

University of Rajshahi

Rajshahi-6205

Bangladesh.

RUCL Institutional Repository

<http://rulrepository.ru.ac.bd>

Institute of Bangladesh Studies (IBS)

PhD thesis

2014

Developing English Language Teaching Materials to Promote Intercultural Communicative Competence of Learners in Bangladesh

Snigdha, Shayla Sharmin

University of Rajshahi

<http://rulrepository.ru.ac.bd/handle/123456789/618>

Copyright to the University of Rajshahi. All rights reserved. Downloaded from RUCL Institutional Repository.

**DEVELOPING ENGLISH LANGUAGE TEACHING MATERIALS
TO PROMOTE INTERCULTURAL COMMUNICATIVE
COMPETENCE OF LEARNERS IN BANGLADESH**

PhD DISSERTATION

BY

SHAYLA SHARMIN SNIGDHA



**INSTITUTE OF BANGLADESH STUDIES
UNIVERSITY OF RAJSHAHI
RAJSHAHI, BANGLADESH**

REVISED COPY
OCTOBER 2014

**DEVELOPING ENGLISH LANGUAGE TEACHING MATERIALS
TO PROMOTE INTERCULTURAL COMMUNICATIVE
COMPETENCE OF LEARNERS IN BANGLADESH**

PhD DISSERTATION

BY

SHAYLA SHARMIN SNIGDHA

A DISSERTATION SUBMITTED TO THE INSTITUTE OF BANGLADESH
STUDIES, UNIVERSITY OF RAJSHAHI, BANGLADESH, IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY IN ENGLISH



**INSTITUTE OF BANGLADESH STUDIES
UNIVERSITY OF RAJSHAHI,
RAJSHAHI, BANGLADESH**

REVISED COPY
OCTOBER 2014

**DEVELOPING ENGLISH LANGUAGE TEACHING MATERIALS
TO PROMOTE INTERCULTURAL COMMUNICATIVE
COMPETENCE OF LEARNERS IN BANGLADESH**

PhD DISSERTATION

BY

SHAYLA SHARMIN SNIGDHA

PhD Fellow

Session: 2009-10

Institute of Bangladesh Studies

University of Rajshahi, Rajshahi

SUPERVISOR

DR. M. SHAHIDULLAH

Professor

Department of English

and

Director

Institute of Bangladesh Studies (IBS)

University of Rajshahi, Rajshahi



**INSTITUTE OF BANGLADESH STUDIES
UNIVERSITY OF RAJSHAHI,
RAJSHAHI, BANGLADESH**

REVISED COPY
OCTOBER 2014

DEDICATION
To
My Family

DECLARATION

I declare that the dissertation entitled “**DEVELOPING ENGLISH LANGUAGE TEACHING MATERIALS TO PROMOTE INTERCULTURAL COMMUNICATIVE COMPETENCE OF LEARNERS IN BANGLADESH**” submitted to the Institute of Bangladesh Studies, University of Rajshahi to fulfill the partial requirements of the degree of Doctor of Philosophy in English is my original and independent work and investigation, except where otherwise stated (a bibliography is appended).

I further declare that this work has not been previously accepted in substance for any degree and is not being concurrently submitted for any other degree elsewhere.

(Shayla Sharmin Snigdha)
PhD Researcher
Institute of Bangladesh Studies
University of Rajshahi

CERTIFICATE

With great pleasure I hereby certify that the dissertation titled “DEVELOPING ENGLISH LANGUAGE TEACHING MATERIALS TO PROMOTE INTERCULTURAL COMMUNICATIVE COMPETENCE OF LEARNERS IN BANGLADESH” submitted by Shayla Sharmin Snigdha to the Institute of Bangladesh Studies, University of Rajshahi, Bangladesh for the degree of Doctor of Philosophy in English is an original research work done under my supervision and guidance. To the best of my knowledge, this dissertation was not previously submitted for any diploma/degree/fellowship to any other university or institute. Materials obtained from other sources have been duly acknowledged in the thesis.

This dissertation is recommended and forwarded to The University of Rajshahi, through the Institute of Bangladesh Studies, for necessary formalities leading to its acceptance in partial fulfillment of the requirements for the degree of Doctor of philosophy in English.

(Dr.M. Shahidullah)
Professor (English)
ℒ
Director
Institute of Bangladesh Studies
University of Rajshahi
ℒ
Supervisor

ACKNOWLEDGEMENT

In the process of conducting this research, I came into close contact with many people who deserve thanks and appreciation for their valued contribution. The list of individuals and institutions I wish to thank can not be accommodated in this limited space. I, therefore, would like to thank some specific ones for their support.

At first I would like to take the opportunity to express my sincere gratitude and thanks to Professor *Dr. M. Shahidullah* for his excellent and caring guidance and continuous support. As my supervisor, his inspiration and guidance had been an invaluable support for my research. I also sincerely thank him for his deep and caring concern for me as well as for my family.

I acknowledge the valued support of Professor *Md. Jahurul Islam*, Professor *Ms. Shahnaz Yasmeen* and *Ms. Mahbuba Hasina* of The Department of English, Rajshahi University with gratitude.

I am indebted to them for their suggestions and inspiration. Specially, I would like to mention *Md. Jahurul Islam* and *Ms. Shahnaz Yasmeen* for the care and affection that I got profusely and unexpectedly from them.

I thank *Mr. Samyasathee Bhowmik*, Assistant Professor of English, Rajshahi College, who extended his support to me. He did everything possible for me.

I am grateful to *Mr. Mohammad Nafiz*, *Mr. Abdus Samad Azad*, *Mr. Feroz Ibne Rahman* of English department, Rajshahi college, Rajshahi, *Mr. Rubayat Jahan* of IER, Rajshahi University, *Mr. Hamidur Rahman* and *Mr. Nayeem Al-Hasib*, faculty members of English Department, Northern University Bangladesh, for their kind cooperation.

I am indebted to *Ms. Roxana Khanom*, Assistant Professor of English Department, Govt. BL College, Khulna who has always been concerned about my weal and woe and I will never forget her inspiration for this research. I will never forget the cooperation of *Mr. Surajit Roy Majumder*, Associate Professor of English, Govt. BL College, Khulna and curriculum specialist, NCTB, who in his great personal crisis helped me a lot.

I would like to express my heartfelt gratitude and thanks to all the teachers, officials and staff of The Institute of Bangladesh Studies (IBS) for their all out cooperation and support except which it would have been hardly possible for me to finish my work successfully.

I want to thank *Mr. Monirul Haque Lenin*, Assistant Secretary, IBS and *Mr. Abdus Salam Akond* who helped me in many ways and did everything possible to help me.

I must mention the name of *Dr. Mahabubar Rahman*, former Director of IBS and Professor, Department of History, Rajshahi University, Rajshahi and his wife *Ms. Tahdina Nazneen* with great respect and gratitude who never let me think that I am alone in my distress and both of them extended their support when I needed.

I am thankful to Khulna University authority for their sincere institutional support including study leave that helped me to continue my research work and IBS authority for providing me housing facility.

I thank all my colleagues of English Discipline in Khulna University who constantly offered me co operation and inspiration in the research. Special thanks to *Dr. Ahmed Ahsanuzzaman*, Professor, *Mr. G.M. Javed Arif*, Associate Professor, *Sk. Abdullah Al Mamun*, Associate Professor and *Mr. Abdur Rahman Shahin*, Associate Professor of the discipline.

I cordially thank all my fellow research colleagues at IBS including my senior, junior and contemporary researchers for giving me time and valuable information. With this, I must acknowledge the help and sympathy I received from their wives also. Their constant care and support enabled me to live and work being in Rajshahi. I want to mention the names of *Mr. Sayem Ali Khan*, *Mr. Jahangir Alam Topu*, and *Mr. Ahmed Ali Faisal Reza*.

Finally, I would like to thank my family members for their inspiration and caring support. I am indebted to my father *Mr. Hamidur Rahman*, my mother *Ms. Hasina Rahman* and my mother-in-law *Ms. Mahmuda Khatun* for their contribution, support and encouragement. I want to express gratitude to my only brother *Asif-ur-Rahman*, Assistant Professor, Business Administration, United International University, who is younger than me but cared and helped me as an elder brother. He made things easier for me as much as possible with utmost responsibility and love. I am indebted to my son *Sameen* who had to

stay aloof from me and was deprived of my care for long 3 and half years. I will ever be grateful to my dearest friend *Fauzia* and her husband *Sajid Bhai*, who were always beside me and encouraged me.

Finally, I want to express my special thanks to my husband *Kh. Mahfuz-ud-Darain* who has all the way been a source of great inspiration in my life. He played a very important role in the journey of my research from the beginning to the end not only by supporting me financially and emotionally but also cared for my son and managed home in my absence and provided me moral support to finish this study.

Shayla Sharmin Snigdha

ABSTRACT

The idea of Intercultural Communicative Competence is a comparatively recent development in English teaching and learning, but it has already come to the centre-stage of English education. It has become important as communication among different nationals, both native and non-native has become a reality in today's globalized world. For effective communication in international settings it has become very important to know and use whatever language and mode of communication is appropriate in which culture and context of the world. So, promoting Intercultural Communicative Competence has become very important in ELT of the time. For promoting it, it is important to develop materials with focus on it.

With that end in view, this study attempts to design some English teaching-learning materials for promoting Intercultural Communicative Competence of undergraduate level students of Bangladesh with focus on politeness norms, body language, space-keeping, norms of academic and personal writing, norms of behavior in public places, customs of oral and written communication among other nationals in culturally appropriate way.

The general objective of the study has been to design and develop ELT Materials to promote intercultural communicative competence of the undergraduate students. The specific objectives have been: (1) to examine the arguments for intercultural materials; (2) to develop a checklist for selecting/adapting/ designing intercultural materials; (3) to select and design intercultural materials and (4) to examine the views of the ELT professionals about the developed intercultural materials.

