?

Activity 3: Entertaining guests

Read the descriptions of how people entertain guests in three countries. Sumie is from Japan, Rosa is from Spain and Leslie is from the United States.

Sumie

In my country, Japan, usually we invite guests home at the weekend, in the early evening, about seven o'clock. Before they come, we must tidy the front garden and clean the entrance hall. Then we must spray it all with water to show that we welcome guests with cleanliness. The guests usually bring presents and then when they give you the present they say, 'I'm sorry, this is such a small present', but in fact they have chosen the present very carefully. When the meal is ready, the hostess says, 'We have nothing special for you today but you are welcome to come this way'. You can see that in Japan you should try to be modest and you should not show off too much. If you don't understand our culture you will think this is very strange.

When we have foreign guests we try to serve traditional Japanese meals like sishi, tempura or sukiyaki, but when we have Japanese guests, we serve all kinds of food such as spaghetti, Chinese food or steaks. When guests leave, the host and hostess see them out of the house and wait until their car turns the corner of the street: they wait until they can't see them anymore.

Rosa

I come from Spain. At home what we love most is going out to eat in bars and restaurants. There is a big choice and you can go from one bar to another trying different things and having a few drinks, usually wine or beer. But sometimes we also like to invite people to our

home.

I usually invite my friends for an informal meal. I cook Spanish omelette, which is made with potatoes, onions and eggs, fried in olive oil. Then we have things like cheese, ham called Jabugo something delicious and worth trying. And then things like olives, anchovies, mussels. We drink wine or beer. Some people may bring a bottle of wine or something for pudding. We usually meet late in the evening, about eight-thirty or nine. Of course we dress casually; we just want to be relaxed and comfortable, and talk and laugh together.

Leslie

I'm from the United States. Sometimes when our family gets together with other families, we have what's called a 'pot luck supper', which can take place in the evening or even at lunch time. This is an informal occasion held perhaps in someone's garden, so people dress casually, but nicely. Invitation can be written or made by phone, and each person is asked to bring a dish of food. They're given a choice of starter, main course, salad or vegetable, or dessert. The hostess knows how many of each kind of dish she needs but not exactly what the guests will bring. This is why it is called 'pot luck', as it is a lovely surprise, holding a dinner party without knowing what you are going to feed your guests. As the guests arrive, they put their dish, or pot as it is used to be called, on the table and the meal is served buffet-style, and drinks are provided, although some guests might bring a bottle of wine as a present.

Questions:

- a. What is the same in your country?
- b. How do Vietnamese people entertain guests?

Activity 4: This working life

Read an article by an American businesswoman:

In the world of business, it is not always easy for women to do the same thing as men. Consider the following dinner.

In order to do the job well, it's important to sometimes see clients and business contacts away from the office. In a more relaxed atmosphere, you can get to know your business partner better. In the end, after all, people do business with people they like.

Women start out at a disadvantage because, unless you're Nancy Lopez or Martina Navratilova, it's tough to invite men out for a game of golf or tennis. Men usually prefer to play sports with other men.

You might think that restaurants are the perfect playing field. But they can be dangerous ground. If people from the office see two men they know having dinner together, they think it's business. If colleagues see a woman dining with a man, they often wonder if it's another kind of business.

I'm still looking for the perfect solution. Breakfasts are out because I find it impossible to be pleasant at 7AM over a bowl of muesli. I love lunching, but that's usually a bad time for busy people, especially if they are on the road. So that brings us back to dinner.

One answer is to take another colleague or client to the dinner so that no one can think it a *tête-à-tête*. Of course, this isn't always convenient. So when I can't do this, I take guys out for dinner one-on-one to places where I'm most likely to see colleagues. The more your colleagues see you doing working dinners with different men, the more they know it is part of your business style.

Questions:

- a. Do you agree with the writer's opinions about the disadvantages of businesswomen to entertain male clients? Why/ why not?
- b. Discuss the two solutions offered. Do you agree with them?

Activity 5: Eating out

1. Which of the following is the most important to you?
 - a. elegant surrounding
 - b. lively atmosphere
 - c. romantic atmosphere
 - d. good food
 - e. efficient service
 - f. low prices
2. Look at the three given situations below.
 - a. A meal out with your husband / wife / boyfriend / girlfriend.
 - b. A meal with an important business client.
 - c. A celebration with a large group of colleagues from work.

Now put the things from the list in (1) in order of importance for you (1=most important) in the three situations.

IC class

Objectives:

- To be aware of cultural influence from other cultures in festivals and holidays.
- To reflect on the lifestyle of Britishers through the way they spend their holidays and their worries on holiday.
- To be aware of cultural norms of entertaining guests in other cultures.
- To learn how to interpret and deal with different cultural norms of receiving guests by people from other cultures.
- To critically evaluate the way businesswomen entertain their male clients in the USA.
- To develop awareness about cultural norms of socialising in the target culture.

