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APPENDICES

Appendix A

Teachers' Culture Teaching Practices Questionnaire

I) Culture Assimilators

What would you do in these events? Please answer the questions by marking X on

A, B, or C

(Britain) 1. You have been asked to join a British colleague and his friends for a meal after work. It is a sort of casual 'come along with us' invitation and not a 'be my guest' gesture. You have a good meal and when the bill is presented, your friend takes out his wallet to pay, and perhaps to your surprise, his friends do the same. Your reaction is:

A You make no attempt to foot your share, feeling embarrassed about this 'Dutch' treat and surprised at your friends' tight fist.

B Feel insulted that you should have to pay as you were invited and cover up by insisting to pay the whole bill. Even throwing in casually that it is not the done thing where you come from.

C Do as the others do without any feeling of discomfiture, commenting casually that it is not the done thing where you come from.

(Canada) 2. You are sitting on a bench in a park and someone (British) sits down next to you. He gives you a brief nod and a half-smile but makes no attempt to say anything. It is a nice day and you feel chatty. You attempt to make conversation, but you get monosyllabic answers. Your reaction is:

A Continue making conversation even if the other person simply smiles and does not respond beyond cryptic replies

B Leave off and leave the person alone but maintain friendly 'body language'. It's hard to define this but if someone sitting next to you throws out unfriendly vibes, a sidelong glance. A look in the eye – for whatever reason – you'd soon feel the insidious unfriendliness.

C Get huffy and leave, convinced that the British reputation for being cold and aloof is well-earned.

(British) 3. You are in an exclusive knitwear section of a department store where goods are not on a general display but folded up, out of touch. You are in a great hurry and need to buy a present, specifically a sweater in a certain size. You are not sure of the design but eye a range within your budget. You would like a closer look and feel. Every salesperson seems to be engaged. Your reaction is:

A Barge in while a salesperson is dealing with another customer and expect to be served. Show annoyance when told to wait.

B Wait patiently until you spy a free salesperson.

C Look around for the item yourself, reach out to a shelf and pull it down. It is what you are looking for so you march to the checkout counter.

(Australia) 4. You have been invited to an Australian party at a private home in the afternoon of a summer month of December and you are wondering what to wear. In the end you decide on:

A A colourful kaftan if you are female, shorts, T-shirt and thongs (rubber sandals) if you are male.

B A little black dress with some gold thread here and there if you are female, a light summer jacket, smart shirt and trousers if you are male.

C Swimming costumes ('bathers' or 'cozzies' to the Australians) for both of you, with just a long T-shirt cover-up.

(Canada) 5. You have accepted an invitation to a pot-luck supper for members of the ABC club and their families. On the night of the supper, you:

A Bring a big empty pot so that with luck you can go back home with it loaded full of goodies.

B Ask the organizer how many people are expected to attend and bring a big pot of stew that will be enough to feed the whole company and more.

C Bring a dish that you have cooked, but is just enough to feed you and your family.

(USA) 6. You missed a class, and you want to find out a given assignment. You:

A Call the teacher or a classmate.

B Give an excuse.

C Remind the teacher you were absent.

II) Teachers' Culture Teaching Practices

The Content in Culture Teaching

Listed below are contents in culture teaching. Indicate how often you teach each of them by putting a tick (✓) in the appropriate column.

1 = Never 2 = Rarely 3 = Sometimes 4 = Quite often 5 = Very often

Content	1	2	3	4	5
1. Geography/Places					
2. Social interaction (verbal and non-verbal behavior)					
3. Routine and actions from daily life					
4. The moral and religious beliefs and values					
5. Social life (e.g. the ceremonies)					
6. History					
7. Institutions (e.g. the system of government, the educational system)					
8. Cultural heritage (music, art, literature, etc.)					
9. People and society in general					
10. Symbols of national identities and stereotypes and their meanings					

Teachers' Roles

Listed below are teachers' roles in class. Indicate how often you do each of them by putting a tick (✓) in the appropriate column.

