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Appendix 1

Teachers' Questionnaire

Dear colleagues, this questionnaire aims at getting insight into the situation of English culture teaching in EFL classes at the secondary school.

The information you provide will be highly valued and will be relevant to a Master Degree Dissertation I am carrying out.

Please, tick in the box you find it appropriate or make full answers, whenever necessary .

Section One : Background Information.

1- Gender male

Female .

2- Your qualifications.

- License; BA or equivalent.

- Study for MA

Others.....

3- How many years have been teaching English at the secondary school ?

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4- Have taught / are you teaching at the university

- Yes

- No

If ' yes' which module ?

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5- Have ever been in an English speaking country ?

-Yes

-No

If ' yes' for what purpose ?

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Section Two : The Teaching of English as a Foreign Language at the Secondary School.

1- What do you think should be the overall aim of Teaching English as a Foreign Language at the secondary school ?

- To enable students to use correct English structures .

- To enable students to communicate using English in different real life situations

- To enable students to interact effectively and appropriately in English with members of its culture

If you have other aims, please, cite them .

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2- What method or approach do you think is the most appropriate to achieve this aim ?

- The audio-lingual method.
- The communicative approach
- The competency based approach.
- The eclectic approach .

Please, justify

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3- According to you, which skill should be given more importance ?

- Listening
- Speaking.
- Reading.
- Writing .

4- Mark some of the activities you usually use in English lessons .

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5- To fulfil these activities, what kind of material do you usually use ?

1. Authentic material from the target culture
2. Adapted material from the students culture

6- Do you qualify these activities as ?

1. Learner centred.
2. Teacher centred
3. Content centred.

Please. justify

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7- Do qualify current classroom activities as offering opportunities for students to use English in real life communication ?

1. Not at all
2. Very little
3. To some extent
4. Very much.

8- How important do you think, it is for students to develop their communicative skills in English ?

1. Very important
2. Important
3. Not important

9- Do you think that the correct use of the formal systems of grammar and vocabulary only, ensures the effectiveness of communication ?

1. Yes
2. No

If 'no' what do you think students need to be aware of in order to communicate effectively ?

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10- How much do you think your students are aware of the social and cultural differences between their language and English ?

- 1. Not at all.
- 2. Very little.
- 3. Very much.

Please, explain

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11- How often do you use the native language for classroom management and instruction .

- 1. Never
- 2. Rarely
- 3. Sometimes
- 4. Always .

12- Do you asses your students in terms of ?

- 1. Written tests.
- 2. Speaking tests
- 3. Listening tests

13- Please, mark some the difficulties you meet in TEFL at the secondary school.

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Section Three : Culture Teaching and Communicative Competence.

1- How would you define culture ?

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2- How would you define communicative competence ?

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3- Do you think that communication can be developed out of its sociocultural context ?

- Yes
- No

4- If 'no' do you think that integrating the teaching of culture into EFL classes at the secondary school is ?

- Very important
- Important
- Not important

5- Do you think that students are more motivated to learn English with some background knowledge about its culture ?

- Not at all
- Very little
- Very much

6- How often do you include the following culture related activities in your English lessons ?

1- Discussions on cultural differences and similarities. (social habits, values, idioms, life styles...) .

- Never
- Rarely
- Sometimes
- Always

2- Differences in rituals of greetings and leave taking between English and Arabic

- Never
- Rarely
- Sometimes
- Always

3- Discussing the appropriate choices for conversation in English (formality/informality of language)

- Never
- Rarely
- Sometimes
- Always

4-Appropriate ways of complaining, requesting , criticizing , thanking, in English.

- Never
- Rarely .
- Sometimes
- Always

5-Variations of non-verbal behaviour in different cultures (gestures ,eye contact....)

- Never.
- Rarely
- Sometimes
- Always .

6-Differences of personal space among cultures .

- Never
- Rarely
- Sometimes
- Always

7-Posters of famous sights and English people .

- Never
- Rarely
- Sometimes
- Always

8-Songs with information about the singer and explanation of lyrics .

- Never
- Rarely
- Sometimes.
- Always

9-Short stories, poems or extracts from any English literary works .