Activity 1: Talk about festivals and holidays

Make a list of festivals and holidays in your country and English-speaking ones. Discuss with your partner the following questions:

- a. Which festivals and holidays from English-speaking countries have recently become popular in your country?
- b. What cultural influence may those festivals and holidays have on your culture?

Activity 2: Holidays

1. Mark your holiday preferences in the following table:

<i>Type of holiday</i>	<i>Like</i>	<i>Neutral</i>	<i>Dislike</i>
Sunbathing by the sea			
Touring historic sites			
Going overseas			
Walking through mountains			
Bungee jumping			
Sailing			
Shopping			
Staying at a hotel			
Camping			
Joining an adventure holiday			

Questions:

- a. Which holiday preferences in your country are different from those in Britain?
- b. What do people's holiday preferences in each culture reveal?

2. Read an article about people in Britain going on holiday: 'We're just too worried to have fun on holiday'.

We're just too worried to have fun on holiday

Most people in Britain take their troubles with them on holiday, according to a new survey. 40% said the most important reason for going away is to escape stress, but almost everyone said they worry more than they do at home. Only 4% are happy and carefree. The most common concern is burglary: 4 out of 10 people worry about their homes being broken into while they're abroad.

More than a quarter are afraid they'll be upset by noisy holiday makers, and 22% are worried about being mugged. One in five think the car may break down, and the same number are upset about the chances of bad weather.

One in seven people said their idea of a good holiday is sun, sea and sex. A quarter of all young, single men thought this was the best formula for a holiday, according to the MORI survey.

The research showed that the traditional stay-at-home Britain is no more. Three out of every five adults now want to holiday abroad. Three years ago, less than half wanted to go

overseas. The hotel holiday is still the most popular. Just over half the people interviewed preferred being looked after to going on a self-catering holiday, despite worries about cheeky waiters and noisy fellow guests!

Questions:

- a. What kind of lifestyle do people in Britain have through the way they spend their holidays and their worries on holiday?
- b. How is it different from the way people in your country do on holiday?

Activity 3: Entertaining guests

Read the descriptions of how people entertain guests in three countries. Sumie is from Japan, Rosa is from Spain and Leslie is from the United States.

Sumie

In my country, Japan, usually we invite guests home at the weekend, in the early evening, about seven o'clock. Before they come, we must tidy the front garden and clean the entrance hall. Then we must spray it all with water to show that we welcome guests with cleanliness. The guests usually bring presents and then when they give you the present they say, 'I'm sorry, this is such a small present', but in fact they have chosen the present very carefully. When the meal is ready, the hostess says, 'We have nothing special for you today but you are welcome to come this way'. You can see that in Japan you should try to be modest and you should not show off too much. If you don't understand our culture you will think this is very strange.

When we have foreign guests we try to serve traditional Japanese meals like sishi, tempura or sukiyaki, but when we have Japanese guests, we serve all kinds of food such as spaghetti, Chinese food or steaks. When guests leave, the host and hostess see them out of the house and wait until their car turns the corner of the street: they wait until they can't see them anymore.

Rosa

I come from Spain. At home what we love most is going out to eat in bars and restaurants. There is a big choice and you can go from one bar to another trying different things and having a few drinks, usually wine or beer. But sometimes we also like to invite people to our home.

I usually invite my friends for an informal meal. I cook Spanish omelette, which is made with potatoes, onions and eggs, fried in olive oil. Then we have things like cheese, ham called Jabugo something delicious and worth trying. And then things like olives, anchovies, mussels. We drink wine or beer. Some people may bring a bottle of wine or something for pudding. We usually meet late in the evening, about eight-thirty or nine. Of course we dress casually; we just want to be relaxed and comfortable, and talk and laugh together.

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I'm from the United States. Sometimes when our family gets together with other families, we have what's called a 'pot luck supper', which can take place in the evening or even at lunch time. This is an informal occasion held perhaps in someone's garden, so people dress casually, but nicely. Invitation can be written or made by phone, and each person is asked to bring a dish of food. They're given a choice of starter, main course, salad or vegetable, or dessert. The hostess knows how many of each kind of dish she needs but not exactly what the guests will bring. This is why it is called 'pot luck', as it is a lovely surprise, holding a dinner party without knowing what you are going to feed your guests. As the guests arrive, they put their dish, or pot as it is used to be called, on the table and the meal is served buffet-style, and drinks are provided, although some guests might bring a bottle of wine as a present.

Questions for discussion:

- a. Discuss cultural similarities and differences in the ways of entertaining guests between these countries and yours.
- b. Are there any cultural stereotypes in the way of entertaining guests in these countries?
- c. How would you react when people entertain you in a way that is different from your culture, e.g. organising a potluck in which you should bring a plate to share?
- d. Cultural situation:

Read the following cultural situation and then do the tasks below.