1 = Never 2 = Rarely 3 = Sometimes 4 = Quite often 5 = Very often

Statement	1	2	3	4	5
1. I demonstrate to students cultural behaviors, including words or actions e.g. I perform how to greet foreigners (both verbal and non-verbal).					
2. I show/tell students what to do as they perform cultural behaviors (e.g., I play audiotapes/videotapes to show students how to act and ask students to practice).					
3. I provide the cultural information and present it to students (e.g., I tell students about what I have experienced).					
4. I show students where to find a source of cultural information.					
5. I evaluate students' comprehension of the cultural information.					
6. I ask students to share what they know about the cultural information.					
7. I ask questions and generally do not to give answers for the cultural exploration (e.g., I ask students to explain the cultural meanings in texts).					
8. I share my own cultural explanations with students.					
9. I find out about students as much as needed by listening to what they say about the target culture.					
10. I state what I see in the student's words or behavior (e.g., I ask students to explain the cultural information and I interpret what the learner is expressing).					
11. I share my own processes of cultural learning with students.					

Techniques and Materials in Culture Teaching

Listed below are techniques and materials in culture teaching. Indicate how often you do each of them by putting a tick (✓) in the appropriate column.

1 = Never 2 = Rarely 3 = Sometimes 4 = Quite often 5 = Very often

Statement	1	2	3	4	5
1. I ask students to interview a native speaker.					
2. I tell students to take notes about cultural explanations related to the lessons.					
3. I set communicative situations for students to participate in role-play (e.g., in a restaurant).					
4. I ask students to compare and contrast an aspect of their own culture with that aspect in the second culture.					
5. I ask students to discuss cultural themes or topics that have parallel themes in Thai culture and the target language.					
6. I assign students topics for secondary research for written reports (and presented orally to the class).					
7. I invite a guest speaker (e.g., a foreigner) to my classroom.					
8. I talk with my students about stereotypes of another culture.					
9. I ask students to read written texts of culturally conditioned behavior in cultural teaching (e.g., reading scripted exchanges between two speakers).					
10. I ask students to listen to audiotapes and answer the question.					

Statement	1	2	3	4	5
11. I bring unfamiliar objects from the target culture to class.					
12. I present students with the second culture by using visual aids.					
13. I display pictures, articles, and other cultural material (e.g., target culture artistic performances, art exhibits) by using bulletin boards.					

Methods to Assess Students' Learning

Listed below are methods to assess students' learning. Indicate how often you use each of them by putting a tick (✓) in the appropriate column.

1 = Never 2 = Rarely 3 = Sometimes 4 = Quite often 5 = Very often

Statement	1	2	3	4	5
1. I set the criteria before I evaluate students, and they will pass the course if they meet the criteria.					
2. I test students and then compare them within the classroom or level.					
3. I check the box on the checklists when the student completes a specified activity.					
4. I ask students to simulate certain controlled situations.					
5. I ask students to identify an entire series of images for which they had been given some context.					
6. I ask students to respond to audio stimuli for which they had been given some context.					
7. I interview students to elicit information.					
8. I use objects dealing with the target culture in assessing students (e.g., I give students a lottery ticket to check against a newspaper containing the winning numbers).					

Teachers' Problems in Culture Teaching

- Do you have any problems in culture teaching?
 - Yes No
- If your answer to the previous question is yes. What problem(s) are you faced with? (You may tick more than ONCE)
 - I feel I cannot spare the time in an already overcrowded curriculum.
 - I fear that I do not know enough about cultural teaching.
 - I do not want to deal with students' attitudes toward the second culture.
 - I have a problem in deciding what aspects of culture to teach.
 - I feel that students at lower proficiency levels are not ready for cultural learning yet.
 - I feel that popular culture is not worth teaching.
 - I am faced with an absence of resources, a lack of cultural research, documentation, and systematic descriptive accounts of cultural data.
 - Others. Please specify _____

