6.1 Aims and objectives

The aim of the present study was to enrich our understanding of what foreign language teachers and students in Indian Universities think about intercultural competence in FLT teaching. The research questions were: 1) How do the foreign language teachers and students in Indian Universities interpret the concept of “culture” in their teaching practice? 2) How do they see and specify the cultural objectives of their teaching? and, 3) What do they do to attain these objectives?

Both international research and the documents related to the curriculum advocate intercultural competence as a key dimension that should be given particular attention in the FL classroom. My aim was to explore how foreign language teachers and learners in India make use of this potential in order to promote intercultural competence and understanding.

For the purpose of my study forty seven foreign language teachers and two hundred and seven students from three Indian Universities (JNU, DU, JMI) were asked to fill in questionnaires. Some of them were also met in person. As the findings reveal, some of the teachers are in fact “favourably disposed” while others are “unfavourably disposed” towards including intercultural competence in their classroom practice and that their dispositions depend on their beliefs, training, research interests and so on. My findings are presented on the basis of Lies Sercu et al.’s (2005) concept of the “unfavorably disposed” as opposed to the “favourably disposed” foreign language teachers and other specifications formulated in the theoretical literature on ‘foreign language and intercultural competence teacher’.

The profile of the “favourably disposed teacher” can be characterized as genuinely intercultural, and is based on the conceptual definition of intercultural competence that includes knowledge, skills and attitudes that a foreign language teacher should possess to be able to teach intercultural competence. As I have already described in great detail (see Chapter 5.17), that foreign language teachers should be sufficiently familiar with the foreign cultures associated with the foreign language they teach as well as have the diverse and frequent contacts with those cultures. In addition, a “favourably
disposed teacher” should know his/her own culture well to explain both similarities and differences between cultures to students. Moreover, he/she should be aware of stereotypes that students may have towards another culture(s) and of methods to address them in the classroom. A “favourably disposed teacher” should be well trained in selecting appropriate content and materials that can foster students’ intercultural competence acquisition.

A ‘favourably disposed teacher’ should also possess the skills to employ teaching techniques promoting the acquisition of five savoirs: savoir-apprendre, savoir-comprendre, savoir-faire and savoir-être (see Chapter 5.17).

With respect to attitudes, the ‘favorably disposed teachers’ should look forward to the integration of intercultural competence teaching in foreign language education. They should clearly see the objectives of foreign language education in terms of both language learning and intercultural competence acquisition and be willing to work towards achieving these objectives. Moreover, they should take into account their students’ perceptions and attitudes regarding foreign cultures as the departure point while designing the learning process.

My findings allow the conclusion that only half of our participants represent the second profile. However, the findings also indicate that all participants are moving towards becoming interculturally competent teachers, although at present their profile does not meet all expectations regarding knowledge, skills and attitudes that had been put towards the desirable profile. The majority of the teachers in all three Universities who participated in this research without any doubt could be called as qualified ‘foreign language teachers’, since they primarily and almost exclusively focus on the acquisition of CC in the foreign language. Some of them can even be called as ‘foreign language-and-culture teachers, since along with focusing primarily on the acquisition of CC in a foreign language, they also teach culture to enhance their students’ familiarity with the foreign culture.

Many teachers in the present study feel that they lack the appropriate knowledge and skills to successfully teach about culture. Some also express criticism towards language teacher education and teaching materials, which, in their opinion, does not pay enough attention to this dimension of teaching culture.

This mismatch of the average profile with the envisaged profile of the FL and IC teacher, in a sense, is not surprising in view of what has already been discussed in
Chapter three regarding teachers’ working conditions as well as the present conceptions of Foreign Language Education.

However, in view of the fact that the recommendation to teach intercultural competence has been around since at least the 1980s, it is somewhat surprising why teachers primarily display a ‘foreign language teacher’ profile or a ‘foreign language-and-culture teacher’ profile instead of the expected ‘foreign language and Intercultural competence teacher’ profile. Can it be explained by its inappropriate curriculum and the lack of professional literature? Can it be explained by the very fact that previous educational programmes have failed to prepare today’s teachers’ intercultural competence teaching? Or maybe textbooks are not appropriately equipped, taking into account intercultural approaches? The answer to this question can be seen as a combination of answers to these above-mentioned questions and some other factors mentioned in previous Chapters.

This realization has lead me to a number of recommendations regarding what can be done at different levels, such as in the University departments/centers, textbook writing, professional development training and at policy making in institutions so that the teachers can acquire the envisaged profile of Intercultural Competence foreign language teacher. In the following section, some useful recommendations at these levels as well as the contributions of my study will be highlighted.

6.2 The Contribution of the Study

I hope that my findings will be of interest to those who want to find out how FL teachers and students in an Indian context view culture teaching and learning and how their views currently affects their practices. I hope my findings will be of interest for foreign language teachers at all levels, educators, students and their parents and all those who are searching to find out how foreign language teachers and students in India view culture teaching and how their views currently impact their teaching, learning and behaviour. One would expect foreign language teachers in Indian Institutions to reflect on their own conceptions and teaching practice and place themselves on the “favourably disposed-unfavourably disposed teacher” continuum (Sercu et al. (2005), discussed in Chapter five. I also hope that my findings will serve as a starting point for discussions within the field, for the exchange of ideas regarding the integration of an intercultural
dimension in foreign language teaching in India as well as for evocation of the teacher initiatives to jointly reconsider existing teaching practices.

The findings presented in this work call for a changed attitude towards culture teaching in India. The following implications at various levels gained through the present study can be summarized as following:

6.2.1 At the Level of Curriculum Design

As Sercu et al. (179) pointed out, curricular guidelines and other official documents play an important role in developing ‘teachers’ implicit theories’. Therefore, it is evident that curriculum designers are extremely responsible for implementing the objectives of ICC teaching at all levels.

As our results suggest for the successful implementation of ICC teaching in Indian universities, the following should be kept in mind when designing curriculum for foreign language education within the next coming years:

- Clear and detailed specification of objectives in the domains of intercultural competence in foreign-language curricula;
- Specific attainment levels in intercultural competence and description of methods for explicit assessment of intercultural competence;
- Teachers and students suggestions of techniques (approaches, methodologies, procedures, methods, exercises and activities) for the development of intercultural objectives.

The national guidelines could be an effective mediator in considering other factors that influence the content of Intercultural Competence material for foreign language classrooms.

6.2.2 At the Level of Textbooks and Teaching Materials

Textbooks also constitute the guiding principle of many FL teachers worldwide, including the ones in Indian Universities. Our results show that the majority of the participants do not have to follow the textbook strictly. Instead, either they do not have any selected textbooks to follow or they prepare the materials themselves. Moreover, they also tend to use additional materials like audio and video tapes, newspapers,
magazines, the internet, song lyrics, maps and photographs. There is no doubt that these materials help them to motivate the students, respond to their need for authenticity and break the monotony of the classroom, providing the students with up-to-date material. Thus, many teachers in my study reported that they were not satisfied with the cultural content of their textbooks.