A Vietnamese couple, Tung and Mai, recently arrived in the USA to pursue postgraduate studies. They met an American couple, Tom and Alice, at the university. The American couple was very interested in learning more about Vietnam and invited Tung and Mai for a lunch at their apartment on Sunday. As Tung and Mai were leaving home, Tom said, 'We really enjoyed ourselves today. Drop in anytime.'

One month later, Tung and Mai bought a car. While being out on a drive one Friday evening, they realized that they were in the neighborhood where the American couple lived. Tung and Mai stopped by their apartment and rang the bell. A surprised Tom opened the door. He asked Tung and Mai to come in, but kept them standing in the hall while he cleaned up the room. After 5 minutes, Tom asked Tung and Mai to be seated, but offered them no refreshments, saying he had nothing in the apartment. Alice did not appear at all and Tom did not say anything about her absence. The conversation remained rather strained and awkward. Tung and Mai left after 10 minutes, feeling very hurt by Tom's rudeness and said to themselves that they would not come to his home again.

(Source: Adapted from Cushner & Brislin, 1996, pp.75-76)

Tasks to do:

1. Four students do a role-play about the situation. Two students act as the American couple Tom and Alice, and the other two students act as the Vietnamese couple Tung and Mai.

2. Students work in groups and observe the role-play, then discuss the following questions:
 - a. What were the misunderstandings that happened between Tom and the Vietnamese couple? Think about how the other's behaviour was misinterpreted from one's own culture.
 - b. What would you do if you were (i) Tung and Mai? (ii) Tom?
 - c. What can you learn from this situation about how to receive guests at home across cultures?

Activity 4: This working life

Read an article by an American businesswoman:

In the world of business, it is not always easy for women to do the same thing as men. Consider the following dinner.

In order to do the job well, it's important to sometimes see clients and business contacts away from the office. In a more relaxed atmosphere, you can get to know your business partner better. In the end, after all, people do business with people they like.

Women start out at a disadvantage because, unless you're Nancy Lopez or Martina Navratilova, it's tough to invite men out for a game of golf or tennis. Men usually prefer to play sports with other men.

You might think that restaurants are the perfect playing field. But they can be dangerous ground. If people from the office see two men they know having dinner together, they think it's business. If colleagues see a woman dining with a man, they often wonder if it's another kind of business.

I'm still looking for the perfect solution. Breakfasts are out because I find it impossible to be pleasant at 7AM over a bowl of muesli. I love lunching, but that's usually a bad time for busy people, especially if they are on the road. So that brings us back to dinner.

One answer is to take another colleague or client to the dinner so that no one can think it a *tête-à-tête*. Of course, this isn't always convenient. So when I can't do this, I take guys out for dinner one-on-one to places where I'm most likely to see colleagues. The more your colleagues see you doing working dinners with different men, the more they know it is part of your business style.

Questions for discussion:

- a. What do you think about the way businesswomen entertain their male clients in the US? Is this socially accepted in American society? What are your attitudes about it? How is this different from your country?
- b. Discuss the two solutions offered. What would you do if you were the American businesswoman? Would you act differently from what you normally do in your country?

Activity 5: Eating out

1. Which of the following is the most important to you in a restaurant? Do you notice any differences about a restaurant between an English-speaking country and your own country (e.g. the atmosphere, the service)?

- a. elegant surrounding
- b. lively atmosphere
- c. romantic atmosphere
- d. good food
- e. efficient service
- f. low prices

2. Role-play: You're going to eat out in a restaurant in America. Choose one of the three kinds of restaurants below and act out a role-play in front of class. How should you behave in each situation? Do you notice any different norms of interaction with those in your own culture?

- a. A fast food restaurant (e.g. McDonald, KFC)
- b. A casual restaurant
- c. A formal restaurant

3. A situation

Pair work: Work with a partner and discuss the questions

You were invited for a dinner at a restaurant by an American friend. The food was good and you enjoyed talking to him/her quite a lot. At the end of the meal, the American only paid for his own food.

Questions:

- 1. How would you react in such a situation?
- 2. What norms of socialising should you be aware of in intercultural communication?

APPENDIX 14

Information sheet for teacher participant (Phase 2)

VICTORIA UNIVERSITY OF WELLINGTON

Te Whare Wānanga o te Ūpoko o te Ika a Māui



PARTICIPATION INFORMATION SHEET

TEACHER VERSION

Researcher: Ho Si Thang Kiet, School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand

Research title: An Investigation of Intercultural Teaching and Learning in Tertiary EFL classrooms in Vietnam

I am doing a PhD in Applied Linguistics at Victoria University of Wellington (VUW) for the academic intake 2008-2011. For this degree I am undertaking a research project leading to a thesis. The VUW Human Ethics Committee has granted ethics approval for this study. The project investigates the effects of intercultural language learning in a tertiary EFL classroom in Vietnam. The project is beneficial not only for Vietnamese EFL teachers and students, but also for language teacher educators, government policy makers and curriculum designers. For the benefits of teachers, the project contributes to their professional development for a long-term plan as it helps to enhance their awareness of teaching culture as an integral component of language teaching and develop their intercultural perspectives about foreign language teaching.