- Never
- Rarely
- Sometimes
- Always .

Section Four: Material for Teaching Culture

1- Does the textbook “Getting Through ” help you teach the culture related activities listed earlier ?

- Not at all
- Very little
- To some extent
- Very much

2- Do you use other materials ?

- Yes
- No

3- If “no”, please answer the following questions about the cultural content within “Getting Through ” textbook .

1- To what extent does the content serve as a window into learning about the target language culture(way of life, families, schools, employment, religion, history, geography) ?

- Not at all
- Very little
- To some extent
- Very much

2- To what extent does “Getting Through” textbook teach students linguistic and paralinguistic means to express their communicative needs (formal/informal language, non-verbal behaviour , slang, idioms...)?

- Not at all
- Very little.
- To some extent.
- Very much.

3- Does “Getting Through” textbook prepare students to behave adequately when in contact with members of the target culture?

- Not at all
- Very little.
- To some extent
- Very much.

4- To what extent are the texts and activities in “Getting Through” authentic?

- Not at all
- Very little
- To some extent
- Very much.

4- What other materials do you think would be most useful for teaching the target culture ?

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5- With the current educational refer, do you think that the cultural dimension of language teaching is given more importance ? Justify.

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Section Five : Further Suggestions and Expectations.

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Thank you

Appendix 2

Teachers' Interview Questions

Question One, “How much importance do you attach to teaching culture compared to teaching grammar, vocabulary, and the four skills? Why?”

Question Two, “What cultural knowledge do you pass to your learners besides the one included in the textbook?”

Question Three, “When teaching elements of the target culture, do you relate the topic to the learners' culture? for what purpose?”

Question Four, “What are your learners' reactions towards the target culture?”

Question Five, “Which aspects of the target culture do you consider most important in teaching a foreign language? why?”

Question Six, “Do you feel that you have been ‘taught’ enough about English language culture in your English graduation classes?”

Question Seven, “Do you feel the foreign culture as threatening?”

Appendix 3

Student's Questionnaire .

Would you answer the following questionnaire. Your answers will be relevant to a Master Degree dissertation I am carrying out .

Section One : Background Information .

1 -Age

2 -Gender : Male

Female

3 –Your choice to be enrolled in the literary stream was

- Personal

- Imposed by parents

- Imposed by the administration

Section Two : Learning English as a Foreign Language at the Secondary School .

1- Do you like English ?

- Yes

- No

2 - Do you think learning English is important for you ?

- Very important

- Not important

- Don't know

Would you explain why ?

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3- Rank the skills that you think most important for you . (put numbers 1- 4)

- Listening
- Speaking
- Reading
- Writing

4- In the class, do you ?

- Participate a lot
- Participate only when the teacher asks you
- Prefer listening to the teacher and classmates

5- Is it difficult for you to express yourself in English ?

- Orally
- In writing
- Both of them

Justify

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6- If you have a friend from an English speaking country, do you prefer ?

- Calling him on the phone
- Writing for him e-mails / letters

7- Do you find it important to develop your communicative skills in English ?

- Very important
- Important
- Not important
- Don't know

8- Mark the activities usually used in English lessons. (You may choose more than one activity.)

- Pair work dialogues.
- Listening to texts and comprehension check
- Reading aloud dialogues or texts in the textbook
- Paragraph writing .
- Role plays
- Telling stories.
- Games (grammar and vocabulary)
- Group discussions and debating

9- Do these activities help you to communicate using English in real life situations ?

- Not at all
- Very little
- To some extent
- Very much

10- Mark some the difficulties you meet when communicating in English .

- Lack of self-confidence
- Fear of criticism when making mistakes
- Limited knowledge of grammar rules
- Limited range of vocabulary
- Bad pronunciation

Section Three : Learning English Language Culture at the Secondary School.

1- Do you think learning culture is important while learning English ?

- Very important
- Important
- Not important
- Don't know

2- If important / very important, do you want to know more about England, USA, and other English speaking countries culture ?

- Yes
- No

Suggested Activities for Teaching Culture

(*Alvino E. Fantini, 1997*)