“Thank you for your cooperation”

Appendix B**List of Experts Validating the Questionnaire**

1. Assoc. Prof. Sumalee Chinokul, Ph.D.
Instructor, Faculty of Education, Chulalongkorn University

2. Ms. Porntip Kanjananiyot
Executive Director, Thailand-United States Educational Foundation
(TUSEF/Fulbright)

3. Mr. Derick Garnier
English teacher, Chitralada School

Appendix C

The Questionnaire Evaluation Form

Listed below are the items in the Teachers' Culture Teaching Practices Questionnaire. Please consider the appropriateness of the statement and put a tick (✓) in the table based on the following criteria.

- | | | |
|-----|-------|----------------------------------|
| + 1 | means | the statement is appropriate |
| 0 | means | the statement is unclear |
| - 1 | means | the statement is not appropriate |

Part 1: Culture assimilators

Item	+1	0	-1	Suggestions
1				
2				
3				
4				
5				
6				

Part 2: Teachers' Culture Teaching Practices

The Content in Culture Teaching

Statement	+1	0	-1	Suggestions
1. Geography/Places				
2. Social interaction (verbal and non-verbal behavior)				
3. Routine and actions from daily life				
4. The moral and religious beliefs and values				
5. Social life (e.g. the ceremonies)				
6. History				
7. Institutions (e.g. the system of government, the educational system)				
8. Cultural heritage (music, art, literature, etc.)				
9. People and society in general				
10. Stereotypes and national identity (symbols, souvenirs)				

Teachers' Roles

Statement	+1	0	-1	Suggestions
1. Teachers demonstrate to students cultural behaviors, including words or actions e.g., they perform how to greet foreigners (both verbal and non-verbal).				

Statement	+1	0	-1	Suggestions
2. Teachers show/tell students what to do as they perform cultural behaviors (e.g., they play audiotapes/videotapes to show students how to act and ask students to practice).				
3. Teachers provide the cultural information and present this to students (e.g., they tell students about what they have experienced).				
4. Teachers show students where to find a source of cultural information.				
5. Teachers evaluate students' comprehension of the cultural information.				
6. Teachers ask students to share what they know about the cultural information.				
7. Teachers ask questions to students and generally do not to give answers for cultural exploration (e.g., they ask students to explain the cultural meanings in texts).				
8. Teachers share their own cultural explanations with students.				
9. Teachers find out about students as much as needed by listening to what students say about the target culture.				
10. Teachers state what they see in the student's words or behavior (e.g., they ask students to explain the cultural information and they interpret what the learner is expressing).				
11. Teachers share their own processes of cultural learning with students.				

Techniques and Materials in Culture Teaching

Statement	+1	0	-1	Suggestions
1. Teachers ask students to interview a native speaker.				
2. Teachers tell students to take notes about cultural explanations related to the lessons.				
3. Teachers set communicative situations for students to participate in role-play (e.g., in a restaurant).				
4. Teachers ask students to compare and contrast an aspect of their own culture with that aspect in the second culture.				
5. Teachers ask students to discuss cultural themes or topics that have parallel themes in Thai culture and the target language.				
6. Teachers assign students topics for secondary research for written reports (and to present orally to the class).				
7. Teachers invite a guest speaker (e.g., a foreigner) to their classroom.				
8. Teachers talk with their students about stereotypes of another culture.				
9. Teachers ask students to read written texts of culturally conditioned behavior in cultural teaching (e.g., reading scripted exchanges between two speakers).				
10. Teachers ask students to listen to audiotapes and answer questions.				
11. Teachers bring unfamiliar objects from the target culture to class.				

Statement	+1	0	-1	Suggestions
12. Teachers present students with the second culture by using visual aids.				
13. Teachers display pictures, articles, and other cultural material (e.g., target culture artistic performances, art exhibits) by using bulletin boards.				