This highlights the need for textbook authors to carefully consider the content that promotes Intercultural Competence skills needed in foreign language learning. I would recommend textbook authors and other designers who design teaching materials to clearly have a responsibility in helping the domain of foreign language teaching evolve in a more intercultural direction. They should be strongly recommended to refer to the existing research in the field in order to revise material, which assist foreign language teachers in their teaching of culture with a view to promoting intercultural competence. Moreover, besides Indian textbooks and material authors should also be familiar with intercultural competence teaching methodology in order to benefit from the positive and negative comments coming from teachers regarding the material that they use.

6.2.3 At the Teacher Development Level

One of the major reasons for this research, investigating Indian foreign language teachers’ perceptions regarding teaching intercultural competence in the domain of foreign language education, was to provide teachers with the ideas for professional development opportunities based on their existing beliefs and teaching practices. As has been stated earlier, the findings of the research about teachers’ beliefs indicate that teachers’ beliefs affect their conceptions of specific teaching situations and ultimately, their teaching practice (see e.g. Carter and Doyle, 1995). Thus, rather than departing from teachers’ beliefs and trying to alter them, altering teaching practice seems to hold a better promise.

The adequate development of learners’ intercultural competence can't be achieved exclusively through policies, materials or residence abroad (Byram and Zarate, 1996). Without teachers’ awareness and understanding of the main issues in intercultural communication, the students’ progress is under threat (Sercu 150-165). Thus, language teachers' intercultural skills cannot develop without appropriate teacher development and teacher education comes into the role to provide and equip them with the practical
and theoretical support to fulfill those responsibilities. However, as my research findings show, it is not organized in a way that actually helps teachers accomplish their goals concerning integrating culture into their teaching practice in an appropriate and professional way.

As a result, today it is still mostly up to the individual teacher to introduce elements of culture teaching into their classroom practice as well as to develop own teaching materials that may not always be done in a pedagogically sound way. Therefore, it may not and does not lead to a healthy discussion, reflection and professional development of foreign language teachers as expected.

The general opinion among my respondents was that more attention should be paid to the intercultural dimension in Indian foreign language teacher education. Our findings suggest that clear demonstrations of how the teaching of the foreign language and the foreign culture can be integrated, as well as information on learning environments and teaching approaches that have the potential of promoting intercultural understanding and competence, should serve as fundamental to a teacher development course. Indian foreign language teachers need professional training that can provide them with opportunities to develop their beliefs to make them more compatible with teaching intercultural competence as well as provide tools for its teaching. In order to do so, teachers should be given increased opportunities for further education in order to be able to develop professionally and keep up the standard of their teaching. Moreover, in order to change their beliefs regarding culture teaching, teachers need to be exposed to alternatives for current teaching approaches. Professional development encourages self-reflection and also reflection with ones colleagues. Therefore, collegial co-operation is necessary for teachers to develop teaching strategies that will foster Intercultural Competence acquisition by their students.

6.2.4 At the Teachers’ Level

Every individual teacher is ultimately the one who is responsible for what kind of foreign language teaching his/her students receive. It is his/her conceptions, convictions and beliefs that determine which aspects are practically implemented in practice. Therefore, altering teachers’ beliefs is the best promise for altering teaching classroom practice. For example, a teacher can use journal writing, case studies and
other methods to monitor his/her own beliefs for reflective analysis in the future and for bringing about practical changes.

Based on my research finding and discussion, I would like to make the following recommendations for developing FLT in India in a more *intercultural* direction:

- Culture should not be treated as a fifth skill and be introduced incidentally when time permits, but rather as an *integral component*. In other words it should permeate everything that is done in the foreign language classroom.
- Teaching should aim at making the students cultural mediators and competent intercultural language users.
- The teaching of a foreign language should not focus merely on the traditional big ‘C’ culture. Instead of pure information of facts, values and ways of thinking should always be discussed with students.
- More classroom activities involving intercultural encounters should be promoted to awaken the students’ empathy and respect for otherness.

It is thus clear that foreign language and intercultural competence teacher growth is essentially a question of time, commitment and support. Time and commitment are clearly in the teachers’ hands, whereas support needs a strong external hand. Thus, only through the combined effort of various educational institutions and agencies, researchers and material designers, foreign language teachers in India will be able to fulfil their responsibilities and become truly interculturally competent teachers.

6.3 Suggestions for Further Research

To fulfill the aim of the present study, which is the investigation of Indian foreign language teachers’ and students’ concepts and beliefs about language-and-culture teaching, I have looked at the issue from two perspectives: a) culture in FFL teaching, and, b) (foreign language) teacher cognition. Thus, the present research can be called interdisciplinary as it deals with two domains integrated in one study and therefore, a number of interesting topics can be suggested for further research.

Within the first domain one could suggest to explore innovative ways to incorporate intercultural inquiry into teacher preparation as well as the effective assessment of intercultural competence. India’s unique socio-linguistic background with
its bilingual, trilingual or multilingual students should be taken into great account by further researchers who want to study foreign language learners’ beliefs.

My study explores culture in FLT from the teachers’ and students’ perspective, which is just one among several available perspectives. In order to considerably broaden the horizon one may research the perspectives of pre-service teachers, secondary school teachers and teacher trainers. More research may be suggested, for example, to explore students’ learning outcomes in relationship with their teachers’ cognition and practice.

Valuable insights into the factors that influence teachers’ pedagogical and practical knowledge could be gained in the near future. Knowing about how teachers’ personal theories in relation to different curricular topics are affected by increasing their experience or critical intercultural incidents in their own lives, for example, can greatly contribute to research in the field.

Textbooks and other material used in the Indian foreign language classroom should be subjected to a more detailed investigation with regards to promoting acquisition of ICC. Such issues like sexism, ethnocentrism, negative stereotypes and outdated factual information about a target country should be carefully researched, analyzed and discussed at a higher level.

Combining practical application with historical and theoretical understanding of the Indian context requires more investigation into the potential of foreign language curriculum design and its transformation. Culture curriculum and outcomes of the foreign language classroom, as well as methods for assessing their attainment have to undergo a systematic evaluation at all levels.

As one would envisage, much remains to be done to provide for an effective approach to culture teaching in the domain of FLT that is particularly suitable for the Indian context. I believe that concerted efforts should be made in order to develop teaching techniques and appropriate assessment tools. It is hoped that the present study will contribute to the reshaping of teaching practices and towards promoting the acquisition of ICC in India.
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Appendix A

Teacher’s Questionnaire

[Foreign language teachers will fill up this form]

This form has been developed for use in Jawaharlal Nehru University, Delhi University and Jamia Millia Islamia University, India. This is related to the Foreign Language Teaching and Learning. Its aim is to investigate Intercultural Competence in Foreign Language Teaching and Learning in Indian Universities.

The researcher gives you full assurance that the information provided in this questionnaire will be confidential, and will be used for the sole purpose of research. We hope that you will co-operate us providing accurate information.

Section 1: Personal data

The first section of the questionnaire asks you to provide some personal data.