I would like to invite you to participate in a quasi-experimental study that involves two intact, equivalent EFL classes: the standard class with normal speaking lessons and the Intercultural with intercultural lessons. The intercultural lessons in the Intercultural class are adapted from the same speaking lessons in the Standard class. You will be provided with some theories on intercultural language teaching and learning in order to get some insight into the purposes of the intercultural lessons. I will observe both of your classes over a teaching period of 9 weeks. The classroom observations will focus on the students and their experience of intercultural language learning.

Your teaching periods in the two classes will form the basis of my research project and will be put into a written report on a confidential basis. No other person besides me and my supervisors, Dr. Jonathan Newton and Prof. Janet Holmes, will have access to the data. The thesis will be submitted to the School of Linguistics and Applied Language Studies, and deposited at the Library of Victoria University of Wellington. The results of the research may

Ho Si Thang Kiet – Ph.D. thesis, Victoria University of Wellington

be presented at academic conferences or published in academic journals. All collected data will be destroyed two years after the end of the project.

If you have any questions or would like to receive further information about the project, please contact me at SiThangKiet.Ho@vuw.ac.nz or my supervisors, Dr Jonathan Newton at Jonathan.Newton@vuw.ac.nz or Prof. Janet Holmes at Janet.Holmes@vuw.ac.nz, School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand.

Thank you for your cooperation.

Ho Si Thang Kiet

Signed:

APPENDIX 15

Information sheet for student participants (Phase 2)

VICTORIA UNIVERSITY OF WELLINGTON

Te Whare Wānanga o te Ūpoko o te Ika a Māui



PARTICIPATION INFORMATION SHEET

STUDENT VERSION

Researcher: Ho Si Thang Kiet, School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand

Research title: An Investigation of Intercultural Teaching and Learning in Tertiary EFL classrooms in Vietnam

I am doing a PhD in Applied Linguistics at Victoria University of Wellington (VUW) for the academic intake 2008-2011. For this degree I am undertaking a research project leading to a thesis. The VUW Human Ethics Committee has granted ethics approval for this study. The project investigates the effects of intercultural language learning in a tertiary EFL classroom in Vietnam. The project is beneficial not only for Vietnamese EFL teachers and students, but also for language teacher educators, government policy makers and curriculum designers. For the benefits of students, the project helps them perceive the importance of culture in language learning and develop their intercultural communicative competence alongside their language proficiency for effective intercultural communication.

I would like to invite you to participate in an experiment over a period of nine weeks with nine lessons. You will be asked to do a pre-test at the beginning and a post-test at the end. Each test lasts for about 15-20 minutes. You will also be asked to write three reflective journals during the period in which you write your reflections on culture-related issues in the lessons. At the end of the period, you will be asked to fill in a short self-evaluation questionnaire and participate in a follow-up focus group interview if you are in the Intercultural class. Focus group interviews will take about 20-30 minutes and will be scheduled at a time that is convenient for you. The self-evaluation questionnaire and the focus group interviews will be looking for your evaluation of the outcomes of the nine lessons you have learned.

The pre-test, post-test, reflective journals, self-evaluation questionnaire and interview data will form the basis of my research project and will be put into a written report on a confidential basis. No participant will be identified personally. No other person besides me and my supervisors, Dr. Jonathan Newton and Prof. Janet Holmes, will have access to the data. The thesis will be submitted to the School of Linguistics and Applied Language Studies, and deposited at the Library of Victoria University of Wellington. The results of the research

Ho Si Thang Kiet – Ph.D. thesis, Victoria University of Wellington

may be presented at academic conferences or published in academic journals. All collected data will be destroyed two years after the end of the project.

If you have any questions or would like to receive further information about the project, please contact me at SiThangKiet.Ho@vuw.ac.nz or my supervisors, Dr Jonathan Newton at Jonathan.Newton@vuw.ac.nz or Prof. Janet Holmes at Janet.Holmes@vuw.ac.nz, School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand.

Thank you for your cooperation.