Methods to Assess Students' Learning

Statement	+1	0	-1	Suggestions
1. Teachers set the criteria before they evaluate students, and students will pass the course if they meet the criteria.				
2. Teachers test students and then compare them within the classroom or level.				
3. Teachers check the box on the checklists when the student completes a specified activity.				
4. Teachers ask students to simulate certain controlled situations.				
5. Teachers ask students to identify an entire series of images for which they had been given some context.				

Statement	+1	0	-1	Suggestions
6. Teachers ask students to respond to audio stimuli for which they had been given some context.				
7. Teachers interview students to elicit information.				
8. Teachers use objects dealing with the target culture in assessing students (e.g., they give students a lottery ticket to check against a newspaper containing the winning numbers).				

Teachers' Problems in Culture Teaching

Statement	+1	0	-1	Suggestions
1. Teachers feel they cannot spare the time in an already overcrowded curriculum.				
2. Teachers fear that they do not know enough about cultural teaching.				
3. Teachers do not want to deal with students' attitudes toward the second culture.				
4. Teachers have a problem in deciding what aspects of culture to teach.				
5. Teachers feel that students at lower proficiency levels are not ready for cultural learning yet.				

Statement	+1	0	-1	Suggestions
6. Teachers feel that popular culture is not worth teaching.				
7. Teachers are faced with an absence of resources, a lack of cultural research, documentation, and systematic descriptive accounts of cultural data				

Suggestions:

“Thank you for your cooperation”

Appendix D

Validity of Each Item in the Questionnaire

Part 1: Culture assimilators

Item	Numbers of the Experts			IOC	Value
	+1	0	-1		
1	1	2		0.33	Invalid
2	3			1	Valid
3	2	1		0.67	Valid
4	2	1		0.67	Valid
5	2	1		0.67	Valid
6	3			1	Valid

Part 2: Teachers' Culture Teaching Practices

The Content in Culture Teaching

Item	Numbers of the Experts			IOC	Value
	+1	0	-1		
1	2	1		0.67	Valid
2	3			1	Valid
3	3			1	Valid
4	1	2		0.33	Invalid
5	2	1		0.67	Valid
6	2	1		0.67	Valid
7	2	1		0.67	Valid

Item	Numbers of the Experts			IOC	Value
	+1	0	-1		
8	3				
9	3			1	Valid
10	3			1	Valid

Teachers' Roles

Item	Numbers of the Experts			IOC	Value
	+1	0	-1		
1	3			1	Valid
2	2		1	0.67	Valid
3	3			1	Valid
4	2		1	0.67	Valid
5	2	1		0.67	Valid
6	3			1	Valid
7	3			1	Valid
8	3			1	Valid
9	3			1	Valid
10	2	1		0.67	Valid
11	3			1	Valid

Techniques and Materials in Culture Teaching

Item	Numbers of the Experts			IOC	Value
	+1	0	-1		
1	3			1	Valid
2	2		1	0.67	Valid
3	2	1		0.67	Valid
4	3			1	Valid
5	3			1	Valid
6	2		1	0.67	Valid
7	3			1	Valid
8	3			1	Valid
9	2	1		0.67	Valid
10	2	1		0.67	Valid
11	3			1	Valid
12	3			1	Valid
13	3			1	Valid

Methods to Assess Students' Learning

Item	Numbers of the Experts			IOC	Value
	+1	0	-1		
1	3			1	Valid
2	3			1	Valid
3	3			1	Valid
4	2	1		0.67	Valid
5	2	1		0.67	Valid
6	3			1	Valid
7	3			1	Valid
8	3			1	Valid

Teachers' Problems in Culture Teaching

Item	Numbers of the Experts			IOC	Value
	+1	0	-1		
1	3			1	Valid
2	3			1	Valid
3	2	1		0.67	Valid
4	3			1	Valid
5	3			1	Valid
6	3			1	Valid
7	3			1	Valid