1.1 Are you male or a female? Please tick the correct answer.

• Male
• Female

1.2 What year were you born? Please enter your year of birth. You can only use numbers, not letters.

1.3 What degree(s) did you obtain after you finished secondary education? Please list the degrees you obtained.

1.4 What is your native tongue? Or if you consider yourself bilingual: what are your native tongues?
1.5 What is your nationality? Or, if you have more than one nationality: what are your nationalities?

1.6 What foreign language do you teach? Which foreign language do you teach for maximum hours?

Do you teach any other language/s? If yes, please choose from the options below:

- German as a foreign language
- French as a foreign language
- Italian as a foreign language
- Spanish as a foreign language
- Russian as a foreign language
- Portuguese as a foreign language
- Still other languages, namely:

1.7 How long have you been teaching foreign languages?

I have been teaching foreign languages for _________ years.

1.8 How many hours per week do you teach a language of which you have most hours?

Section 2: You as a teacher

The questions in this section concern your perceptions of what it is that you try to achieve with your students.

2.1. What do you try to do as a teacher?
Please tick the statement that best matches your view regarding your teaching. We know it will often be difficult for you to choose, that one choice may only have a slight edge over the other.

- I want to be on good terms with my students.
- I want to fulfill the curricular requirements for my subject.
- I try to impart to my students the skills, knowledge and attitudes that they will need in life.
- I try to enthuse my students for my subject.
- I try to impart to my students the skills, knowledge and attitudes they will need to further their proficiency in the foreign language they are learning.
- I want to pass on expert knowledge regarding my subject to my students.
- I want to support my students when they have personal problems.

2.2. How do you perceive the objectives of foreign language teaching?

Below, eight possible objectives of foreign language teaching have been listed. Please rank them in order of importance through assigning each objective a number between 1 and 8. You assign the number '1' to the objective which you consider most important, '2' to the objective which you consider second in importance, and so on. You have to assign a number to each objective, and you can only assign each number once.

1. **Enthuse my students for learning foreign languages**

1 2 3 4 5 6 7 8

2. **Promote my students' familiarity with the culture, the civilization of the county (s) where the language, which they are learning, is spoken**

1 2 3 4 5 6 7 8

3. **Assist my students to acquire a level of proficiency in the foreign language that will allow them to read literary works in the foreign language**

1 2 3 4 5 6 7 8
4. Assist my students to acquire skills that will be useful in other subject areas and in life (such as memorize, summarize, put into words, formulate accurately, give a presentation, etc.)

1 2 3 4 5 6 7 8

5. Promote the acquisition of an open mind and a positive disposition towards unfamiliar culture (s)

1 2 3 4 5 6 7 8

6. Promote the acquisition of learning skills that will be useful for learning other foreign languages

1 2 3 4 5 6 7 8

7. Promote the acquisition of a level of proficiency in the foreign language that will allow the students to use the foreign language for practical purposes

1 2 3 4 5 6 7 8

8. Assist my students in developing a better understanding of their own identity and culture

1 2 3 4 5 6 7 8

2.3. What do you understand by 'culture teaching' in a foreign language teaching context?

Below are listed nine possible objectives of culture teaching. Please rank them in order of importance through assigning each objective a number between 1 and 9. You assign the number '1' to the objective which you consider most important, '2' to the objective which you consider second in importance, and so on.
1. Provide information about the history, geography and political conditions of the foreign culture(s)

2. Provide information about daily life and routines

3. Provide information about shared values and beliefs

4. Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.)

5. Develop attitudes of openness and tolerance towards other peoples and cultures

6. Promote reflection on cultural differences

7. Promote increased understanding of students' own culture

8. Promote the ability to empathize with people living in other cultures

9. Promote the ability to handle intercultural contact situations
3.4. How is your teaching time distributed over 'language teaching' and 'culture teaching'?

Please tick the option that best corresponds with the average distribution of teaching time over 'language teaching' and 'culture teaching'.

- 100% language teaching - 0% culture teaching
- 80% language teaching - 20% culture teaching
- 60% language teaching - 40% culture teaching
- 40% language teaching - 60% culture teaching
- 20% language teaching - 0% culture teaching
- 100% integration of language-and-culture teaching

3.5. Do you have the feeling that you would like to devote more time to 'culture teaching' during your foreign language teaching classes, but that somehow you never get round to it?

Please tick the answer that best matches your opinion

- Yes, very much so
- Yes, up to a certain extent
- No, not particularly
- No, not at all
- No opinion

3.6. If you have the feeling you would like to devote more time to 'culture teaching', but do not get round to it, what may be the reasons for that?

Please type in any reasons you see in the area below:
Section 3: Your students

The questions in this section concern your students. They address various aspects of their learning of foreign languages.

3.1. To what extent do you agree or disagree with the following statements?

Below you find some statements regarding your students. Please indicate the degree to which you agree with each statement. We ask you to provide an indication of your general impression, irrespective of individual differences you may see. Please select a number ranging from “1” to “10”. If you agree completely you assign '10'. If you do not agree at all you assign '1'. Of course you can also assign any of the numbers in between. If you teach more than one language, please answer the question with respect to the language you teach most hours.

(1) My students are very motivated to learn the foreign language I teach

1  2  3  4  5  6  7  8  9  10

(2) My students think learning the foreign language I teach is very difficult

1  2  3  4  5  6  7  8  9  10

(3) My students are very knowledgeable about the culture of the foreign language I teach

1  2  3  4  5  6  7  8  9  10

(4) My students have a very positive attitude towards the people associated with the foreign language I teach

1  2  3  4  5  6  7  8  9  10
3.2. What countries, cultures and peoples are usually associated with the language of which you teach most hours?

In the area below please specify what countries, peoples and cultures are usually associated with the language you teach. As with previous questions, please answer the question with respect to the language of which you have most hours.

__________________________________________________________

__________________________________________________________

__________________________________________________________

3.3 Of the countries, cultures and peoples mentioned above, which one is primarily associated with the foreign language of which you have most hours?

__________________________________________________________

__________________________________________________________

__________________________________________________________

3.4. How would you describe your students' perceptions of and ideas regarding the countries and people(s) usually associated with the foreign language you teach?

Please use key words to describe in the area below what you think your students associated with the countries, culture(s) and people(s) that are usually associated with the foreign language you teach. Please distinguish between countries, cultures and peoples when necessary.

__________________________________________________________

__________________________________________________________

__________________________________________________________
3.5. How frequently do you think your students are in contact with the foreign country primarily associated with the language you teach most hours?

1) Travel to the foreign country (holiday with family)

Often  Once in a while  Never

2) Watch one of the country’s television channels

Often  Once in a while  Never

3) Read one of the country’s newspapers or magazines

Often  Once in a while  Never

4) Read literature written by authors living in the foreign country or originating from the foreign country

Often  Once in a while  Never

5) Use the Internet to learn more about the foreign country

Often  Once in a while  Never

Section 4: Your familiarity with the foreign culture(s) associated with the foreign language you teach

The questions in this section concern your familiarity with the foreign culture(s) associated with the foreign language you teach.