The research questions of the study have been: 1) What are the arguments for using intercultural materials in language learning and acquisition? 2) What will be the principles for developing/ selecting/designing materials for improving the learners' intercultural communicative competence? 3) To what extent will the developed/ designed/ selected intercultural materials be effective in improving the learners' intercultural communicative competence?

This study reviews the literature on materials designing and development, with special emphasis on promoting intercultural communicative competence. The study then designs a pack of intercultural materials, conducts an empirical study for opinion surveys of teachers about the materials, and presents the results of the survey. It has also been found from the empirical survey that teachers are not satisfied with the materials presently used in Bangladesh and they are not good at all for developing intercultural communicative competence.

For designing materials, two separate checklists have been consulted—one for materials design and evaluation in general and another for intercultural materials. Finally, a checklist has been prepared for designing intercultural materials for the present study synthesizing those two kinds of checklists. As the idea of intercultural materials is a recent development in the field, available checklists and materials are few in number.

Fifty two lessons under seven units have been developed. Each of the units deals with a specific cultural aspect and the lessons under it elaborate the aspect focusing on different cultures and their different language practices. In each of the lessons, activities have been planned to ensure all the four basic language skills practices. The activities have been divided into three stages following the model of a reading lesson—(1) Pre-reading, (2) While-reading and (3) Post-reading activities. Each of the lessons focuses not only on the appropriate modes of communication in different foreign cultures and also in the learners' own culture with comparison of local and foreign cultures in every lesson.

The empirical survey has been conducted by using — (1) questionnaire survey, and (2) interview with teachers. The data collected from the empirical survey have been used as primary data for this research work and the data shows that majority of the teachers feel that intercultural communicative competence is very important for learners in Bangladesh and the materials pack designed in this study for this purpose will prove useful.

The developed materials have been reviewed by a few ELT practitioners, and their suggestions are incorporated to improve the materials in its present shape. They held that the designed materials reflect the life and social aspects of foreign cultures and countries, and the students will be able to develop an insight about the variation of cultures and subcultures that is required to build up intercultural awareness. The teachers also

expressed the view that the materials are more interesting and effective than the existing materials in Bangladesh and they are good for promoting ICC. They think that the materials offer sufficient scope for comparison with a balanced mutual representation of images of various cultures and help learners accomplish cross cultural ability of speaking and writing. The teachers are positive about the usefulness of the materials in teaching linguistic means as well as the formal and informal styles of communication and in ensuring practice of basic language skills. They are sanguine about the success of the materials in developing cross cultural communication skills and in teaching appropriate intercultural manners of talking and behaving. Besides, the teachers have expressed their views about some issues related to the implementation of the designed materials and the importance of achieving ICC for the students, giving focus on intercultural communication in ELT course books, providing instruments as well as teachers' personal initiatives for disseminating intercultural information in the class etc.

The dissertation concludes with the hope that if used properly the materials will help learners develop their awareness and skills in using English appropriately in intercultural settings, which is an utmost need of the recent globalized world of increased international co-operation.

CONTENTS

DECLARATION	i
CERTIFICATE	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	vi
CONTENTS	ix
LIST OF TABLES.....	xiv
LIST OF FIGURES.....	xv
CHAPTER ONE Introduction	1
1.1 Prelude	1
1.2 Statement of the Problem	3
1.3 Arguments for Intercultural Materials	5
1.4 The Thesis Statement.....	7
1.5 Research Questions.....	7
1.6 Objectives of the Study.....	7
1.6.1 General Objective.....	7
1.6.2 Specific Objectives of this research	7
1.7 Justification of the Research.....	7
1.8 Review of Literature.....	9
1.9 Key Terms Used in the Research	12
1.10 Methods of Research	13
1.11 Limitations of the Study	13
1.12 Conclusion.....	14
CHAPTER TWO Culture in English Language Teaching and the Development of the Idea of Intercultural Communicative Competence: A Comprehensive Literature Survey	15
2.1 Introduction	15
2.2 Language and Culture.....	15
2.3 Big C and Small c Culture	17
2.4 Culture in Second/Foreign Language Teaching	18
2.5 Culture and the Methods of English Language Teaching	20
2.6 Grammar-Translation and Audio-Lingual Methods & Culture.....	20
2.7 Culture in Communicative Language Teaching	21
2.8 ELT as an Acculturation into Anglo-American Culture	24
2.9 Culture in ELT and Linguistic Imperialism	26
2.10 What is Intercultural Communicative Competence?.....	26

2.11	Emergence of ICC as Resistance to Cultural /Linguistic Imperialism in ELT:	28
2.12	Dynamics in the use of English at Present and the Need for Intercultural Communicative Competence	28
2.13	Global/International English and the rise of the Concept of Intercultural Communicative Competence	31
2.14	Cultural Diversity and Intercultural Communicative Competence	33
2.15	Critical Cultural Awareness and Intercultural Communicative Competence.....	33
2.16	Linguistic (Languastructural) competence	34
2.16.1	Linguacultural competences and resources: semantics and pragmatics.....	35
2.16.2	Linguacultural competences and resources: linguistic identity.....	35
2.16.3	Translation and interpretation	35
2.16.4	Interpreting texts (discourses) and media products in a broad sense	35
2.16.5	Use of ethnographic methods.....	36
2.16.6	Transnational cooperation.....	36
2.16.7	Knowledge of language and critical language awareness, also as a world citizen	36
2.16.8	Knowledge of culture and society and critical cultural awareness, as a world citizen.....	37
2.17	Intercultural Communicative Competence and Native Speaker Competence.....	38
2.18	Intercultural Approach and Culture Sensitive Approach	38
2.19	Intercultural Materials	39
2.20	Classroom Practices for Developing Intercultural Competence.....	40
2.21	Implication of Interculturality for an English classroom.....	41
2.22	Intercultural awareness and perspectives on communication.....	42
2.23	Loveday's observation about intercultural communicative competence:	42
2.24	Ways to develop intercultural competence.....	43
2.25	Conclusion.....	44
 CHAPTER THREE Principles for Designing Materials in General and Intercultural Materials: Theory and Practice		
3.1	Introduction	47
3.2	Concepts of Materials.....	47
3.3	Justification of using these materials.....	48
3.4	Good materials.....	48
3.5	Designing and developing materials.....	48
3.6	Materials and Methods for Intercultural Communicative Competence (ICC)	49

3.7	Development in materials design research	50
3.8	Principles for Materials Development Derived from Second Language Acquisition Research:	51
3.8.1	Principle of Language Acquisition: 1	53
3.8.2	Principle of Language Acquisition: 2	54
3.8.3	Principle of Language Acquisition: 3	54
3.8.4	Principle of Language Acquisition: 4	55
3.8.5	Principles of Language Acquisition: 5	55
3.8.6	Principle of Language Acquisition: 6	56
3.9	PRINCIPLES OF LANGUAGE TEACHING AND MATERIALS DEVELOPMENT	56
3.9.1	Principle of language teaching 1	56
3.9.2	Principle of language teaching 2	57
3.9.3	Principle of language teaching 3	57
3.9.4	Principle of language teaching 4	58
3.10	CHECKLISTS FOR MATERIALS DEVELOPMENT AND SELECTION: A LITERATURE REVIEW	59
3.11	General checklist and checklist for ICC	60
3.11.1	Checklists for General ELT Materials:	60
3.11.1.1	Checklist from Brian Tomlinson (1998):	60
3.11.1.2	Checklist from Tom Hutchinson and Alan waters:	61
3.11.1.3	Checklist from McDonough and Shaw (1993)	62
3.11.1.4	Checklist from Howard and Major (2010)	63
3.11.1.5	Checklist from Freida Dubin & Elite Olshtain (1986)	63
3.11.1.6	Checklist from Ferit Kilickaya (2004)	64
3.11.1.7	A Synthesized Checklist for General ELT Materials	64
3.11.2	Checklists for Intercultural ELT materials	66
3.11.2.1	Checklist from Huhn (1978)	66
3.11.2.2	Checklist from Ferit Kilickaya (2004)	67
3.12	Checklist to be Used for Designing Intercultural Materials in the Present Study	68
3.13	CONCLUSION	71
CHAPTER FOUR Selecting and Designing Intercultural Materials		73
4.1	Introduction	73
4.2	Important Consideration for Designing this Pack of Materials:	73
CHAPTER FIVE Research Methodology for Exploring the Effectiveness of the Designed/ Adopted Materials		211
5.1	Introduction	211
5.2	Primary Concerns for the Empirical Study of this research	211
5.3	Types of Data Collected in the Empirical Study	211
5.4	Methods of the Empirical Study	211
5.5	Techniques and Instruments Used in the Empirical Study	212