Appendix F**Symbols used in Audiotaped Transcription**

xxx	marks	inaudible
...	marks	a pause
()	marks	an action hearing from audiotapes
[]	marks	descriptive details from the researcher's notes taking on the taping session
/	marks	other sounds coming from other students in class
T	marks	a teacher
S	marks	a student
Ss	marks	students
S _{no.}	marks	a student with her number
I	marks	an interviewer

Appendix H
Criteria for Data Interpretation

The Content in Culture Teaching

Content	Index
Geography/Places	e.g., national boundaries
Social interaction	e.g., verbal and non-verbal behavior
Routine and actions from daily life	e.g., how people live
The moral and religious beliefs and values	e.g., observance of Sunday
Social life	e.g., the ceremonies
History	e.g., periods and events, historical and contemporary
Institutions	e.g., the system of government, the educational system
Cultural heritage	e.g., music, art, literature, drama
People and society in general	e.g., social class, ethnic minority
Stereotypes and national identity	e.g., symbols, stereotypes, souvenirs

Teachers' Roles in Culture Teaching

Teachers' Roles	Index
Model	<ul style="list-style-type: none"> Teachers demonstrate to students the cultural behaviors, including words or actions.
Coach	<ul style="list-style-type: none"> Teachers show/tell students what to do as they perform the cultural behaviors.
Source	<ul style="list-style-type: none"> Teachers provide the cultural information and present this to students.
Resource	<ul style="list-style-type: none"> Teachers show students where to find a source of cultural information.
Arbiter	<ul style="list-style-type: none"> Teachers evaluate students' comprehension of the cultural information.
Elicitor	<ul style="list-style-type: none"> Teachers ask students to share what they know about the cultural information.
Guide	<ul style="list-style-type: none"> Teachers ask questions to students and generally do not give answers for the cultural exploration.
Co-researcher	<ul style="list-style-type: none"> Teachers share their own cultural explanations with students.
Listener	<ul style="list-style-type: none"> Teachers find out about students as much as needed by listening to what they say about the target culture.
Witness	<ul style="list-style-type: none"> Teachers state what they see in the student's words or behavior.
Co-learner	<ul style="list-style-type: none"> Teachers share their own processes of cultural learning with students.

Techniques in Culture Teaching

Techniques	Index
Student resource notes	<ul style="list-style-type: none"> Teachers tell students to take notes about cultural explanations related to the lessons.
Situations	<ul style="list-style-type: none"> Teachers set the communicative situations for students to participate in role-play.
Bulletin boards and displays	<ul style="list-style-type: none"> Teachers display pictures, articles, and other cultural material by using bulletin boards.
Cultural themes	<ul style="list-style-type: none"> Teachers ask students to discuss cultural themes or topics.
Contrastive analysis	<ul style="list-style-type: none"> Teachers ask students to compare and contrast an aspect of their own culture with that aspect in the second culture.
Secondary research topics	<ul style="list-style-type: none"> Teachers assign students topics for secondary research for written reports (and presented orally to the class).
Fieldwork	<ul style="list-style-type: none"> Teachers ask students to interview a native speaker and reflect in an ethnography.
Native informants	<ul style="list-style-type: none"> Teachers invite a guest speaker (e.g. foreigners) to their classroom.
Audiotapes interviews	<ul style="list-style-type: none"> Teachers ask students to listen to audiotapes and answer questions.
Using readings and relia for cross-cultural understanding	<ul style="list-style-type: none"> Teachers ask students to read written texts of culturally conditioned behavior in cultural teaching.
Deriving Cultural Connotations	<ul style="list-style-type: none"> Teachers present students the second culture by using visual aids.
Artifact Study	<ul style="list-style-type: none"> Teachers bring unfamiliar objects from the target culture in class.
Decreasing Stereotypic Perceptions	<ul style="list-style-type: none"> Teachers talk with their students about stereotypes of another culture.