4.1. How familiar are you with the country, culture, people primarily associated with the foreign language of which you have most hours?

(1) History, geography, political system

Very familiar  Sufficiently  Not sufficiently  Not familiar at all
(2) Different ethnic and social groups

Very familiar          Sufficiently          Not sufficiently          Not familiar at all

(3) Daily life and routines, living conditions, food and drink etc.

Very familiar          Sufficiently          Not sufficiently          Not familiar at all

(4) Youth culture

Very familiar          Sufficiently          Not sufficiently          Not familiar at all

(5) Education, professional life

Very familiar          Sufficiently          Not sufficiently          Not familiar at all

(6) Traditions, folklore, tourist attractions

Very familiar          Sufficiently          Not sufficiently          Not familiar at all

(7) Literature

Very familiar          Sufficiently          Not sufficiently          Not familiar at all

(8) Other cultural expressions (music, drama, art)

Very familiar          Sufficiently          Not sufficiently          Not familiar at all

(9) Values and beliefs

Very familiar          Sufficiently          Not sufficiently          Not familiar at all

(10) International relations (political, economic and cultural) with students' own country and other countries
4.2. How frequently do you travel to the foreign country primarily associated with the foreign language of which you have most hours?

(1) Tourist stays (lasting longer than two days) in the foreign country

Often  Once in a while  Never

(2) Visits to relatives or friends

Often  Once in a while  Never

(3) Participation in a teacher training program or a language course

Often  Once in a while  Never

(4) Work visits, e.g. within the framework of an exchange project

Often  Once in a while  Never

4.3. How often do you get into contact with the foreign culture/people/country primarily associated with the foreign language of which you have most hours while you are at home?

(1) Media contacts (via newspapers, television, radio)

Often  Once in a while  Never

(2) Visits to the cultural institute representing the foreign country in my country

Often  Once in a while  Never

(3) Contacts with people originating from the foreign country who live in my country
Section 5: Culture in foreign language teaching

The questions in this section concern your culture teaching practice.

5.1. What kind(s) of culture teaching activities do you practice during classroom?

A number of possible culture teaching activities have been listed below. How often do you practice each activity during classroom teaching?

1) I ask my students to think about the image, which the media promote of the foreign country

   Often       Once in a while       Never

2) I tell my students what I heard (or read) about the foreign country or culture

   Often       Once in a while       Never
3) I tell my students why I find something fascinating or strange about the foreign culture(s)

<table>
<thead>
<tr>
<th>Often</th>
<th>Once in a while</th>
<th>Never</th>
</tr>
</thead>
</table>

4) I ask my students to independently explore an aspect of the foreign culture

<table>
<thead>
<tr>
<th>Often</th>
<th>Once in a while</th>
<th>Never</th>
</tr>
</thead>
</table>

5) I use videos, CD-ROMs or the Internet to illustrate an aspect of the foreign culture

<table>
<thead>
<tr>
<th>Often</th>
<th>Once in a while</th>
<th>Never</th>
</tr>
</thead>
</table>

6) I ask my students to think about what it would be like to live in the foreign culture

<table>
<thead>
<tr>
<th>Often</th>
<th>Once in a while</th>
<th>Never</th>
</tr>
</thead>
</table>

7) I talk to my students about my own experiences in the foreign country

<table>
<thead>
<tr>
<th>Often</th>
<th>Once in a while</th>
<th>Never</th>
</tr>
</thead>
</table>

8) I ask my students about their experiences in the foreign country

<table>
<thead>
<tr>
<th>Often</th>
<th>Once in a while</th>
<th>Never</th>
</tr>
</thead>
</table>

9) I invite a person originating from the foreign country to my classroom

<table>
<thead>
<tr>
<th>Often</th>
<th>Once in a while</th>
<th>Never</th>
</tr>
</thead>
</table>

10) I ask my students to describe an aspect of their own culture in the foreign language

<table>
<thead>
<tr>
<th>Often</th>
<th>Once in a while</th>
<th>Never</th>
</tr>
</thead>
</table>
11) I bring objects originating from the foreign culture to my classroom

Often   Once in a while   Never

12) I ask my students to participate in role-play situations in which cultures meet

Often   Once in a while   Never

13) I decorate my classroom with posters illustrating particular aspects of the foreign culture

Often   Once in a while   Never

14) I comment on the way in which the foreign culture is represented in the foreign language materials I am using

Often   Once in a while   Never

15) I ask my students to compare an aspect of their own culture with that aspect in the foreign culture

Often   Once in a while   Never

16) I touch upon an aspect of the foreign culture regarding which I feel negatively disposed

Often   Once in a while   Never

17) I talk with my students about stereotypes regarding particular cultures and countries or regarding the inhabitants of particular countries

Often   Once in a while   Never
5.2. Please specify in the area below any other activities you practice:


5.3. How extensively do you deal with particular cultural aspects?

Below a number of cultural aspects have been listed. Please indicate for each aspect how extensively you touch upon it in class.

(1) History, geography, political system

I deal with it   I touch upon it   I never touch upon it   Extensively   Once in a while

(2) Different ethnic and social groups

I deal with it   I touch upon it   I never touch upon it   Extensively   Once in a while

(3) Daily life and routines, living conditions, food and drink etc.

I deal with it   I touch upon it   I never touch upon it   Extensively   Once in a while

(4) Youth culture

I deal with it   I touch upon it   I never touch upon it   Extensively   Once in a while

(5) Education, professional life

I deal with it   I touch upon it   I never touch upon it   Extensively   Once in a while

(6) Traditions, folklore, tourist attractions

I deal with it   I touch upon it   I never touch upon it   Extensively   Once in a while
(7) Literature

I deal with it  I touch upon it  I never touch upon it  Extensively  Once in a while

(8) Other cultural expressions (music, drama, art)

I deal with it  I touch upon it  I never touch upon it  Extensively  Once in a while

(9) Values and beliefs

I deal with it  I touch upon it  I never touch upon it  Extensively  Once in a while

(10) International relations (political, economic and cultural) with students’ own country and other countries

I deal with it  I touch upon it  I never touch upon it  Extensively  Once in a while

Section 6: Foreign language teaching materials

The questions in this section concern foreign language teaching material.

6.1. Do you use textbooks and/or additional teaching materials?

Please select the option(s) that best match(es) your teaching practice.

- I do use textbooks. I use mainly one book per class.
- I do use textbooks. I use materials from different textbooks.
- I do not use textbooks. I use other materials.

6.2. If you indicated that you use other materials instead of textbooks, which are those materials?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
6.4 If you indicated that together with textbooks, you also use the additional materials, please indicate which other materials you use:

- Video materials
- Audio materials
- Still other materials

6.5 Namely:

6.6 The reasons why you use additional materials together with textbooks are:

6.7 If you indicated that you use textbooks, which books do you use?

Please list the title(s) of the book(s) you use and the country where each book is published in the typing area below. Please quote the book you use most often first, then the one you use somewhat less often, and so on.
6.8. Can teachers choose their own textbooks at your school/center/department?