5.6	Preparing Questionnaire for the Questionnaire Survey	212
5.7	Detailed Description of the Questionnaire	213
5.8	The Categories of the Questionnaire and the Question nos. against them	214
5.9	Stages of the procedure of Questionnaire Survey (QS).....	216
5.10	Instruments for the Key Informants' Interview (KII).....	216
5.11	Stages of the procedure of Key Informants' Interviews (KII).....	216
5.12	Questions Discussed in the Interviews	216
5.13	Issues that came up in the Interview Questions about ICC	217
5.14	The KII questions were also categorized in compliance with the criteria of ICC:.....	218
5.15	Sampling Plan for Questionnaire Survey	219
5.16	Sampling Plan for Key Informant Interview	220
5.17	Administration of the Teachers' Questionnaire Survey	220
5.18	Administration of the Key Informants' Interview	221
5.19	Processing and Analyzing the collected Data.....	221
5.20	Conclusion.....	221
CHAPTER SIX Presentation of Results of the Empirical Study		222
6.1	Introduction	222
6.2	Results of the Questionnaire Survey	222
6.3	Question-wise results of survey.....	223
6.4	Overall results of the Questionnaire Survey at a glance:.....	231
6.5	Results of Section-3 of the Questionnaire Survey	233
6.6	Data Collected from the Key Informant Interview (KII)	235
CHAPTER SEVEN Interpretation of Results of the Empirical Study		265
7.1	Introduction	265
7.2	Interpretation key.....	265
7.3	Interpretation of item-wise results of the questionnaire survey is presented in the following table:	265
7.4	Discussion of the Results of the Questionnaire Survey.....	267
7.5	Question-wise interpretation of the results of Section 2 of the Questionnaire survey.....	268
7.6	Question-wise interpretation of the results of Section 3 of the Questionnaire survey.....	272
7.7	Aspect-wise interpretation of the results of the Questionnaire Survey and Interview	273
7.8	Theme based discussion of the Major findings	283
7.9	Conclusion.....	289
CHAPTER EIGHT Recommendations and Conclusion		290
8.1	Introduction	290

8.2	The Main Points of the Study	291
8.3	A Brief Summary of the Chapters	291
8.4	Implications of the Study.....	294
8.4.1	Implications of the Findings for Materials Design	294
8.4.2	Implications for Syllabus Design	295
8.4.3	Implications for Methodology.....	295
8.4.4	Implications for Testing.....	296
8.5	Research questions revisited.....	296
8.6	Review of the Research Objectives and the Study Outcome	298
8.6.1	Objective One.....	298
8.6.2	Objective Two.....	299
8.6.3	Objective Three.....	299
8.7	Presentation of major findings of the Thesis	300
8.8	Recommendations	300
8.9	Contribution of the Thesis	303
8.9.1	Contribution to theory	303
8.9.2	Contribution to Practice	304
8.9.3	Contribution to Methodology.....	305
8.10	Opportunities for Further Research	305
8.11	Conclusion.....	305
	Bibliography.....	307
	Appendices	317

LIST OF TABLES

Table 6.1	: Results of Question No. 1 of the Questionnaire Survey.....	223
Table 6.2	: Results of Question No. 2 of the Questionnaire Survey.....	224
Table 6.3	: Results of Question No. 3 of the Questionnaire Survey.....	224
Table 6.4	: Results of Question No. 4 of the Questionnaire Survey.....	224
Table 6.5	: Results of Question No. 5 of the Questionnaire Survey.....	225
Table 6.6	: Results of Question No. 6 of the Questionnaire Survey.....	225
Table 6.7	: Results of Question No. 7 of the Questionnaire Survey.....	226
Table 6.8	: Results of Question No. 8 of the Questionnaire Survey.....	226
Table 6.9	: Results of Question No. 9 of the Questionnaire Survey.....	227
Table 6.10	: Results of Question No. 10 of the Questionnaire Survey.....	227
Table 6.11	: Results of Question No. 11 of the Questionnaire Survey.....	227
Table 6.12	: Results of Question No. 12 of the Questionnaire Survey.....	228
Table 6.13	: Results of Question No. 13 of the Questionnaire Survey.....	228
Table 6.14	: Results of Question No. 14 of the Questionnaire Survey.....	229
Table 6.15	: Results of Question No. 15 of the Questionnaire Survey.....	229
Table 6.16	: Results of Question No. 16 of the Questionnaire Survey.....	229
Table 6.17	: Results of Question No. 17 of the Questionnaire Survey.....	230
Table 6.18	: Results of Question No. 18 of the Questionnaire Survey.....	230
Table 6.19	: Question-wise Result of the Questionnaire Survey.....	231
Table 6.20	: Result of the Question no. 1 of Section 3.....	233
Table 6.21	: Result of the Question no. 2 of Section 3.....	233
Table 6.22	: Result of the Question no. 3 of Section 3.....	233
Table 6.23	: Result of the Question no. 4 of Section 3.....	234
Table 6.24	: Result of the Question no. 5 of Section 3.....	234
Table 6.25	: Item-wise Results of the Questionnaire Survey	265

LIST OF FIGURES

Figure 2.1	: Byram's model of foreign language teaching.....	18
Figure 2.2	: Second –language speakers of English (in thousands) (* indicates a large number of L1 English speakers)	29
Figure 2.3	: English as an international lingua franca: traditional export-import model .	30
Figure 2.4	: English as an international lingua franca: post modern/globalised model ...	30
Figure 2.5	: Byram's model of ICC.....	34
Figure 3.1	: Framework of Language Learning	70

CHAPTER ONE

Introduction

1.1 Prelude

English has emerged as the leading international language of the present time. There is no denying the fact that learners should know English to cope with the realities of life of the time. However, Bangladesh faces multifaceted problems in the teaching and learning of English. Tests, experiments and surveys have been done to find out a sustainable solution to the problems; from the former Grammar-Translation to the recent communicative method, various methods have been proposed and somewhat tried, but no significant change has as yet been visible in the learners' learning outcome in the country. It is, therefore, necessary to examine the developments in theories and practices in different areas of language teaching such as syllabus and materials design and also the context sensitivity of those developments.

Like other areas of English Language Teaching (ELT), materials selection, evaluation, adoption, adaptation and design are important areas of ELT. Materials play a major role in teaching and learning. Effective teaching and learning of English depends largely on effective, interesting and engaging, learner-centred materials. It is materials which help implement a syllabus and largely help attain the course objectives. So, effective materials are very important. It was for this reason that a vast body of literature is available on materials selection, evaluation and design. Materials have been produced both centrally (i.e. by English speaking countries) and locally (i.e. in the outer circle and expanding circle). Plenty of materials are available today but all of those are not equally effective, and they do not suit the specific needs, the target needs and learning needs, and the contextual realities of a country, or the demand of intercultural competence, a special need of the time.

Among other things, the cultural aspect in materials also is an important aspect, which has been largely neglected in materials selection, evaluation and design. There have been arguments for using authentic materials which traditionally meant materials written by native speakers or appropriate for native speaker culture and acculturation model was the fashion in ELT. However, things changed significantly in the 1990s and an argument was

developed for culture and context sensitive materials. In recent times, however, the argument is for intercultural materials, as today Communicative Competence also means Intercultural Communicative Competence in the global realities of the time when English is used both locally and globally as a Foreign or Second language and at the same time, as an international language. When communicating with foreign nationals, it is important to have some ideas about their culture; otherwise effective communication might not take place. This study develops an argument for intercultural materials.

According to Kramsch (1993), cultural awareness must be viewed both as enabling language proficiency and as being the outcome of reflection on language proficiency. A recent development in Materials design argues for intercultural materials as being very useful for English teaching and learning. The present study is an attempt to design materials to promote intercultural communicative competence of learners in Bangladesh.

The term ‘Inter-Cultural materials’ refers to materials that connect the local, regional and the global. It is the kind of materials that encompasses materials from heterogeneous cultures and introduces the aspects of other cultures along with the learners’ own culture; it helps learners to discover others’ cultures.

The term ‘Intercultural Communicative Competence’ has been coined in recent times to mean appropriate communication among people from different cultures of the world in the present realities of a globalized world. Intercultural communicative (IC) competence has five significant aspects, which are—1) knowing self and the other, 2) knowing how to relate & interpret meaning,3) developing critical awareness,4) knowing how to discover cultural information,5) Knowing how to relativize oneself and value the attitudes and beliefs of others. (Corbett, 2010).

Practically interculturality and its feasibility in an English classroom are current issues for discussion. Use of cultural materials in class helps encourage students to reflect on their own culture and establish a “sphere of intercultural” communication (Kramsch, 1993, McKay 2002).

The argument for using inter-cultural materials in language learning or acquisition emphasizes that, contact with intercultural materials of the target language may create opportunity for the ESL/ EFL learners to progress in their competence. The learners’

experience of the encounters may work in two ways; it influences their disposition to the target language and it stimulates their attitude to the process of language learning. Inter-ethnic contact also influences L2 learners' motivated behavior, that is, it influences the energy and effort students are willing to put into learning the L2.(Dornyei and Csizer, 2005).

The materials that are currently available, focus on skills only, the intercultural competence has been neglected. So, materials with a new focus on Intercultural communicative Competence will be the major focus of the study.

1.2 Statement of the Problem

One of the problems related to ELT in Bangladesh is the deficiency or inadequacy of the existing ELT materials and its underlying methods which, presumably, is one of the reasons for the learners' low proficiency in English in the country. (Haque, 2006, BPSC report in Shahidullah 2002). Most of the students can not speak well or write with syntactic, semantic and spelling accuracy, nor can they read and listen effectively, though they are taught English from the very beginning of their academic life. Lack of motivation and inadequate aptitude of critical thinking and analyzing skills are among other factors that hinder the expected proficiency outcome.

The materials that were used previously were mostly centrally produced, which means the native English speaking countries and the cultural component in the materials was largely Anglo-American or Western-European, and hence it served the colonial purpose to acculturate EFL/ ESL learners into Western Cultural norms and values. The textbooks were written mostly by the native-speakers who, consciously or unconsciously, transmitted the views, values, beliefs and attitudes of their own English-speaking society (Alptekin, 1993). Prodromou (1988) argues that when "both the materials we use and the way we use it are culturally alienating, then inevitably, the students switch off, retreat into their inner world, to defend their own integrity" (cited in Zakaria, 2009).