Methods to Assess Students' Culture Learning

Methods	Index
Criterion-referenced tests	<ul style="list-style-type: none"> Teachers set the criteria before they evaluate students, and students will pass the course if they meet the criteria.
Standardized tests	<ul style="list-style-type: none"> Teachers test students and then compare them within the classroom or level.
Classroom checklists	<ul style="list-style-type: none"> Teachers check the box on the checklists when the student completes a specified activity.
Simulations	<ul style="list-style-type: none"> Teachers ask students to simulate certain controlled situations.
Visual tests	<ul style="list-style-type: none"> Teachers ask students to identify an entire series of images in which they have been given some context.
Audio tests	<ul style="list-style-type: none"> Teachers ask students to respond to audio stimuli in which they have been given some context.
Oral exams	<ul style="list-style-type: none"> Teachers interview students for eliciting information.
Tactile tests	<ul style="list-style-type: none"> Teachers use objects dealing with the target culture in assessing students.

Appendix I

Answer Key for Culture Assimilators

Question 1

Unless it is specifically made clear that you are a special guest, or your host is giving a business lunch or dinner, when you are asked to join a group for a meal, going Dutch is always the norm. It is common practice in Britain where everyone at the table shares the cost of a meal at the same time – even down to presenting different credit cards to the waiter. There's nothing to be embarrassed about this, no matter how high-powered your dinner group is. Nor does it reflect that one is tightfisted, it is simply economics. If it is a formal dinner, but common pool, the practice remains the same. Thus C is your best option.

Question 2

It might appear selfish to bring just enough for you and your family only, but C is the correct answer. You put your offering on the main table where all the food is spread, and then go about sampling all the interesting items that have been contributed by the other guests. Pot-luck suppers are based on the theory that if everyone brings enough food for himself, there will be sufficient to feed the company, and there usually is a lot left over too.

Question 3

While it is generally true that the British are reserved, most respond to casual, impersonal conversation especially in an informal setting like a park or a railway station. There is a difference between 'reserved' and 'aloof'. Do not persist if the

person does not wish to talk or throws out vibes telling you so; he may simply be a private person not given to instant rapport with a stranger. When you get a smile and a nod it still does not mean the person wishes to talk. Stick to the weather if you feel really voluble. It will garner a few comments anyway or even break the ice. It is rare that you will hit off a close friendship with a Brit within a few hours.

Question 4

Most British stores – even small shops – have cut-to-the-bone staff and, unless trade is slow, you will rarely find staff approaching you. No matter how long-winded another customer is engaging a salesperson, you simply have to wait. None will ask to be of service while dealing with another person. The first rule is to look for the merchandise yourself and seek help only if you must, like in this situation. Otherwise, it is cash-and-carry. Do not simply pull things off shelves. There is simply no hurrying a salesperson or checkout cashier if a transaction is going on. Never jump a queue. Don't shop in a rush.

Question 5

The kaftan is certainly the ubiquitously most acceptable female party dress and shorts are always OK for a male. The party is almost certain to start, or at least end up, in the garden – here, women should particularly remember the risk entailed in wearing expensive high-heels. Choice B would be too pushy for almost all occasions except a very special formal function at an outside venue like a hotel restaurant. Outrageous as C may seem, you would probably feel quite comfortable in it and indeed, might not be the only one.

Question 6

A is the correct answer. There is no excuse for not doing your homework. If you are absent, you should call your teacher or someone who is in your class and ask for the assignment. It is your responsibility to find out what assignments you have missed. It is not the teacher's responsibility to remind you of missed assignments.

BIOGRAPHY

Nattida Pattaraworathum was born on the 5th December 1982 in Bangkok. She studied at Santa Cruz convent school in the primary level and at Satee Mahaprutaram girl school in the secondary level. She received her Bachelor's degree in Education with a major in English and Advanced English from the Faculty of Education, Chulalongkorn University. After graduation, she continued her Master's degree in Teaching English as a Foreign Language.