- Yes
- No

6.9. If you can choose your own textbook, what criteria do you observe when selecting a textbook?

Below a number of textbook characteristics that may affect your choice against or in favor of a particular textbook have been listed. Please tick the six criteria that appear most important to you.

- The fact that additional materials come with the book (workbook, listening materials, tests, video, etc.)
- The layout
- The price
- The quality of the teacher's manual
- The degree to which the textbook meets the curricular requirements
- The degree to which the book is attuned to the level and the age of my students
- The pace of the book, the speed with which the book progresses
- The amount of cultural information the book offers
- The degree to which the book can motivate my students
- The textbook authors' nationality
- The degree of matching between the amount of materials offered and the number of hours to teach

6.10. Please indicate in the area below any additional criteria you use when deciding on whether or not to use a particular textbook:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
6.11. Do the cultural contents of the textbook(s) you use meet your expectations?

Please tick the answer that best matches your opinion.

- Yes, very much so.
- Yes, up to a certain extent.
- No, not really.
- No, not at all.

6.12. Please explain your choice in the typing area below:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Section 7: Exchanges

The questions in this section concern exchange programs.

7.1. Does your department/center participate in international exchange projects?

- Yes
- No
- I do not know

7.2. If so, please specify the names of the countries involved in the exchange program(s) in which your school participates in the area below:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
7. 3 What are the main reasons for participating in exchange projects?

Below some possible reasons for organizing exchange projects have been listed. Please rank them in order of importance through assigning each reason a number between 1 and 5. You assign the number '1' to the reason you consider most important and 5 to the reason you consider least important. You have to assign a number to each objective, and you can only assign each number once.

(1) Create an opportunity for students/ to practice their foreign language skills

1  2  3  4  5

(2) Enhance students' motivation to learn the foreign language

1  2  3  4  5

(3) Increase students' interest in the foreign culture

1  2  3  4  5

(4) Foster students' independence

1  2  3  4  5

(5) Increase students' familiarity with the foreign culture

1  2  3  4  5

7. 4 Please provide any other reasons you see for organizing exchange projects in the area below:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
7. 5 Do you consider it part of your teaching role to prepare an exchange project during foreign language classes?

- Yes
- No

7. 6 If your answer to the previous question was 'yes', please specify in the area below:

- How much time (how many hours) on average you spend on preparing an exchange project during your foreign language classes
- What kind of preparation you offer

7. 9 Do you believe exchange projects have a positive or a negative effect on the attitudes and perceptions of students regarding foreign countries, foreign culture(s), foreign people?

- Positive
- Negative

7. 10 Please explain your answer in the area below:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

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Section 8: (Cross-curricular) intercultural activities and projects

The questions in this section concern cross-curricular intercultural activities and projects, other than exchange projects.

8.1 Does your department/center organize (cross-curricular) intercultural/multicultural International activities?

- Yes
- No

8.2 If your answer is 'yes', please specify what other activities your department/center mounts in the area below:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

8.3 Do you believe these activities have a positive effect on the attitudes and perceptions of students regarding foreign countries, foreign culture(s), and foreign people?

- Yes
- No

8.4. Please explain your answer in the area below:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Section 9: Intercultural foreign language teaching:

Your opinion

In this section, we would like you to score a number of statements on a five-point-scale, ranging from 'I agree completely' to 'I do not agree at all'. The statements concern intercultural foreign language teaching. Each time select the option that best matches your opinion.

(1) In a foreign language classroom, teaching culture is as important as teaching the foreign language

Agree completely        Agree to a certain extent       Undecided         Disagree to a certain extent       Disagree completely

(2) Intercultural education is best undertaken cross-curricularly

Agree completely        Agree to a certain extent       Undecided         Disagree to a certain extent       Disagree completely

(3) A foreign language teacher should present a positive image of the foreign culture and society

Agree completely        Agree to a certain extent       Undecided         Disagree to a certain extent       Disagree completely

(4) Before you can teach culture or do anything about the intercultural dimension of foreign language teaching, students have to possess a sufficiently high level of proficiency in the foreign language

Agree completely        Agree to a certain extent       Undecided         Disagree to a certain extent       Disagree completely

(5) Intercultural skills cannot be acquired at University
(6) It is impossible to teach the foreign language and the foreign culture in an integrated way

(7) I would like to promote the acquisition of intercultural skills through my teaching

(8) Intercultural education has no affect whatsoever on students' attitudes

(9) The more students know about foreign culture, the more tolerant they are

(10) In international contacts misunderstandings arise equally often from linguistic as well as from cultural differences

(11) Foreign language teaching should enhance students' understanding of their own cultural identity
Please score the statements below in the same way as you did in the first part of this section.

(1) When you only have a limited number of teaching periods, culture teaching has to give way to language teaching

Agree completely  Agree to a certain extent  Undecided  Disagree to a certain extent  Disagree completely

(2) Every subject, not just foreign language teaching, should promote the acquisition of intercultural skills

Agree completely  Agree to a certain extent  Undecided  Disagree to a certain extent  Disagree completely

(3) A foreign language teacher should present a realistic image of a foreign culture, and therefore should also touch upon negative sides of the foreign culture and society

Agree completely  Agree to a certain extent  Undecided  Disagree to a certain extent  Disagree completely

(4) If one wants to be able to achieve anything at all as regards intercultural understanding one should use texts written in the mother tongue, even when in a foreign language classroom

Agree completely  Agree to a certain extent  Undecided  Disagree to a certain extent  Disagree completely

(5) In the foreign language classroom students can only acquire knowledge. They cannot acquire intercultural skills

Agree completely  Agree to a certain extent  Undecided  Disagree to a certain extent  Disagree completely
(6) Language and culture cannot be taught together. You have to separate the two

<table>
<thead>
<tr>
<th>Agree completely</th>
<th>Agree to a certain extent</th>
<th>Undecided</th>
<th>Disagree to a certain extent</th>
<th>Disagree completely</th>
</tr>
</thead>
</table>

(7) Intercultural education reinforces students' already existing stereotypes of other peoples and cultures

<table>
<thead>
<tr>
<th>Agree completely</th>
<th>Agree to a certain extent</th>
<th>Undecided</th>
<th>Disagree to a certain extent</th>
<th>Disagree completely</th>
</tr>
</thead>
</table>

(8) I would like to teach intercultural competence through my foreign language teaching

<table>
<thead>
<tr>
<th>Agree completely</th>
<th>Agree to a certain extent</th>
<th>Undecided</th>
<th>Disagree to a certain extent</th>
<th>Disagree completely</th>
</tr>
</thead>
</table>

(9) I would like to provide additional cultural information on other cultures and peoples

<table>
<thead>
<tr>
<th>Agree completely</th>
<th>Agree to a certain extent</th>
<th>Undecided</th>
<th>Disagree to a certain extent</th>
<th>Disagree completely</th>
</tr>
</thead>
</table>

(10) Language problems lie at the heart of contacts, *not* cultural differences

<table>
<thead>
<tr>
<th>Agree completely</th>
<th>Agree to a certain extent</th>
<th>Undecided</th>
<th>Disagree to a certain extent</th>
<th>Disagree completely</th>
</tr>
</thead>
</table>

(11) Foreign language teaching should not only touch upon foreign cultures. It should also deepen students' understanding of their own culture

<table>
<thead>
<tr>
<th>Agree completely</th>
<th>Agree to a certain extent</th>
<th>Undecided</th>
<th>Disagree to a certain extent</th>
<th>Disagree completely</th>
</tr>
</thead>
</table>
Appendix B

Student’s Questionnaire

[Students will fill up this form with the help of their teacher]

This form has been developed for use in Jawaharlal Nehru University, Delhi University and Jamia Millia Islamia University, India. This is related to the Foreign Language Teaching and Learning. Its aim is to investigate Intercultural Competence in Foreign Language Teaching and Learning in Indian Universities.