Ho Si Thang Kiet

Signed:

APPENDIX 16A

Research schedule (For the Standard Class)

Researcher: HO SI THANG KIET

School: Victoria University of Wellington, New Zealand

Research area: Intercultural language learning

Research period: 23/8/2009-30/11/2009

Time frame	Research content	Specific tasks
Week 1	<ul style="list-style-type: none"> • Introduction about the study • Pre-test 	<ul style="list-style-type: none"> • Information sheets and consent forms • Assessing students' current intercultural knowledge, skills, attitudes and awareness • 2 students are chosen for a case study (based on the results of the pre-test)
Week 2	Unit 4 *	<ul style="list-style-type: none"> • Students write first reflective journal (RJ) about Units 4,5,6 • Students hand in the first RJ (at the beginning of the next lesson)
Week 3	Unit 5	
Week 4	Unit 6	
Week 5	Unit 7	<ul style="list-style-type: none"> • Students write second reflective journal (RJ) about Units 7,8,9 • Students hand in the second RJ (at the beginning of the next lesson)
Week 6	Unit 8	
Week 7	Unit 9	
Week 8	Unit 10	<ul style="list-style-type: none"> • Students write third reflective journal (RJ) about Units 10,11,12 • Students hand in the third RJ (at the beginning of the next lesson)
Week 9	Unit 11	
Week 10	Unit 12	
Week 11	Post-test	Assessing students' intercultural knowledge, skills, attitudes and awareness after nine lessons
Week 12	Self-evaluation questionnaire	Students evaluate their culture learning

**Notes:* Units 4-12 are labelled the same as the ones in students' English speaking material.

APPENDIX 16B

Research schedule (For the Intercultural Class)

Researcher: HO SI THANG KIET

School: Victoria University of Wellington, New Zealand

Research area: Intercultural language learning

Research period: 23/8/2009-30/11/2009

Time frame	Research content	Specific tasks
Week 1	<ul style="list-style-type: none"> • Introduction about the study • Pre-test 	<ul style="list-style-type: none"> • Information sheets and consent forms • Assessing students' current intercultural knowledge, skills, attitudes and awareness • 2 students are chosen for a case study (based on the results of the pre-test)
Week 2	Unit 4 (Intercultural lesson)*	<ul style="list-style-type: none"> • Students write first reflective journal (RJ) about Units 4,5,6 • Students hand in the first RJ (at the beginning of the next lesson)
Week 3	Unit 5 (Intercultural lesson)	
Week 4	Unit 6 (Intercultural lesson)	
Week 5	Unit 7 (Intercultural lesson)	<ul style="list-style-type: none"> • Students write second reflective journal (RJ) about Units 7,8,9 • Students hand in the second RJ (at the beginning of the next lesson)
Week 6	Unit 8 (Intercultural lesson)	
Week 7	Unit 9 (Intercultural lesson)	
Week 8	Unit 10 (Intercultural lesson)	<ul style="list-style-type: none"> • Students write third reflective journal (RJ) about Units 10,11,12 • Students hand in the third RJ (at the beginning of the next lesson)
Week 9	Unit 11 (Intercultural lesson)	
Week 10	Unit 12 (Intercultural lesson)	
Week 11	Post-test	Assessing students' intercultural knowledge, skills, attitudes and awareness after nine lessons
Week 12	<ul style="list-style-type: none"> • Self-evaluation questionnaire • Focus-group interviews 	<ul style="list-style-type: none"> • Students evaluate their culture learning • 10 students volunteer for the interviews

**Note:* Units 4-12 are adapted from the same lessons in the English speaking material with a focus on culture learning.

APPENDIX 17

Intercultural Competence Inventory

Instructions:

This Intercultural Competence Inventory (adapted from Fantini, 2009) aims to investigate students' of intercultural communicative competence in order to help them learn English more efficiently and communicate successfully with people from other cultures. Your information provided in this questionnaire is anonymous and will not affect any results of your study. Therefore, please try to evaluate your real ability as honestly and accurately as possible by using the rating scale 1-5 below. Please read each question carefully and consider your best choice in order that this questionnaire can bring out the accurate results for the research. Thank you.

Rating scale:

1 = Not at all

2 = Limited

3 = Moderate

4 = Well enough

5 = Very well

Knowledge

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. I have basic knowledge of the cultural component in the English language. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 2. I have knowledge of the processes of socialization in my own and the target culture (e.g. formality, interactional norms, taboos, etc.). | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 3. I can contrast important aspects of the target language and culture with my own (e.g. ways of expressing, etc). | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 4. I have knowledge of the national memory of my own culture and how its events are seen from the perspective of other cultures. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 5. I have knowledge of the national memory of the target culture and how its events are seen from the perspective of my own culture. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 6. I can cite important historical and socio-political factors that shape my own culture and the target culture. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 7. I can describe interactional behaviours common among target culture members in social and professional areas (e.g. family roles, team work, problem-solving, etc.) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 8. I can contrast my own behaviours with those of target culture members in important areas (e.g., social interactions, daily routines, etc.) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 9. I have knowledge of social distinctions and their principal markers in my own and the target culture (e.g. clothing, food, language variety, non-verbal behaviour, etc). | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Attitude