Need to communicate lies at the heart of any language learning. This involves not only communicating within the classroom but, ultimately, in the real world outside. Many researchers now think that familiarity with the contents of teaching materials facilitates foreign language acquisition and unfamiliarity with them obstructs learners from comprehending textual information and active involvement in activities, which ultimately hampers language acquisition. (Johnson 1982; Nunan 1985; Carrell 1987; Hinds 1984,

cited in Huda 2003). It can be said that learning English language in a context which is not related to the culture of the users of it will not only be difficult for the learners, but may also remain as an unattainable goal at the end. The learners need to know the real situations where the language sequences may occur; they need to be familiar with the life and culture of the people who speak in that language and to be aware of the etiquettes and norms inherent in that language if they want to make a meaningful communication in it. Otherwise the language learning and practice will be minimized into a communication in the classroom that will fail to enable the learners to be adept in a real-life communication. Obviously, the objective of a language teaching-learning program is much broader than that. Rubdy (2003) suggests that the ELT materials must also take into account students' long-term goals and entail not merely teaching them 'how to learn' within classroom settings but also enable them to take advantage of any opportunity to learn outside the classroom and communicate with confidence despite difficulties.

Materials have also been produced locally, and these localized materials deal with local culture, which also proves too narrow for the present demand of global communication. Hence, an awareness of different cultures and the practical skills to communicate in international setting is essential for intercultural communication. Materials, therefore, is a very important area, which should be developed to cater for this demand of the time.

It is assumed that if culture sensitive and localized ELT materials are used, the learners will 'feel psychologically sound and motivated to use the new language to describe their own culture' and while using these materials, they will not lose their cognitive faculty in processing the linguistic data to extract meaning from the unfamiliar contexts (Huda 2003). But in the present global world, there is little chance to be content with the localized materials and information.

Since English is accepted as the medium of communication in the globalized world, negotiation and dealings have become important both at home and abroad. So, a good command of English and culturally acceptable communication in cross-cultural setting is crucial for the educated generation.

Therefore, a need of the time is to focus on the intercultural perspectives in cross-cultural communication, for which designing effective materials with focus on this aspect of communication is essential in the changed situation of the world.

1.3 Arguments for Intercultural Materials

In the present Global context it is argued that English is needed to be acquired rather than learned or there should be provisions for both. To facilitate acquisition, materials can play an important role. Wilkins (1976) argues that in foreign language situations, when there is no scope for exposure in the socio-cultural context, reading and listening can provide the best sort of exposure. It is therefore, very important to develop interesting materials for both formal and informal reading and listening. Some extra-formal environment or materials are needed that provides motivation beyond the classroom and textbook.

Two major issues in contemporary discussion of English are, 1) the global spread of English and 2) development of its regional and local varieties. They are two sides of the same coin and one can not be separated from the other. With the reality of the global spread of English as a multinational and multicultural language it is important to fully recognize and address various 'ramifications stemming from the internationalization of English' because it is a 'self-expressive language for international purposes' (Honna, 2010). Study of English has also been a part of higher education in the sub-continent for a long time, but it was basically the study of British and, partly, American literature with little or no emphasis on English of everyday communication, situational, notional-functional English or the English that people need today for business, and professional purposes and for science and technology, though there is a shift towards these in recent times (Haque, 2006).

The impact of global spread of English is seen everywhere in the world. In the native English speaking countries, English is used as a first language and in most of the non-native English speaking countries, it is used as second or foreign or official language. In more than hundred countries, English is taught, learned and used as an international language. It does not ensure the transplantation of American English or British English throughout the world. Most countries of the world, have adopted it as their own language. Bangladesh according to Kachru (1988) is a 'periphery' country in the English speaking world. Many speakers in the periphery use English as the first or dominant language; others may acquire it simultaneously with one or more local languages and may display equal and native proficiency in them all. (Canagarajah, 1999). Nonnative speakers of English use it more with nonnative speakers (NNS) from other countries than with native speakers. Under these circumstances, NNS outnumber NS. In a time when English has its

supreme swing, the more the language is localized the better will be the outcome and the best way to do that is the incorporation of the cultural aspects from around the world and ‘intercultural literacy could be taken as a pedagogical response to the demands of diversity management of English across cultures (Honna, 2010).

In comparatively recent times, another argument has been developed for culture sensitive materials which demands that learner’s culture, not the native speaker’s culture, should be used in the ELT materials. In the mainstream ELT, learning of target language culture had been considered essential, as a language can not be separated from the culture of its native speakers (Byram, 1986, Sapir-Whorf hypothesis etc.) At the same time, it is also true that familiarity with cultures facilitates language teaching and learning (Byram, 1986, Huda, 2006). Arguments are there in support of using indigenous culture materials in language learning that says, at the beginning, locally produced materials will mostly be used because the cultural content of language teaching materials should be familiar to learners, otherwise it might be unintelligible, and may not prove useful for engaging learners meaningfully in learning process (Shahidullah, 2000, cited in Huda, 2006). Incorporation of foreign culture in the ELT materials has been recommended for the learners of advanced stage like at university or higher study level;

From primary to secondary level or at best up to higher secondary level, the EFL or ESL learners can be restricted to the use of the ELT materials that are based on their own culture, but at the university level or higher education level they should be encouraged to use materials based on foreign cultures. (Huda, 2006).

But intercultural materials can go on with culture-sensitivity. Interculturality is an active process of interchange, interaction and cooperation between cultures recognizing and emphasizing their similarities and considering and valuing the cultural diversity as an enriching element which is essential in today’s world reality. It covers the international or universal culture. In all domains of communication, i.e. writing, reading, listening and speaking—learner’s familiarity with the culture of the other languages is needed. If the language learners have a frequent access to English TV& radio channels, newspapers, magazines, journals etc. that represent the culture of the native language as well as of other nations or ethnic groups, their communicative skills in English might be enhanced. The reason behind this is that they would be then exposed to a broader spectrum of English language use and would have to use various functional, notional and situational English.

1.4 The Thesis Statement

It can be assumed that if learners use the intercultural materials, they will be able to communicate appropriately in cross-cultural settings of a globalized world today.

1.5 Research Questions

As this study will be basically concerned with materials design, it intends to examine the following research questions in some depth:

1. What are the arguments for using intercultural materials in language learning and acquisition?
2. What will be the principles for developing/ selecting/designing materials for improving the learners' intercultural communicative competence?
3. To what extent will the developed/developed/selected intercultural materials be effective in improving the learners' intercultural communicative competence?

1.6 Objectives of the Study

1.6.1 General Objective

To design and develop ELT Materials to promote intercultural communicative competence of learners in Bangladesh. Focus will be on the undergraduate level learners in the country.

1.6.2 Specific Objectives of this research

- To examine the arguments for intercultural materials;
- To develop a checklist for selecting/adapting/designing intercultural materials;
- To select and design intercultural materials;
- To examine the views of the ELT professionals about the developed intercultural materials

1.7 Justification of the Research

There is no denying the fact that motivated learning behavior is very important for any learning. In ELT, both centrally and locally produced materials are being used. In the 1990s and also in the present decade of the 21st century, there has been an argument for locally produced, culture and context sensitive materials. Though some non-formal tools are being introduced for the school curricula, the inclusion of inter-ethnic, inter-cultural materials was never thought of. Moreover, materials that seek to promote communicative competence for international settings and global audience has become the need of the

time; but there is hardly any material available in the subcontinent that can help attain this goal. The present study proposes to do that.

Effective materials can change the learning behavior and learning outcome. It may add a new dimension to research in ELT in Bangladesh. Learners may be curious about the culture oriented texts, and classroom activities that can impart knowledge about different cultural facts and develop skills for effective communication in diverse cultural contexts. This study will better equip learners to communicate appropriately in global settings.

This study tries to develop materials to prepare learners for communicating in international settings or with people from different cultures, contexts, and nations for business and commerce, for education and for all sorts of purposes.

It is true that, achieving linguistic efficiency and accuracy is not enough for understanding and using the language completely and effectively. Knowledge about the signs, symbols, mode of speaking and behavior of a community is essential for those using that language. For example, communicating in English in Singapore demands some basic knowledge of the conversation and salutation norms, intonation, and body language and so on. in Singapore; otherwise, there are ample chances of being rude or misunderstood by them. No matter how they are used in the birthplace of English language like England, North America or other 'centre' countries, norms of speaking and writing, whether they are personal, official or academic, vary from culture to culture. So, learners, sojourners, travelers, traders and other professionals of the present day need to be conscious and habituated to the multi-cultural modes of communication in cross-cultural settings. A citizen is communicatively competent for the global world when s/he has achieved intercultural communicative competence. To achieve this competence, it is very important to use intercultural materials in ELT.

As English has now been termed as the 'global language', people of the whole world use it for communication for varied reasons. Countless variations of English exist these days. To keep pace with this change, English language learners, whatever their purpose be to learn, should be well aware of these variations so that they can easily fine-tune themselves with these varieties and, communicate successfully without being rude.

Comparing cultures and understanding ‘the other’ are the major issues in developing intercultural awareness and intercultural communicative competence. They are equally important in selecting, developing and designing teaching materials for achieving the awareness and competence. Materials will be designed in such a way that students find them interesting and motivating to learn about culturally appropriate ways of communication in intercultural communication. Choosing movies, music and songs, comics, computer games etc. can be helpful here (Cheung, chi-Kim, 1999). In other words, it will open the scope for students to be knowledgeable and curious about other important cultural facts of the people they are likely to interact with; it is not necessary that they will know everything about some culture(s) or about all cultures, but they need to be familiar with some issues which will help them understand, explain and better communicate with other nationals.

1.8 Review of Literature

In Bangladesh, originally English literature (produced by the English people) and grammar-translation were used for English teaching. Target culture was English culture. Then there has been an argument for culture-sensitive materials in the 1990s. But in the global context this is an age-old issue and since the mid to late 1980s, a number of teachers and educationalists have been arguing for ‘intercultural approach’ to second and foreign language learning. A vast body of literatures is available on this issue. Here I shall make an attempt to review some of the relevant literature and try to find out justification of the present study in Bangladesh.