The researcher gives you full assurance that the information provided in this questionnaire will be confidential, and will be used for the sole purpose of research. We hope that you will cooperate us providing accurate information

Section 1: Personal data

The first section of the questionnaire asks you to provide some personal data.

1.1 Are you male or a female? Please tick the correct answer.

- Male
- Female

1.2 What year were you born? Please enter your year of birth. You can only use numbers, not letters.

1.3 What degree(s) did you obtain after you finished secondary education? Please list the degrees you obtained.
1.4 What is your native tongue? Or if you consider yourself bilingual: what are your native tongues?

1.5 What is your nationality? Or, if you have more than one nationality: what are your nationalities?

1.6 What foreign language do you learn? Which foreign language do you learn for maximum hours?

Do you learn any other language/s? If yes, please choose from the options below:

- German as a foreign language
- French as a foreign language
- Italian as a foreign language
- Spanish as a foreign language
- Russian as a foreign language
- Portuguese as a foreign language
- Still other languages, namely:

1.7 How long have you been learning foreign languages?

I have been learning foreign languages for _________ years.

1.8 How many hours per week do you study a language of which you have most hours?
Section 2: You as a learner

The questions in this section concern your perceptions of what it is that you try to achieve as a student.

2.1. What do you try to do as a learner?

Please tick the statement that best matches your view regarding your learning. We know it will often be difficult for you to choose, that one choice may only have a slight edge over the other.

- I want to be on good terms with my teachers.
- I want to fulfill the curricular requirements for my subject.
- I try to receive from teachers the skills, knowledge and attitudes that I will need in life.
- I try to receive from teachers the skills, knowledge and attitudes, which I will need to further my proficiency in the foreign language I am learning.
- I want to gain an expert knowledge regarding my subject from my teachers.
- I want my teacher to support me when I have personal problems.

2.2. How do you perceive the objectives of foreign language learning?

Below, eight possible objectives of foreign language learning have been listed. Please rank them in order of importance through assigning each objective a number between 1 and 8. You assign the number '1' to the objective which you consider most important, '2' to the objective which you consider second in importance, and so on. You have to assign a number to each objective, and you can only assign each number once.

1. Get enthused for learning foreign languages

1 2 3 4 5 6 7 8
2. Promote my familiarity with the culture, the civilization of the county(s) where the language, which I am learning is spoken

3. Acquire a level of proficiency in the foreign language that will allow me to read literary works in the foreign language

4. Acquire skills that will be useful in other subject areas and in life (such as memorize, summarize, put into words, formulate accurately, give a presentation, etc.)

5. Acquire an open mind and a positive disposition towards unfamiliar culture(s)

6. Acquire learning skills that will be useful for learning other foreign languages

7. Acquire a level of proficiency in the foreign language that will allow me to use the foreign language for practical purposes

8. Develop a better understanding of my own identity and culture
2.3. What do you understand by 'culture learning' in a foreign language learning context?

Below are listed nine possible objectives of culture learning. Please rank them in order of importance through assigning each objective a number between 1 and 9. You assign the number '1' to the objective which you consider most important, '2' to the objective which you consider second in importance, and so on.

1. Acquire information about the history, geography and political conditions of the foreign culture(s)

2. Acquire information about daily life and routines

3. Acquire information about shared values and beliefs

4. Acquire experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.)

5. Develop attitudes of openness and tolerance towards other peoples and cultures
6. Acquire reflection on cultural differences

7. Acquire increased understanding of my own culture

8. Acquire the ability to empathize with people living in other cultures

9. Acquire the ability to handle intercultural contact situations

2.4. How is your learning time distributed over 'language learning' and 'culture learning'?

Please tick the option that best corresponds with the average distribution of learning time over 'language learning' and 'culture learning'.

- 100% language learning-0% culture learning
- 80% language learning-20% culture learning
- 60% language learning-40% culture learning
- 40% language learning-60% culture learning
- 20% language learning-0% culture learning
- 100% integration of language-and-culture learning
2.5. Do you have the feeling that you would like to devote more time to 'culture learning' during your foreign language learning classes, but that somehow you never get round to it?

Please tick the answer that best matches your opinion

- Yes, very much so
- Yes, up to a certain extent
- No, not particularly
- No, not at all
- No opinion

2.6. If you have the feeling you would like to devote more time to 'culture learning', but do not get round to it, what may be the reasons for that?

Please type in any reasons you see in the area below:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2.7. To what extent do you agree or disagree with the following statements?

Below you find some statements regarding your learning a foreign language(s). Please indicate the degree to which you agree with each statement. We ask you to provide an indication of your general impression, irrespective of individual differences you may see. Please select a number ranging from 1 to 10. If you agree completely you assign '10'. If you do not agree at all you assign '1'. Of course you can also assign any of the numbers in between. If you learn more than one language, please answer the question with respect to the language you learn most hours.

(1) I am very motivated to learn the foreign language I learn
1 2 3 4 5 6 7 8 9 10

(2) I think learning the foreign language I learn is very difficult

1 2 3 4 5 6 7 8 9 10

(3) I am very knowledgeable about the culture of the foreign language I learn

1 2 3 4 5 6 7 8 9 10

(4) I have a very positive attitude towards the people associated with the foreign language I learn

1 2 3 4 5 6 7 8 9 10

2.8 What countries, cultures and peoples are usually associated with the language of which you learn most hours?

In the area below please specify what countries, peoples and cultures are usually associated with the language you learn. As with previous questions, please answer the question with respect to the language of which you have most hours.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2.9 Of the countries, cultures and peoples mentioned above, which one is primarily associated with the foreign language of which you have most hours?

________________________________________________________________________

________________________________________________________________________
2.10 How would you describe your perceptions of and ideas regarding the countries and people(s) usually associated with the foreign language you learn?

Please use key words to describe in the area below what you think your teachers associated with the countries, culture(s) and people(s) that are usually associated with the foreign language you learn. Please distinguish between countries, cultures and peoples when necessary.

2.11 How frequently are you in contact with the foreign country primarily associated with the language you learn most hours?