I demonstrate

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 10. willingness to seek out or take up opportunities to engage with the otherness in the target culture. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 11. interest in discovering other perspectives on interpretation of familiar and unfamiliar phenomena both in my own and the target culture and cultural practices. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 12. willingness to question values or presuppositions in cultural practices and products in one's own environment. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 13. willingness to understand differences in the behaviours, values, attitudes, and styles of target culture members. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 14. readiness to engage with the conventions and rites of verbal and non-verbal communication and interaction in the target culture. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 15. readiness to deal with different ways of perceiving, expressing, interacting, and behaving in the target culture. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 16. readiness to suspend judgments of any strange behaviour and appreciate different ways of communicating and interacting interculturally. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Skills

I am able to

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 17. interact appropriately in a variety of different social situations in the target culture (e.g. in work, in public places, etc.) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 18. monitor my behavior and its impact on my target culture interlocutors. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 19. identify similarities and differences in my language and culture and those of the target language and culture in order to ensure thorough understanding in interaction. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 20. identify areas of misunderstanding and dysfunction in interactions with target culture members and explain them in terms of each of the cultural systems present. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 21. resolve cross-cultural conflicts and misunderstandings in interactions with target culture members to avoid communication breakdown. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Awareness

I demonstrate awareness of

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 22. myself as a ‘culturally conditioned’ person with personal preferences and habits. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 23. identifying and interpreting explicit or implicit values in my own and the target culture. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 24. how my cultural values are reflected in specific situations. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 25. target culture members’ reactions to me that may reflect their cultural values that are different from mine in specific situations. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 26. similarities and differences across my own and the target language and culture. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

27. how varied situations may require modifying my interactions with target culture members for appropriateness. ☐1 ☐2 ☐3 ☐4 ☐5

28. differences in ideological perspectives across cultures in order to communicate flexibly with target culture members. ☐1 ☐2 ☐3 ☐4 ☐5

29. possible misconceptions of generalizing individual behaviours as representative of the whole culture. ☐1 ☐2 ☐3 ☐4 ☐5

30. my own level of intercultural development. ☐1 ☐2 ☐3 ☐4 ☐5

THANK YOU

APPENDIX 18
Reflective Journal

Name:

Class:

Journal No.:

Date:.....

Instructions:

This reflective journal aims to investigate the learner process of language and culture acquisition in English with the purpose of helping them to learn English more efficiently and successfully communicate with people from other cultures. You are asked to write three reflective journals over a teaching period of nine weeks. Each journal will contain learner reflections on culture-related activities in the last three English lessons. Please enter your critical reflections in each journal by answering the questions given below. The journal will be collected at the beginning of the fourth lesson. Thank you.

1. Describe some specific culture-related activities that you recall in your last three English lessons.

.....
.....
.....

2. What were your thoughts and attitudes about the specific activities in each lesson? (e.g. Which activity made you think, surprised or interested you most? How? Why?)

.....
.....
.....

3. What, if anything, did you learn from each of these activities in each lesson? (e.g. about your own culture, English-speaking cultures, communicating with native English speakers, communicating across cultures, etc.)

.....
.....

APPENDIX 19

Self-evaluation questionnaire

This questionnaire aims to investigate your self-evaluation on the outcomes of your last nine English speaking lessons. Please circle the level of your satisfaction in each statement with a number from 1-5:

1 = strongly disagree

2 = disagree

3 = neutral

4 = agree

5 = strongly agree

1. I gained deep insight into aspects of my own culture.

Strongly disagree 1 2 3 4 5 Strongly agree

2. I gained little insight into aspects of the target culture.

Strongly disagree 1 2 3 4 5 Strongly agree

3. I developed my critical thinking about various aspects of my own culture and the target culture.

Strongly disagree 1 2 3 4 5 Strongly agree

4. I did not recognize the impact of my own perspectives on understanding other cultures.

Strongly disagree 1 2 3 4 5 Strongly agree

5. I became more aware of the relationship between language and culture when learning English.

Strongly disagree 1 2 3 4 5 Strongly agree

6. I learned English with a more effective approach than before.

Strongly disagree 1 2 3 4 5 Strongly agree

7. Writing the journals had little effect on my culture learning.

Strongly disagree 1 2 3 4 5 Strongly agree

8. I did not become more motivated to learn English.

Strongly disagree 1 2 3 4 5 Strongly agree

9. I became more confident in interacting with people from other cultures.

Strongly disagree 1 2 3 4 5 Strongly agree

THANK YOU

APPENDIX 20

Student focus-group interviews (Phase 2)

Instructions

The purpose of the student focus group interviews is to explore in depth students' experience of learning about language and culture in the nine English lessons of the Speaking course during the semester. The interview was designed with semi-structured questions as below and some other questions may be developed from classroom observations and students' responses.

Interview questions:

1. What was most distinct about your last nine English lessons?
2. What lessons/activities/aspects of the lessons did you find most useful? How did you experience them in the classroom (your thoughts, your attitudes)?