J.Galtung (1971) develops multidimensional model that posits equal influence for multiple channels of center influence. In an underlocking, cyclical process, politico-economic dominance sustains mass media, technology, popular culture, education, transport and other domains of ‘center’ superiority.

hooks (1989) theorized the appropriation of hegemonic discourses for the development of an independent voice in relation to the African-American community’s problems in the dominant discourses. She says that it should be done by ‘talking back’; by resisting the dominant discourses that one creates a space for one’s voice within the discourse. In order to ‘talk back’, one must understand and engage with the rules of dominant discourses. This is in fact, a process of bringing vernacular values to critically inform and reconfigure

mainstream discourses. While ensuring communication with the mainstream by using the conventions and linguistic rules valued by them, one attempts to challenge, reform, and expand their rhetoric by bringing in the vernacular discourses. Her argument is, then, against context-sensitivity when she suggests the inclusion of materials from the ‘dominant discourses’.

But Appadurai (1994), has argued that the geopolitical relationship is ‘messy’, with many ironies and paradoxes. For example, the periphery today displays a drive for technology and industrial production that surpasses the center. Appadurai, therefore, constructs a dynamic model which assumes disjuncture as a constitutive principle, adapts ‘a radically context-dependent’ approach. She advocates for context-sensitivity.

Corbett (1997), clearly explains how intercultural competence can help a language learner to become a competent speaker and hearer of another linguistic code so that s/he can act like a mediator between cultures or as a cultural diplomat.

Canagarajah (1999) has explained that ELT methods, as they are currently defined and practiced, stifle reflexivity and negotiation as they enforce a partisan set of values, thought process, and learning strategies as the norm. The emergent post-method movement however, liberates learners and teachers from the ‘totalizing control of methods’ and encourages them to develop the reflexive approach in order to construct pedagogies suitable to their respective contexts. So, he says, it offers a scope for developing a ‘context-sensitive and culture-specific’ approach to language teaching that deals with the problems of center/ periphery inequalities in pedagogical transfer. Then the most important thing, he says, that it challenges the bases of center expertise. It will potentially enable periphery teaching communities to conduct language learning in terms that are relevant and effective to their socio-cultural context. In brief, he suggests reflexive and negotiable practice in ELT.

Pennycook (2001) has strongly proposed to resist the cultural hegemony of the center by developing homogeneously produced cultural materials for ELT in *Critical Applied Linguistics: A Critical Introduction*.

Tomlinson (1998) provides an overview of many of the tenets and basic principles of L2 acquisition that are currently relevant to an understanding of what good materials, as well

as principled judgments about them, should contain. He values materials on the basis of their effectiveness in encouraging learners to make discoveries for themselves through self-investment, through intellectual, aesthetic and emotional engagement with authentic input, through sensitivity to learners' readiness to learn, supported by opportunities for genuine interaction and purposeful communication.

Tomlinson puts emphasis on the property of the ELT materials that will involve the learners in decision-making and bestow them with sufficient control over the meaning and interactions that are generated in the classroom using those materials. If so, they will be able to use their learning in different contexts and cultures.

Saraceni (2003) points out that there is a great need for materials which promote learners' empowerment and enable learners to express themselves in a foreign language rather than simply communicate. Learners need to be able to use the target language in the same way as they would use their native language. This also involves achieving the same aims and reaching a deeper understanding of the differences between the two languages. Language learning should mean achieving a deeper understanding of different cultures, including the learner's own culture, rather than focusing on the stereotypes.

Cunningsworth (1995), holds that thematic approach to syllabus design may benefit the students in two ways; firstly, by increasing motivation to learn and to use the language when they are concentrating on interesting subject matter and secondly the shaping of the learners' opinions and attitudes by covering the 'hidden curriculum'. Sensitive issues such as stereotypes, 'sanitized' versus uncomfortable social realities (Sheldon 1988), discrimination and cross-curricular aspects, are given credit and space in the evaluation checklists. As Cultural studies are gaining rapid popularity, the comparative cross-cultural element will surely become an established criterion for coursebook selection in many ELT contexts: 'Cross-cultural understanding is a truly educational value that should be espoused by the ELT profession. This requires a fresh approach to content in published materials' (Pulverness 1995).

McDonough and Shaw (1993), holds that paying attention to context, roles and topics, may give rise to 'cultural' errors. For that reason, they prefer 'handed' materials. They apprehend that teachers writing their own materials can be time consuming and not necessarily cost-effective, let alone the risk of their being less effective. They prefer the

materials produced by the target-language coursebook producers as they are comparatively safer.

Yassine (2006) supports incorporation of intercultural elements. He asserts that the recent trends in FLT with the reality of the worldwide developments in matters of globalisation, cross-cultural exchanges and the laws of international communication are oriented towards an intercultural perspective. It is claimed that intercultural learning would foster and help to increase international and cross-cultural tolerance and understanding.

Csizer and Kormos (2008) are very logical in saying that by contact with inter-cultural materials second or foreign language learners can be benefited much specially in a monolingual country. They have done an experimental study on some school-age children in Hungary. Considering the similarities in geopolitical situation and language learning setting to Hungary their model can be tested in the context of Bangladesh.

The review of existing literature available shows that intercultural communicative competence is the demand of this time and to achieve that, intercultural ELT materials are essential. Experiments are going on in this regard but no full package of materials had yet been developed to serve the pedagogical purpose in Bangladesh; nor has any intensive study been done to examine the effectiveness of the inter-cultural materials in Bangladesh. The present study is an attempt to fill in this gap.

1.9 Key Terms Used in the Research

Center – periphery paradigm: ‘Center’ refers to the technologically advanced communities of the West which sustain their material dominance by keeping less developed communities in periphery status. Significant among the center nations are the traditionally ‘native English’ communities of North America, Britain, Australia, and New Zealand. The term ‘periphery’ will be used to refer to those communities for whom English is of post-colonial currency (Canagarajah, 1999). In this research this definition will be used.

Intercultural: Intercultural is a state that covers the aspects of more than one culture. It refers to an active process of interchange, interaction and cooperation between cultures in which their similarities are emphasized and diversities considered as an enriching element. When more than one cultural aspect is dealt with effectively and meaningfully in the same space with reciprocal transactions among them, it can be called intercultural.

Intercultural Materials: It refers to the materials that focus on features of various cultures that are diversified and distinct even sometimes opposite to each other. Literatures, Newspaper articles, Television programs like Dramas, Musical programs, Talk Shows, Interviews, Comedy Shows, News Bulletins, etc. that reflect different and multiple cultures are meant as intercultural materials.

L2 or Second Language: The language that a community uses for their intercommunity communication simultaneously with their Mother tongue or First Language.

1.10 Methods of Research

As this study will be of Evaluation and Design type in nature, its main focus will be on evaluation and design of materials. The study surveys opinion for evaluation of existing materials and afterwards to evaluate the developed materials and surveys literature to develop checklist for designing intercultural materials.

The major methods employed in the study will be-

- 1) Library research to develop the argument for intercultural materials and developing two separate checklists for designing general and intercultural materials
- 2) Selection and design of intercultural materials by referring to the checklists
- 3) A Questionnaire survey for evaluation of the both existing and the new materials developed
- 4) Key Informants' Interview to evaluate te new materials developed

Note: Details about methodology are presented in chapter -6

1.11 Limitations of the Study

In this research intercultural ELT materials will be developed and designed with an aim to promote the intercultural communicative competence of the learners of Bangladesh. Some of the materials will be introduced and discussed in an FGD and it will be followed by a survey to know the opinion of the respondents about those materials. A larger sample size or a wider study area could have made the research more authentic. But time limit and lack of access to respondents has compelled the researcher to restrict them to Khulna and its adjoining areas. However, they have been selected with the hope that those respondents will represent the different types of responses to the intercultural materials in a Bangladeshi setting because the institutional pattern of the academic institutions in Bangladesh is, more or less, the same.

1.12 Conclusion

To face the challenges of the millennium and to integrate Bangladesh to the global capital, the country needs to be prepared in every aspect. Bangladesh is one of the least developed countries of the world but it has greatest strength, its human resources. To produce good human resources, communication and good command of English is indispensable; for that it is essential to develop English language skills, with intercultural communicative competence. This research is meant to cater for these. If the students and teachers use the materials produced in this study, the new dimension in English Language teaching-learning, known as intercultural communicative competence, will produce graduates who will be better prepared for effective cross-cultural communication.

CHAPTER TWO

Culture in English Language Teaching and the Development of the Idea of Intercultural Communicative Competence: A Comprehensive Literature Survey

2.1 Introduction

This chapter tries to examine the various aspects of culture and discusses their importance in language teaching and learning. It also elaborates how and in what ways culture has been integrated in methods and materials of ELT and became an important aspect of these. Finally the chapter provides an overview of the recent developments in the thoughts and practices of developing culture-sensitive materials in ELT, with awareness of the different modes and conventions of communication in other contexts and cultures.

This chapter also defines Intercultural Communicative Competence and provides a background to the development of this concept in ELT and its emergence as an important area of ELT. It discusses how the changes in global scenario of international communication in English require an emphasis on ‘Intercultural Communicative Competence’ now and explains the emergence of this idea. It also discusses the other competences included in ICC. The chapter elaborates the related notions in detail and discusses the nature of materials that can help develop ICC. Intercultural Communicative Competence (ICC) is a very recent development in Teaching English as Second / Foreign Language (TESL/TEFL). But it is a commonly used term of the time in ELT that refers to a distinct set of ideas developed as the consequences of the Postcolonial reality. ICC is being discussed extensively in ELT from various perspectives. It is meant to decrease the cultural misunderstanding in communication among nations of the world, to reduce disparagement to ‘others’.

2.2 Language and Culture

Culture is related to communication and expression and language is the medium of communication within a community, which is the most visible and available expression of the culture of that community.