1) Travel to the foreign country (holiday with family)

   Often     Once in a while     Never

2) Watch one of the country's television channels

   Often     Once in a while     Never

3) Read one of the country's newspapers or magazines

   Often     Once in a while     Never

4) Read literature written by authors living in the foreign country or originating from the foreign country
Section 3: Your familiarity with the foreign culture(s) associated with the foreign language you learn

The questions in this section concern your familiarity with the foreign culture(s) associated with the foreign language you learn.

3.1. How familiar are you with the country, culture, people primarily associated with the foreign language of which you have most hours?

(1) History, geography, political system

Very familiar    Sufficiently    Not sufficiently    Not familiar at all

(2) Different ethnic and social groups

Very familiar    Sufficiently    Not sufficiently    Not familiar at all

(3) Daily life and routines, living conditions, food and drink etc.

Very familiar    Sufficiently    Not sufficiently    Not familiar at all

(4) Youth culture

Very familiar    Sufficiently    Not sufficiently    Not familiar at all

(5) Education, professional life
Very familiar    Sufficiently    Not sufficiently    Not familiar at all

(6) Traditions, folklore, tourist attractions

Very familiar    Sufficiently    Not sufficiently    Not familiar at all

7) Literature

Very familiar    Sufficiently    Not sufficiently    Not familiar at all

(8) Other cultural expressions (music, drama, art)

Very familiar    Sufficiently    Not sufficiently    Not familiar at all

(9) Values and beliefs

Very familiar    Sufficiently    Not sufficiently    Not familiar at all

(10) International relations (political, economic and cultural) with teachers' own country and other countries

Very familiar    Sufficiently    Not sufficiently    Not familiar at all

3.2. How frequently do you travel to the foreign country primarily associated with the foreign language of which you have most hours?

(1) Tourist stays (lasting longer than two days) in the foreign country

Often    Once in a while    Never

(2) Visits to relatives or friends
3.3. How often do you get into contact with the foreign culture/people/country primarily associated with the foreign language of which you have most hours while you are at home?

(1) **Media contacts (via newspapers, television, radio)**

Often | Once in a while | Never

(2) **Visits to the cultural institute representing the foreign country in my country**

Often | Once in a while | Never

(3) **Contacts with people originating from the foreign country who live in my country**

Often | Once in a while | Never

(4) **Contacts with foreign learners or teachers who visit my school/center/department**

Often | Once in a while | Never
Section 4: Culture in foreign language learning

The questions in this section concern your culture learning practice.

4.1. What kind (s) of culture learning activities do you practice during classroom?

A number of possible culture learning activities have been listed below. How often do you practice each activity during classroom learning?

1) I think about the image which the media promote of the foreign country

Often  Once in a while  Never

2) I listen to my teacher telling me what he/she heard (or read) about the foreign country or culture

Often  Once in a while  Never

3) I listen to my teacher telling why he/she finds something fascinating or strange about the foreign culture(s)

Often  Once in a while  Never

4) I independently explore an aspect of the foreign culture
5) I use videos, CD-ROMs or the Internet to explore aspects of the foreign culture

6) I think about what it would be like to live in the foreign culture

7) I talk about my own experiences in the foreign country

8) I listen to my teachers’ experiences in the foreign country

9) I meet a person originating from the foreign country invited to my classroom

10) I describe an aspect of my own culture in the foreign language

11) I see objects originating from the foreign culture in my classroom

12) I participate in role-play situations in which cultures meet
13) I decorate my classroom with posters illustrating particular aspects of the foreign culture

14) I comment on the way in which the foreign culture is represented in the foreign culture materials I am using

15) I compare an aspect of my own culture with that aspect in the foreign culture

16) I touch upon an aspect of the foreign culture regarding which I feel negatively disposed

17) I talk about stereotypes regarding particular cultures and countries or regarding the inhabitants of particular countries

4.2. Please specify in the area below any other activities you practice:
4.3. How extensively do you deal with particular cultural aspects?

Below, a number of cultural aspects have been listed. Please indicate for each aspect how extensively you touch upon it in class.

<table>
<thead>
<tr>
<th></th>
<th>I deal with it</th>
<th>I touch upon it</th>
<th>I never touch upon it</th>
<th>Extensively</th>
<th>Once in a while</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(1) History, geography, political system</strong></td>
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<tr>
<td>I deal with it</td>
<td>I touch upon it</td>
<td>I never touch upon it</td>
<td>Extensively</td>
<td></td>
<td>Once in a while</td>
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<tr>
<td><strong>(2) Different ethnic and social groups</strong></td>
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<tr>
<td>I deal with it</td>
<td>I touch upon it</td>
<td>I never touch upon it</td>
<td>Extensively</td>
<td></td>
<td>Once in a while</td>
</tr>
<tr>
<td><strong>(3) Daily life and routines, living conditions, food and drink etc.</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I deal with it</td>
<td>I touch upon it</td>
<td>I never touch upon it</td>
<td>Extensively</td>
<td></td>
<td>Once in a while</td>
</tr>
<tr>
<td><strong>(4) Youth culture</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I deal with it</td>
<td>I touch upon it</td>
<td>I never touch upon it</td>
<td>Extensively</td>
<td></td>
<td>Once in a while</td>
</tr>
<tr>
<td><strong>(5) Education, professional life</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I deal with it</td>
<td>I touch upon it</td>
<td>I never touch upon it</td>
<td>Extensively</td>
<td></td>
<td>Once in a while</td>
</tr>
</tbody>
</table>
(6) Traditions, folklore, tourist attractions

I deal with it  I touch upon it  I never touch upon it  Extensively
Once in a while

(7) Literature

I deal with it  I touch upon it  I never touch upon it  Extensively
Once in a while

(8) Other cultural expressions (music, drama, art)

I deal with it  I touch upon it  I never touch upon it  Extensively
Once in a while

(9) Values and beliefs

I deal with it  I touch upon it  I never touch upon it  Extensively
Once in a while

(10) International relations (political, economic and cultural) with our own country and other countries

I deal with it  I touch upon it  I never touch upon it  Extensively
Once in a while

Section 5: Foreign language learning materials

The questions in this section concern foreign language learning material.

5.1. Do you use textbooks and/or additional learning materials?
Please select the option(s) that best match (es) your learning practice.

- I do use textbooks. I use mainly one book per class.
- I do use textbooks. I use materials from different textbooks.
- I do not use textbooks. I use other materials.

5.2. If you indicated that you use other materials instead of textbooks, which are those materials?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5.3 If you indicated that together with textbooks, you also use the additional materials, please indicate which other materials you use:

- Video materials
- Audio materials
- Still other materials

5.4 Namely:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
5.5 The reasons why you use additional materials together with textbooks are:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5.6 If you indicated that you use textbooks, which books do you use?

Please list the title(s) of the book(s) you use and the country where each book is published in the typing area below. Please quote the book you use most often first, then the one you use somewhat less often, and so on.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5.7 Can teachers choose their own textbooks at your school/center/department?