E.g.:- In your class, you were asked to talk about how to be successful in communication with foreigners. Please tell me about your experience of that activity.

- In your class, you were asked to compare and contrast different ways of keeping pets and animal treatment in Western countries and your native country. Please tell me about your experience of that activity.

3. What particular insights did you obtain from these activities?
4. Did writing the journals have much or little influence on your culture learning? What benefits did you gain from your culture learning journals?
5. In your opinion, was the intercultural approach to language learning in the nine lessons overall more or less effective than the approach to language learning you usually had in the classroom before? Why?

APPENDIX 21

Extract samples of learners' reflective journals in two classes

(my translation from the learners' first language)

A. ST class

Student 1 (ST21)

-In Vietnam, a family meal has an important meaning as it reflects the cosy atmosphere of the family, whereas people in Western countries do not consider it much important when they usually eat at the office or outside. Western women seldom do the cooking for the whole family and they usually buy ready-made food. This is the main difference between Vietnamese and Western people.

-I find that Japanese people also have the hospitality like people in my country when receiving guests at home. This shows a very good Eastern tradition when the host prepares all the food for the guests. This is completely different from the pot luck in America in which you have to bring something to share at a potluck. This makes me feel uncomfortable.

-Body language may differ across cultures. For example, in Vietnam, to call a waiter for paying the bill, you can raise your hand and point at your table. Or you want to call a waiter, just raise your hand. I find it similar with other European countries.

-Pets in Vietnam are usually dogs, cats, fish or birds, but in Europe, pets can be horses, snakes or even crocodiles.

-I find a big difference between European countries and Vietnam in the treatment of elderly people. In other countries, elderly people are not much respected. In spite of their good ability, they are not appointed to important positions. Young people are indifferent to them and never greet them. In Vietnam, there is the tradition of 'Seniores priores'. Vietnamese people hold high esteem of their ancestors and elderly people. Elderly people are still invited to work for some private companies. I wonder why in some countries young people are so indifferent and leave elderly people alone. Is it because of their busy life? From this, I can confirm that Vietnam is a country that has a culture of holding high esteem of ancestors, whereas some other countries do not. In case I encounter such situations, I will not be surprised.

Student 2 (ST28)

-Vietnamese women tend to take care of their families, which is a very good virtue. Western women do not pay much attention to this responsibility as they want to do anything they like.

-English people usually travel on holidays to reduce stress. It is a good way to do it.

-Eye contact is usually made in communication in the target culture, whereas this is not often in my country, which may be due to lack of confidence or just a habit. Eye contact in the target culture means politeness.

-Pets are considered good friends of human beings. They are the friends who only know to listen without asking when we are sad or happy. Therefore they need to be treated well. But if they are treated better than children, it makes me think about it. Pets should not be treated better than children as it is people who are the subjects that make life and develop the country and children are the future masters of a country. Children need to be loved and looked after in the first position. Pets should be loved as friends only, not better than children.

-Children in English-speaking countries are educated with equality with other people. This is interesting but also makes me think. What is interesting here is that life needs equality, not only for oneself but also for others. But people need to respect others and be polite with elderly people, which is a good character and a nice tradition of Eastern people.

-Teaching children equality will help them to live fair with everyone and not to violate others' interests or rights. This is what we need to learn but we have to live with equality depending on the context and subject. Sometimes we need to be tolerant, know to respect others, especially be polite and profoundly respect elderly people, which will make our relations become close and tight. This is an internal beauty, and moral standards about the dignity of Eastern people. Therefore, we need to learn and maintain the character of Eastern people.

B. IC class

Student 1 (IC5)

-The personality and lifestyle of men and women differ across cultures. Each living environment and lifestyle form different personality for each person, which becomes a particular feature for people in each country. For example, Asian women started education later so they are not as confident as Western women. Asian men tend to be bossy due to the influence of feudal ideology, whereas Western men are equal with their wife in family life. We should accept personality traits and the roles of men and women in each culture. However, the equality between men and women in society and family should be promoted.

-The potluck supper in America makes me very surprised as I have never seen such a party that is interesting and mysterious until the last minute. Although we do not have pot luck in Vietnam, but I think this kind of party is a good way to develop exchanges, solidarity and friendliness with other people.

-Gestures make our communication more interesting and easier to understand, especially it is very useful in intercultural communication. However, each country, each culture has different norms for gestures. The same gesture may mean different in two different countries or with the same message each country may have different expressions. For example, to call a person

from a distance, English people turn their palm up and wave it, which is a way to call an animal in our country. If I was not aware of this, I would be shocked as we turn down the palm and wave it to call a person. The gesture of calling a person using the palm in an upward position, which is considered to be a way of calling a dog according to Vietnamese people's way of thinking, should be reconsidered. It is possible that what is good and polite for someone in one culture does not necessarily mean the same to others from another culture and vice versa. We should accept and learn from what we consider not good for our own culture, but may be good in another culture.