Relation between language and culture is a seamless one that gives rise to the similar paradoxical metaphor of “Egg first or chicken?” to decide whether language is the reflection of culture or vice versa. The two are so intricately interwoven so that one

cannot separate the two without losing the significance of either language or culture (Brown 1994:164, in Cakir 2006). To learn a language means to learn the culture of the people who use that. To speak a language well, one has to be able to think in that language, and thought is extremely powerful (Tang 1999). The language can be thoroughly comprehensible only when the cultural context is understood as language is rooted in the context and understanding of the language is impossible without constantly relating it to the culture in which it is operative (Byram 1994; Malinowski 1923).

Teachers, trainers, critics and educationists are arguing since the 1970s that unless the basic cultural information are present in the curriculum, the language acquisition will remain only a 'fool's competence'. Kramsch (1993) points out...

"If...language is seen as social practice, culture becomes the very core of language teaching. Cultural awareness must then be viewed as enabling language proficiency ... Culture in language teaching is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing".

Knowing its grammatical, phonological and lexical rules does not ensure the complete understanding of a language; it involves the knowledge of the aspects and norms of the culture that the language reflects. International communication involves communicating interculturally, which involves creation of situations to encounter factors of cultural differences. Such kind of differences exist in the distinct features of every language such as the place of silence, tone of voice, appropriate topic of conversation, and expressions as speech act functions (e.g. apologies, suggestions, complains, refusals, etc.). As a result, the presentation of an argument that sounds fluent and elegant in one culture may be regarded as clumsy and circular by members of another culture. (Smith 1985:2, *ibid*)

For this reason, without the study of culture, foreign language instruction is inaccurate and incomplete (Peck 1998). But it takes time to achieve the competence of using a language in a culturally appropriate way; Sellami (2000:4) refers to it as "a lifeless endeavor" and culture teaching needs to be incorporated in language teaching. According to Lessard-Clouston (1997) language teaching is culture teaching (cited in Marilyn Fleet 2006). Sapir (1962) and Whorf (1956) did a remarkable job introducing the concept of "Linguistic Relativity" by their hypothesis. The world-famous theory postulated that, a) we perceive the world in terms of categories and distinctions found in our native language and b) what is found in one language may not be found in another language due to

cultural differences. (cited in Genc & Bada 2005). This hypothesis assumes a close relationship that exists between language and culture and it is culture that shapes and determines language. A language only expresses those aspects that the language community believes and practices in its lives i.e. its culture.

2.3 Big C and Small c Culture

A question is asked worldwide with a discomfort by the learners, teachers, materials designers, critics, academics and also by politicians and policy-makers of ELT is, whose 'culture' should speak throughout the pages of the course books-- the teacher's, the learner's, or the materials writer's?

The concept of the word culture is no more a limited or dogmatic one. It has spread its influence to all the ways of life so far that at present it needs to be stratified in many ways. Most popular among them is the stratification into 'big C' and 'small c' culture. 'Big C' have been identified as 'achievement culture' (literature, art, music, artefacts etc.) really conforms to the previous idea about it and remains as it is, while 'small c' culture which means 'behavior culture' has been broadened "to include culturally-influenced beliefs and perceptions, especially as expressed through language, but also through cultural behaviors that affect acceptability in the host community" (Tomalin & Stempleski 1993).

"In our view, the study of culturally-influenced behavior should arise out of the language material being studied, but should nevertheless be clearly identified and systematically treated as a regular feature of the language lesson." (Tomalin & Stempleski 1993).

Cultural diversity is needed to be practiced in the classroom and the learners' 'home culture' may ensure a therapeutic and important resource. In other words, for launching a successful ESL or EFL program, a teacher need to carefully select the ELT materials that cover heterogeneous culture— the target language culture, the 'home culture' of the learners and also other cultures of the world where the target language is used as FL or SL. That will enable the learners

- to have idea and practice on the real-life situation of those cultures outside of the class, so that they can identify, share and compare them
- to convey the messages inherent in them, and
- thirdly, to get informed about the diverse cultures.

A blend of big and small c culture in the ELT materials enables the learners perceive the diverse use of the language in different contexts. A juxtaposition of these cultural elements might make the lessons interesting to learners by increasing their insight and inquisitiveness and that motivated learning is really important for any kind of learning. Intercultural approach to ELT basically addresses the above mentioned objectives. So, for creating an interesting, and effective language learning atmosphere, it is essential to attempt for ‘intercultural communicative competence’. In that approach it is kept in mind that the learners are proficient L1 users and ‘inheritors of a rich culture’ (Corbett 2003). Celebrating ‘cultural diversity’ acknowledges the learners’ potentials.

2.4 Culture in Second/Foreign Language Teaching

Culture is overtly included in any Second/Foreign (SL/FL) language curriculum and by teaching a language...one is inevitably already teaching culture implicitly.(McLeod 1976). Byram (1989) stresses on the necessity of integrating language and culture teaching during the entire process of language teaching. He develops a model that emphasizes on language awareness, cultural awareness and cultural experience for foreign language teaching.

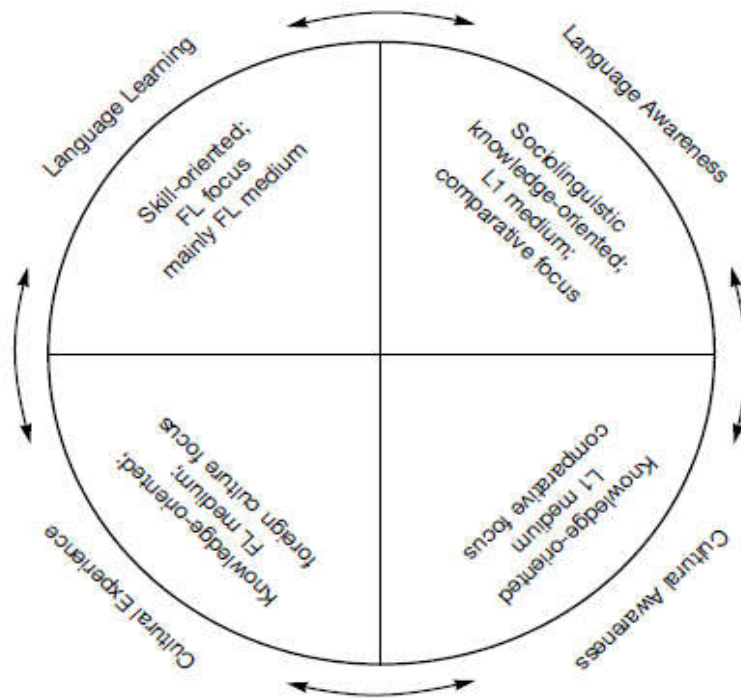


Figure 2.1: Byram's model of foreign language teaching

Culture or cultural components are intricately connected with the second/foreign language learning syllabi. Scholars and thinkers in ELT are united on the point that without understanding the cultural information inherent in it, it is hardly possible for a learner to acquire the language. Lessard-Clouston (1997) believes that, as some teachers think, the introduction of culture in language teaching is very recent. It is not actually true. Even the earliest method, the Grammar-Translation method was planned in such a way that learners will learn the second language as well as the civilization through the classics or masterpieces of that language. But they essentially reflect the culture of that civilization.

Pulverness (1996) notes, 'Throughout the 1970s and much of the 1980s, syllabus design and materials writing were driven by needs analysis, and culture was subordinated to performance objectives'. The integration of cultural components was felt inevitable after 1970s and from then on, cultural information is being thought as an inevitable component of language acquisition programs. Since the mid 1980s, 'intercultural competence' has been a buzz-word in the arena of SLA and FLA (Second and Foreign Language Acquisition). It is true that with the incorporation of 'culture' into English language teaching syllabus, and the concept of language learning or acquisition, the entire focus in English teaching has changed significantly. With the integration of intercultural materials it has got a kaleidoscopic view of the changing patterns of the world politically, sociologically, psychologically and also philosophically. English is taught as the most agreeable medium of global communication. The concept of 'intercultural communicative competence' emerges as important fact of language learning in the context of 'global English'.

Use of language is controlled by the social and cultural values of the community in which the language is used and it is considered as a social and cultural phenomenon. Every culture has its own norms and values that differ from other cultures and they are reflected in the norms of expression and conversation it uses. Therefore, conflicts may arise when people encounter different cultural context. Eventually, problems may occur if the norms of communication in different cultures are not known.

To solve this problem, it is essential for the learners to know about the cultural norms and culture-specific behaviors and use of language before using that language to communicate with the members of that culture. Incorporating the culture knowledge and information and creating a cultural awareness among the learners of that language will be useful and valuable for them.

2.5 Culture and the Methods of English Language Teaching

Pedagogically and commercially, ELT is the most powerful and prominent school in the universe of language learning and teaching; its immeasurable ramification and ever-expanding border acclaims deeper examination regarding the place and importance of culture-input in the curricula. Culture cannot be separated from language, and from linguistic competence and pedagogy because it is ‘something learned, transmitted, passed down from one generation to the next, human actions, often in the form of face-to-face interaction, and, of course, through linguistic communication’ as Duranti (1997) defines. Sociolinguists have explained the idea sufficiently. Though culture was inherent it was not settled from the beginning whether and how it should be incorporated in the SL/FL teaching programs. It is necessary to look back how gradually culture took the main focus in Language teaching.

Previously, ELT Methods and Materials focused on developing communicative competence which aimed at acculturating the EFL/ESL learners into the target language culture, to Anglo-Americanize them, or to promote a monoculture in the world. But the idea of intercultural competence develops a counter model that recognizes the distinct cultural identity of the learners, and Interculturally competent learners learn the appropriate ways of communications in each other’s culture in case of communication in intercultural settings. The present dynamics of communication are more Non native vs. Non native from different nations and culture that has become the most dominant type of communication in the present world as opposed to the Non native vs. Native speaker mode of communication of the past when the Non natives were required to be culturally appropriate to the native speaker, the ruling class of the colonial establishments. Today, different nationals communicate in each other’s mutual interest, and each need to be appropriate to the other. That is why intercultural communicative competence is the need of the time for EFL/ESL learners.