- Yes
- No
- I do not know

5.8. Do the cultural contents of the textbook(s) you use meet your expectations?

Please tick the answer that best matches your opinion.

- Yes, very much so.
- Yes, up to a certain extent.
- No, not really.
5.9. Please explain your choice in the typing area below:

Section 6: Exchanges

The questions in this section concern exchange programs.

6.1. Does your department/center participate in international exchange projects?

- Yes
- No

6.2. If so, please specify the names of the countries involved in the exchange program(s) in which your school/center participates in the area below:

6.3 What are the main reasons for participating in exchange projects?

Below some possible reasons for organizing exchange projects have been listed. Please rank them in order of importance through assigning each reason a number between 1 and 5. You
assign the number '1' to the reason you consider most important and 5 to the reason you consider least important. You have to assign a number to each objective, and you can only assign each number once.

(1) Create an opportunity for students to practice their foreign language skills

1 2 3 4 5

(2) Enhance students' motivation to learn the foreign language

1 2 3 4 5

(3) Increase students' interest in the foreign culture

1 2 3 4 5

(4) Foster students' independence

1 2 3 4 5

(5) Increase students' familiarity with the foreign culture

1 2 3 4 5

6.4 Please provide any other reasons you see for organizing exchange projects in the area below:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
6.5 Do you consider it part of your learning role to participate in an exchange project during foreign language classes?

- Yes
- No

6.6 If your answer to the previous question was 'yes', please specify in the area below:

- How much time (how many hours) on average you spend on participating in an exchange project during your foreign language classes
- What kind of preparation you are offered

6.7 Do you believe exchange projects have a positive or a negative effect on the attitudes and perceptions of learners regarding foreign countries, foreign culture(s), foreign people?

- Positive
- Negative

6.8 Please explain your answer in the area below:

Section 7: (Cross-curricular) intercultural activities and projects
The questions in this section concern cross-curricular intercultural activities and projects, other than exchange projects.

7.1 Does your department/center organize (cross-curricular) intercultural/multicultural International activities?

- Yes
- No
- I do not know

7.2 If your answer is 'yes', please specify what other activities your department/center mounts in the area below:

7.3 Do you believe these activities have a positive effect on the attitudes and perceptions of students regarding foreign countries, foreign culture(s), and foreign people?

- Yes
- No

7.4 Please explain your answer in the area below:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Section 8: Intercultural foreign language learning:

Your opinion

In this section, we would like you to score a number of statements on a five-point-scale, ranging from 'I agree completely' to 'I do not agree at all'. The statements concern intercultural foreign language learning. Each time select the option that best matches your opinion.

(1) In a foreign language classroom, learning culture is as important as learning the foreign language

Agree completely  Agree to a certain extent  Undecided  Disagree to a certain extent  Disagree completely

(2) Intercultural education is best undertaken cross-curricularly.

Agree completely  Agree to a certain extent  Undecided  Disagree to a certain extent  Disagree completely

(3) A foreign language learner should be presented a positive image of the foreign culture and society

Agree completely  Agree to a certain extent  Undecided  Disagree to a certain extent  Disagree completely

(4) Before you can learn culture or do anything about the intercultural dimension of foreign language learning, you have to possess a sufficiently high level of proficiency in the foreign language
<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree completely</th>
<th>Agree to a certain extent</th>
<th>Undecided</th>
<th>Disagree to a certain extent</th>
<th>Disagree completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5) Intercultural skills cannot be acquired at University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) It is impossible to learn the foreign language and the foreign culture in an integrated way</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(7) I would like to acquire intercultural skills through my learning</td>
<td></td>
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<tr>
<td>(8) Intercultural education has no affect whatsoever on my attitudes</td>
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<td>(9) The more I know about foreign culture, the more tolerant I am</td>
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<tr>
<td>(10) In international contacts misunderstandings arise equally often from linguistic as well as from cultural differences</td>
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</tr>
</tbody>
</table>
Agree completely  Agree to a certain extent  Undecided  Disagree to a certain extent  Disagree completely

(11) **Foreign language learning should enhance my understanding of my own cultural identity**

Agree completely  Agree to a certain extent  Undecided  Disagree to a certain extent  Disagree completely

*Please score the statements below in the same way as you did in the first part of this section.*

(1) **When you only have a limited number of learning periods, culture learning has to give way to language learning**

Agree completely  Agree to a certain extent  Undecided  Disagree to a certain extent  Disagree completely

(2) **Every subject, not just foreign language learning, should promote the acquisition of intercultural skills**

Agree completely  Agree to a certain extent  Undecided  Disagree to a certain extent  Disagree completely

(3) **A foreign language learner should be presented a realistic image of a foreign culture, and therefore should also touch upon negative sides of the foreign culture and society**

Agree completely  Agree to a certain extent  Undecided  Disagree to a certain extent  Disagree completely
(4) If one wants to be able to achieve anything at all as regards intercultural understanding one should use texts written in the mother tongue, even when in a foreign language classroom.

Agree completely    Agree to a certain extent    Undecided    Disagree to a certain extent    Disagree completely

(5) In the foreign language classroom learners can only acquire knowledge. They cannot acquire intercultural skills.

Agree completely    Agree to a certain extent    Undecided    Disagree to a certain extent    Disagree completely

(6) Only when there are ethnic minority learners in your classes do you have to learn intercultural competence.

Agree completely    Agree to a certain extent    Undecided    Disagree to a certain extent    Disagree completely

(7) Language and culture cannot be taught together. You have to separate the two.

Agree completely    Agree to a certain extent    Undecided    Disagree to a certain extent    Disagree completely

(8) Intercultural education reinforces learners' already existing stereotypes of other peoples and cultures.

Agree completely    Agree to a certain extent    Undecided    Disagree to a certain extent    Disagree completely

(9) I would like to learn intercultural competence through my foreign language learning.
<table>
<thead>
<tr>
<th>Agree completely</th>
<th>Agree to a certain extent</th>
<th>Undecided</th>
<th>Disagree to a certain extent</th>
<th>Disagree completely</th>
</tr>
</thead>
</table>

10) **I would like to be provided additional cultural information on other cultures and peoples**

<table>
<thead>
<tr>
<th>Agree completely</th>
<th>Agree to a certain extent</th>
<th>Undecided</th>
<th>Disagree to a certain extent</th>
<th>Disagree completely</th>
</tr>
</thead>
</table>

(11) **Language problems lie at the heart of contacts, not cultural differences**

<table>
<thead>
<tr>
<th>Agree completely</th>
<th>Agree to a certain extent</th>
<th>Undecided</th>
<th>Disagree to a certain extent</th>
<th>Disagree completely</th>
</tr>
</thead>
</table>

(12) **Foreign language learning should not only touch upon foreign cultures. It should also deepen my understanding of my own culture**

<table>
<thead>
<tr>
<th>Agree completely</th>
<th>Agree to a certain extent</th>
<th>Undecided</th>
<th>Disagree to a certain extent</th>
<th>Disagree completely</th>
</tr>
</thead>
</table>