- Pets are treated well in Australia: they are given all concerns as a person. A person from another culture will get shocked when an Australian shared half of the rice she cooked for the guest and the other half for her dog. But this is as normal as the way they bring their pets to school or for a walk in the park. These differences mainly come from differences in lifestyle, ideology and customs.

- I think each educational system has its own values. For example, while Vietnamese children learn to be polite with parents, teachers and adults, children in English-speaking countries learn self-reliant skills and life skills. The educational values correspond to the norms of society in each culture.

- The expression 'You can't teach an old dog new tricks' means that old people are usually conservative about their viewpoint. In fact, many people in Western countries are very dynamic and learn a lot around them. Elderly people in English-speaking countries live on their own or in nursing homes. They appreciate living independently. They want their children to live independently and they also want to do that.

Student 2 (IC33)

- Differences between cultivation culture and nomadic culture or between agricultural culture and industrial culture lead to different perspectives about men and women in my country and English-speaking countries.

- In English-speaking countries, guests can be invited by phone; they usually take some flowers or wine but not food. When I am a guest of a host in an English-speaking country, I'm sure that I will not make any mistakes in communication and behaviours.

- Each culture has different norms of interaction. Some behaviour is normal and polite in one culture but it is not in another culture. Different norms of interaction across cultures are the big challenge in intercultural communication as they may be a barrier for people who do not share the same language. In English-speaking countries, people usually keep an appropriate distance between two interlocutors, and both need to be willing for communication. In spite of cultural barriers, we feel very interested in discovering the target culture with curiosity. Culture is always a hot issue through many generations.

- The lesson about Animals also helped me understand how English people treat their pets. Pets are treated very well like children in England. For example, they are given good food,

taken out for a walk, etc. It is because people consider pets to be friends and share their feelings with them when they are sad. Also, as people have a better life, so they can take better care of their pets. This is the reason why pets are very close to English people. The treatment of pets like children in Britain is completely different from Vietnam. It is because the relations among family members in Britain are different from that in Vietnam. We can easily see that a dog is included as a family member in an English family. We need to love pets and treat them like a family member. We learn this from the way English people treat their pets. This is a good cultural feature we need to learn. We also need to think about the treatment of pets in Vietnam. It is necessary to protect and take good care of pets, as well as condemning any maltreatment of them.

- In Western countries, children at the age of kindergarten are educated to have a balanced life between play and learning and participate in different things in life, which makes them become more active and self-confident. The relationship between the teacher and students in Canada is equal. To finish a meeting, students usually clap their hands, which is a sign of politeness.

- I highly respect the way elderly people are treated in my country as it is a good tradition that is maintained and promoted. In spite of this, I still accept the way elderly people are treated in Western countries as this is their culture where people get used to living independently from very young age and because of this they prefer this freedom. Being aware of this way of treatment towards elderly people, I will not get shocked and easily adapt and communicate better with people from the target culture.

APPENDIX 22**Quantitative coding of students' journal entries in the six topics**

IC	Category	Topic 1		Topic 2		Topic 3		Topic 4		Topic 5		Topic 6		Total IC instances	
ICAW		ST	IC	ST	IC	ST	IC	ST	IC	ST	IC	ST	IC	ST	IC
	GKN	4	0	5	4	5	4	11	2	0	2	0	0	25	12
	CCO	10	9	4	4	5	9	9	12	6	11	3	6	37	51
	UOC	3	5	7	8	5	9	3	21	1	10	0	14	19	67
	CSA	6	9	2	7	0	3	6	18	6	12	7	5	27	54
	COA	3	2	6	11	11	38	5	10	1	3	1	6	27	70
	ERA	0	11	0	3	0	5	0	9	1	6	0	3	1	37
ICAT	ECA	4	0	3	0	1	0	11	0	2	0	22	1	43	1
	ORT	0	5	0	5	2	7	1	13	0	2	1	8	4	40
	EAT	0	3	0	2	0	3	0	5	0	0	0	4	0	17

Category	Topic 1		Topic 2		Topic 3		Topic 4		Topic 5		Topic 6		Total non-IC instances	
	ST	IC	ST	IC	ST	IC	ST	IC	ST	IC	ST	IC	ST	IC
GEC	4	0	2	0	9	0	5	3	5	0	0	0	29	3

Key:

ICAW: Intercultural awareness

GKN: General Knowledge

CCO: Cultural comparison

UOC: Understanding of other cultures

CSA: Cultural self-awareness

COA: Communicative awareness

ICAT: Intercultural attitudes

ERA: Ethnorelative awareness

ECA: Ethnocentric attitudes

ORT: Openness, respect and tolerance

EAT: Ethnorelative attitudes

GEC: Generic comments