2.6 Grammar-Translation and Audio-Lingual Methods & Culture

‘Culture’ had no place in the Grammar-Translation method which is the earliest method in ELT. In the Audio-Lingual method culture or input of cultural information was overlooked. However, though the focus was on sentence and grammar in both methods, it can not be denied that even in a single-sentence-task the culture of that language is

focused. While teaching grammatical structures and other grammatical items students are provided with examples taken from real life of the target language community.

The goal of Audio- Lingual method was that the learners would be able to use the target language by overlearning that. It was believed to be achieved by the students by forming new habits in the target language overcoming the old habits of their native language. The information of the native culture was contextualized in the dialogues used in the method. “Everyday speech is emphasized in the Audio-Lingual method...Culture consists of the everyday behavior and lifestyle of the target language speakers” (Larsen-Freeman 2000).

2.7 Culture in Communicative Language Teaching

In the widely used ‘Communicative’ approach since the 1970s, culture occupies a special place. Hymes’(1972) notion of ‘Communicative competence’, which provides the basis for CLT (Communicative Language Teaching), has a special focus on culture. All the components of communicative competence emphasize on native-speaker norms. What Hymes (1972) describes as ‘sociolinguistic competences’, one of the four major components, he refers to cultural appropriateness, i.e. ‘appropriateness or sociocultural norms of language use in interpersonal, intercultural, cross-cultural, cross-gender, cross-societal communication’ as they are appropriate in Anglo-American societies. ESL/EFL learners are supposed to talk and behave the way the British and Americans or the speakers of native English speaking countries do (Shahidullah 2010).

The prevalent ‘communicative’ approaches of second language teaching attempted to bridge the gap by introducing student-centered, activities oriented curriculum. The exponents of that method presumed that learners would develop their language skills and linguistic knowledge that would ultimately enable them to communicate effectively in the target language. In this approach , finding out some ‘information gap’ and then ‘to pass the information’ through task –oriented activities are pedagogically accepted ways of teaching students communicative competence that makes the communication seem real or life-like. ‘Culture’ was not essentially in focus. The integration of cultural components was felt inevitable after 1970s.

Communicative competence emphasizes on contextualizing the target language by placing it in a ‘real-world’ situation to attribute authenticity to it. The true essence of communication is to convey and interpret message. But there lies many things more underneath what the sounds, words or pictures convey to us and what we see, read or

hear. To know a language not only means knowing the grammatically accurate shape of that, it also requires to be aware of the ‘diverse ways of constructing a message’ and the hidden indications that orchestrate with other symbols to offer the expressions uniqueness that are generally culture-specific. “This code for our verbal conduct is our communicative competence and it fulfils a multitude of social functions and is largely determined by the sociocultural system” (Corbett 2003).) Without the addition of cultural elements the transaction of language may remain incomplete, mechanical and socioculturally inappropriate (Nunan 1989; Loveday 1981).

It is not beyond question as to what extent culture is essential in a communicative language teaching program or whether it is possible to accomplish the mission of acquiring communicative competence in a language without exploring into its culture. Hymes (1972) for the first time emphasized the ‘rules of use, without which the rules of grammar would be useless’ and Corbett (2003) proclaimed, ‘Competency for use is part of the same developmental matrix as competence for grammar’. Saussure (1972) also in his linguistics puts emphasis on *la langue* (social, impersonal phenomenon of language as a system of signs) as the privileged ground of structure and *la parole* (individual, personal phenomenon of language as a series of speech acts) as the residual realm of variation (among other things) (Hymes). It has reference to practical sociocultural use. The practice of the target language in the social context, from a sociolinguistic perspective is important for language acquisition (Chomsky 1965; Saussure 1972). Practicing language at that level obviously gives vent to the flow of culture of that specific language community and it is hard to resist. To fulfill Hymes’ demands in order to achieve communicative competence, the learner has to acquire knowledge of sentences, not only as grammatical, but also as appropriate and to take part in speech events considering the situation and speech partner. They also need to know how language is used by members of a speech community to accomplish their purposes. This competence, he says, is integral with attitudes, values and motivations concerning the language and also with the competence for the interrelation of language with the other codes of communicative conduct.

Communicative competence has mainly two aspects: linguistic and pragmatic. Cultural competence falls in the category of pragmatic aspect which is described as the ability to understand behavior from the perspective of the members of a culture, and thus behave in a way that are understood and expected by members of that culture. It, though involves

understanding of all aspects of a culture, particularly means the social structure, the values and beliefs of the people, and the way things are assumed to be done (Genc & Bada 2005). Lack of cultural competence in the target language may lead to transfer from the native language to the target language but consequently, L2 students would express idiosyncratic utterances leading to inappropriate utterances even though the grammatical structures are appropriate. (Lado 1957). In the context of language teaching Canale and Swain (1980) defined communicative competence as: “a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse.” The main goal of ‘communicative competence’ is to provide students with meaningful interactions in authentic or real life situations with native or native-like speakers of the target language. (Canale and Swain 1979 and Canale 1983), Along with this approach to language teaching, they maintain that it is also necessary to teach about the target culture in social studies classes so that students are not only taught how to meet their communicative goals, but are also taught, “the sociocultural knowledge of the second language group that is necessary in drawing inferences about the social meanings or values of utterances”

Sociolinguistic competence is related to the mastery of sociocultural conventions within varying social contexts. This type of competence involves rules that are sensitive to various factors, such as the context and topic of discourse, and the social status, sex, and age of participants.

Typically, the language-culture relationship is dealt with in so called ‘culture courses’ in EFL/ESL programs. These courses are designed to provide the students with an understanding of specific cultural elements which they are likely to encounter while in the FL/SL setting. Unfortunately, this is most often a one-way process in which the learners’ own culture is usually overlooked or played down, ‘reducing the possibility of subsequent positive experiences in cross-cultural encounters’. Saltzman (in Paige 1986) points out , ‘people who are effective in their interactions with others from different cultural backgrounds are those who can appreciate and value both the host culture as well as their own’ (ibid). In a nut shell, it can be said that launching of CLT required communicative competence without sociolinguistic competence which is incomplete and the core of sociolinguistic competence lays the knowledge and awareness of culture. So, it is evident that, CLT established the justification of introducing culture in ELT.

2.8 ELT as an Acculturation into Anglo-American Culture

Most of the centrally produced materials speak of the culture of their writers who are usually European, North-American and if not, from any other Anglophone countries. The problems are manifold when those books are taught in a different context to the learners who are not acquainted with the setting of those materials. They face cultural, social and religious diversities and it sometimes gets difficult for them to get the essence of the course. Ultimately, most of the objectives of the course remain unfulfilled. Even locally produced materials may face the same fate, if the learners can not identify themselves with the stipulated setting and characters of the materials and if they can not find likeness with those things, it is obvious to fail. What the learners need is to acquire the aptitude to share and compare things in a critical thinking process and to achieve the required skills to express those thoughts with linguistic understanding.

Culture in the ‘Communicative Language Teaching’ as well as in the former Grammar-Translation method was meant to acculturate the EFL/ESL learners into the target language culture. Some researchers related Second Language Acquisition to the level of contact of the L2 group with the mainstream Anglo-American culture. Among them Schumann’s (1978) ‘acculturation theory’ is the best known theory of second language acquisition where he indicates that some social factors and distance between the two groups influence the language acquisition rate. Schumann states that “the degree to which a learner acculturates to the target language group will control the degree to which he acquires the second language” (pg. 34). By acculturation he means ‘social and psychological integration of the learner with the TL group’ and a learner will acquire the second language ‘only to the degree that he acculturates’. According to him, second language acquisition will be possible when the learner is socially integrated with the TL group by developing sufficient contact with the TL speakers and is psychologically open to the TL so that the input he is exposed to becomes ‘intake’. That is, his theory advocates for adopting the native culture along with the language for a successful SLA.

Byram (1989) also sticks to the acculturation model as he writes, “Language pre-eminently embodies the values and meanings of a culture, and refers to cultural artefacts and signals peoples’ cultural identity. These researchers tended to assume that a monolingual culture practice is really needed for SLA that eschews the necessity to adhere to the learners’ own culture or count for any other cultures while learning the TL.

The acculturation model specifically indicates to the Anglo-American culture to follow because they had the soul primacy in using English language at that time.

Mainstream ELT promoted monolingual Anglo-American culture practice through acculturation, accommodation, assimilation etc. The 'centre' or the 'inner circle' countries (Kachru 1985) were promoting cultural imperialism (Shahidullah 2010) through this model. At the advent of the Twentieth century, they were the only authority to formulate the language learning plan and policy, to format the curricula, to produce teaching materials and textbooks, to teach them and also to fix standard to evaluate them. All of these things are sellable and in the post-colonial period and they found suitable places to sell their products exploiting the backward, prosperity-desiring nations of Asia, Africa and other corners of the world. It offered them indomitable sovereignty in this field resulting into a further distance and imbalance of power among the circles. The expanding circle anyhow managed to keep pace but the outer circle turned to be the business colony of the centre. Most of the course book or materials writers were usually European and Anglophonic. So, naturally their culture, beliefs, values, and attitudes transmitted through the materials and they successfully could develop a distinct mould of English which was labeled as 'Standard English'. The rise of 'standard English' is one of the bye-product of this phenomenon which refers to the British, American, Australian or in a word, the 'centre' English; English that is accepted as the purest version of the language and a scale to measure the English used by the rest of the world. Some commercial organizations like British Council and the American Cultural Centre are in the train to implement the plan of 'the centre' to 'universalize the capital' by establishing and popularizing the 'standard English' in the 'periphery' and also by propagating the practice of the monoculture.

