

The semi-structured interview

I am conducting research in several European countries to find out how much and what exactly language teachers teach their students about culture. If you have not received formal training in cultural awareness and/or intercultural communication, I would like to ask you if you would consider a short interview followed by one training session and a feedback discussion with me.

The interview would take about half an hour of your time whenever it is convenient for you. The training session will last about 90 minutes and the reading will consist of about 15 pages of practical and theoretical ideas. And finally, the feedback session will not take more than half an hour.

The information you provide will be a very useful contribution to the research into the ways culture can be taught in language classes.

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STRUCTURED INTERVIEW

1. Who do you teach English to?

Level:

- (false) beginner
lower-intermediate
intermediate
advanced

Age group:

- 10-14
14-18
18-25
adults

2. Personal information

a) Age: 20-30 31-40 41-50 51 +

b) Highest qualifications:

B.A., B.Ed. or equivalent

M.A, M.Ed. or equivalent

Ph.D.

other (please specify) _____

c) Sex: female male

d) Residence: city small town village other

country: _____

e) Mother tongue:

native speaker of English

non-native speaker of English

f) Have you ever lived in a foreign country for a month or more? If yes, where and for how long?

No

Yes

3. Please answer the following questions.

a, Do you discuss with your students the appropriate choices for conversation topics in the foreign language?

Never

Sometimes

Always

Why (not)?

If yes, how?

b, Do you tell your students that the rituals of greeting and leave-taking can be different in each culture?

Never

Sometimes

Always

Why (not)?

If yes, how?

c, Do you teach your students the appropriate ways of complaining and criticizing in the target language?

Never

Sometimes

Always

Why (not)?

If yes, how?

d, Do you teach your students how to express gratitude non-verbally in the target culture(s)?

Never

Sometimes

Always

Why (not)?

If yes, how?

e, Do you tell your students that personal space (e.g. how far you stand from people when you talk) varies in each culture?

Never

Sometimes

Always

Why (not)?

If yes, how?

f, Do you discuss the dangers of negative stereotyping (prejudices) with your students?

Never

Sometimes

Always

Why (not)?

If yes, how?

g, Do you usually tell your students about culture shock?

Never

Sometimes

Always

Why (not)?

If yes, how?

h, Do you encourage your students to try to react to unexpected or ambiguous situations without excessive discomfort?

Never

Sometimes

Always

Why (not)?

If yes, how?

4. When you do the activities in section 3 above, which country or countries do you mostly focus on? Please indicate in what proportions the following countries are treated in your language lessons.

Australia %

Britain %

United States %

Students' country of origin %

other countries Please specify _____

Why do you think you focus on the countries mentioned in the proportions mentioned?

5. How much do you think your students are aware of cultural differences?

not at all very little to some extent very much

What makes you think they are aware to _____ extent?

6. Which coursebook(s) do you most frequently use?

a, _____ (title of first book)

Does this book help you teach the issues listed in section 3 above?

not at all very little to some extent very much

b, _____ (indicate another coursebook here if applicable)

Does this book help you teach the issues listed in section 3 above?

not at all very little to some extent very much

Can you elaborate on the quality of the coursebooks you use? How would you evaluate them from a cultural perspective?

Thank you.