Researchers like Pennycook (1994), Phillipson (1992) and Canagarajah (1999) wrote about the politics of the west and cultural hegemony through linguistics and applied linguistics. They showed the process of linguistic imperialism imposed on the third world countries. The arbitrary and intentional standard-non standard division started the gate keeping job. Unless one has a grasp of standard language, s/he is often considered deficient, and also denied access to govt. jobs. If someone dose not have the knowledge of 'standard English' s/he will have difficulty finding the right job in the native speaking countries. Dialects are looked down upon. It ensured the promotion of standard language

that marginalized the other varieties of English in the world. In selection of materials, testes and discourses, the standard variety is being followed and as a result the other varieties of English are largely neglected. That is why any variety of English, which does not conform to the notion of ‘standard English’ is considered bad English even in the peripheries. (Shaidullah 2010).

2.9 Culture in ELT and Linguistic Imperialism

With the idea of introducing cultural elements into ELT, some other terms are being uttered in the same line like *linguistic imperialism* and *cultural hegemony* that put a question mark to the expansion of intercultural approach. Critics like Pennycook(1994) and Phillipson(1992) strongly labeled the recommendation of learning ‘English through English’ as one of the strongest among the fresh attempts to rule the non-anglophone world in the post-colonial era. In accordance with the Marxist theory Gramsci (1971) also propounded that in the developed capitalist society of the present world the nature and color of domination of the masses by the elites has been changed. In such a society, domination is done by the elite class with full support of the ruling government and also with the consent of the masses through persuasion. Language is used by the elites to set the practice according to their interest and establish their argument. It is “the weapon of hegemonic cultures in which an unequal distribution of power is maintained by negotiation and consent” Corbett (2003).

It can not be foretold that an intercultural approach in ELT will be the instant solution to ward of the *cultural hegemony* or *linguistic imperialism* present among nations all over the world. But an intercultural approach can at least make the learners aware of the conflicts among those cultures and that vehemently demands that they will look back to their own language and cultural resource. This, obviously, inspires them to search for their own cultural and anthropological identity and role of that in their social, political and individual life.

2.10 What is Intercultural Communicative Competence?

The term ‘intercultural’ refers to cross-cultural situation of communication, where at least two different cultures, local or foreign, high or low, are involved. Though very recent, the concept of Intercultural Communicative Competence (ICC) has already taken the centre stage, it has risen to prominence with the concept of International English or world Englishes. However, the concept involves a complex construct and so, not simple and

easy to define. Many people tried to explain it by comparing and contrasting it with some related terms, ideas and concepts. For example Byram (1997a) explains Intercultural Competence by distinguishing it from Intercultural Communicative Competence (ICC). Of the two terms, the former is a competence acquired by the knowledge about different cultures which helps to interact with people from other cultures. The latter is a competence to communicate with people from other cultures in culturally acceptable ways. This competence is a more complex and specific one than the former and demands more detailed knowledge about ‘cultures’ in a transnational paradigm. While evaluating the national paradigm, it is adequate to know about the national institutions and systems. But intercultural communicative competence requires a ‘more dynamic understanding of how linguistic and cultural flows characterize the world today’ and foreign- language teaching has the potential to support a transnational approach. (Risager 2007)

The term ‘intercultural communicative competence’ itself is critical in many senses. In various settings the term is associated with some other related terms like ‘culture’, ‘culture learning’, and ‘culture literacy’, ‘intercultural competence’ etc. Risager (2007) categorizes them by referring whether they represent the substance, the activity or the teaching aim. For example, terms like ‘culture’ (Eng. and Fr.), civilisation and realia refer to the substance while activity –based terms are ‘cultural studies’, ‘cultural teaching’, ‘intercultural learning’, interkulturelles Lernen(French). The terms that are meant for teaching aim include ‘intercultural competence’, Landeskunde (German), kulturforsttelese (Denish), kulturkunnskap(Norwegian) etc.

The plethora of terminology reflects the difficulties in conceptualizing the area and is also an expression of the diversity of national traditions. It would seem, however, that a common title is beginning to establish itself around ‘the intercultural’. (Risager 2007)

From the reference above two diagonal conclusion could be drawn; that, it is problematic and complicated to identify the exact nature of intercultural competence as it is related to too many other disciplines of knowledge and another is that, the diversities of understandings about the term among various nations has actually paved the way to shape the true form of what is called ‘intercultural’—be it learning, knowledge or communicative competence though each of these is individually a goal to attain.

2.11 Emergence of ICC as Resistance to Cultural /Linguistic Imperialism in ELT:

There is no denying the fact that learning any language has a sociolinguistic purpose and impact because communication is at its core. That is more significant in the case of English as the medium of global communication. In a second or foreign language setting, the language learning need to be wedded with the study of the life of the people who use that language--not only in any specific country, but in other places also. It can be said that a foreign language must be studied sociolinguistically with all its linguistic features and cover all the ‘social events, social structure, social stratification’ (Stern 1992, cited in Corbett 2003). An intercultural approach works sociolinguistically meeting up the objectives set for ELT by Stern that demands focus not only on the target language, but on ‘the people who use the language, the way they live, what they do, think and dream’.

However, intercultural approach inspires the learners

- to get the cultural information of the target community
- to develop skills in understanding and thinking critically about the cultural components(of all types, like, literary, media, written, spoken etc.) i.e. to discover the hidden meaning in them, to interpret, analyze and appreciate them
- to start a fresh expedition into their own language and culture and realize their role and position in that
- to learn how to negotiate and compare the target language along with its culture with that of other cultures as well as with their own culture and thus to achieve an effective cross-cultural communicative competence
- to attain a required linguistic proficiency
- to ward off the exclusiveness that is to stop gesturing intellectual, linguistic or cultural superiority and to increase inclusiveness among diverse nationals (Corbett 2007)

2.12 Dynamics in the use of English at Present and the Need for Intercultural Communicative Competence

In the Postcolonial era, the dynamics of using English language has been changed. In the present world global communication is at its highest peak, people are well aware of the

newer scientific advents and inventions, fresh expeditions to areas of knowledge and research, and the immense opportunity for building transnational trade and business relationship. Now- a -days, they are traveling more than any other time in the past for various purposes; they can easily think about being employed by any foreign company or institution or go for higher study abroad, anywhere in the world. In the twenty first century the world is experiencing a time of transition .New trends are emerging everywhere; the world is now global in all aspect-- economically, technologically and culturally. There is a global relationship among people world wide who feel comfort to identify themselves as ‘world citizens’. Earlier, people in non-native speaking countries, used English for communicating specifically with the native speakers; so, acquiring their language along with their accent, tone and style was the reality. But in a changed world, NNS to NNS are more frequent than any other time in the past and it is increasing day by day. Some former colonial territories of South Asia, South-East Asia, Africa and the Caribbean where English is used extensively, have developed distinct varieties of English (New Englishes) that reflect other languages used alongside English. As a result, the population using English has increased that represents around one-third of the world’s population (Graddol 2000). The following table shows the number.

Australia*	2,084	Hong Kong	1,860
Bahamas*	25	India	37,000
Bangladesh	3,100	Irish Republic*	190
Belize*	30	Jamaica*	50
Bhutan	60	Kenya	2,576
Botswana	620	Kiribati	20
Brunei	104	Lesotho	488
Cameroon	6,600	Liberia	2,000
Canada*	6,000	Malawi	517
Cook Is	2	Malaysia	5,984
Dominica	12	Malta	86
Fiji	160	Marshall Is	28
Gambia	33	Mauritius	167
Ghana	1,153	Micronesia	15
Guam	92	Namibia	300
Guyana*	30	Nauru	9,400
Nepal	5,927	Solomon Is	135
New Zealand*	150	South Africa	10,000
Nigeria	43,000	Sri Lanka	1,850
Northern Marianas	50	Surinam	150
Pakistan	16,000	Swaziland	40
Palau	16,300	Tanzania	3,000
Papua New Guinea	28,000	Tonga	30
Philippines	36,400	Tuvulu	600
Puerto Rico	1,746	Uganda	2,000
Rwanda	24	UK*	1,100
St Lucia*	22	US*	30,000
Samoa (American)	56	US Virgin Is*	10
Samoa (Western)	86	Vanuatu	160
Seychelles	11	Zambia	1,000
Sierra Leone	3,830	Zimbabwe	3,300
Singapore	1,046		

Figure 2.2: Second –language speakers of English (in thousands) (* indicates a large number of L1 English speakers)

Source: Graddol 2000

The following figures show the present global trend of business and communication on the basis of English as an international lingua franca.

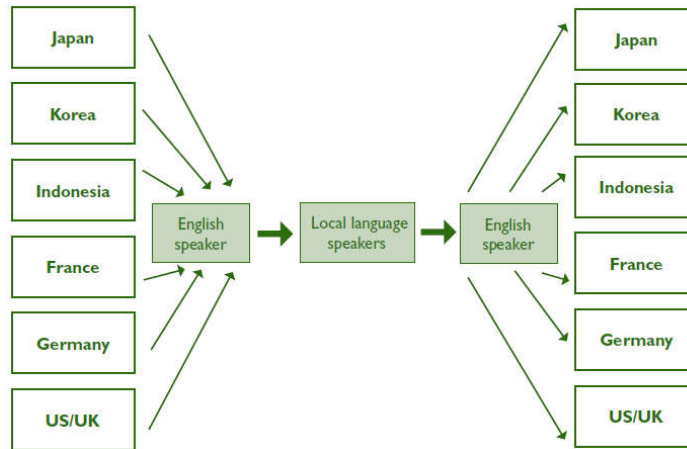


Figure 2.3: English as an international lingua franca: traditional export-import model

Source: Graddol 2000

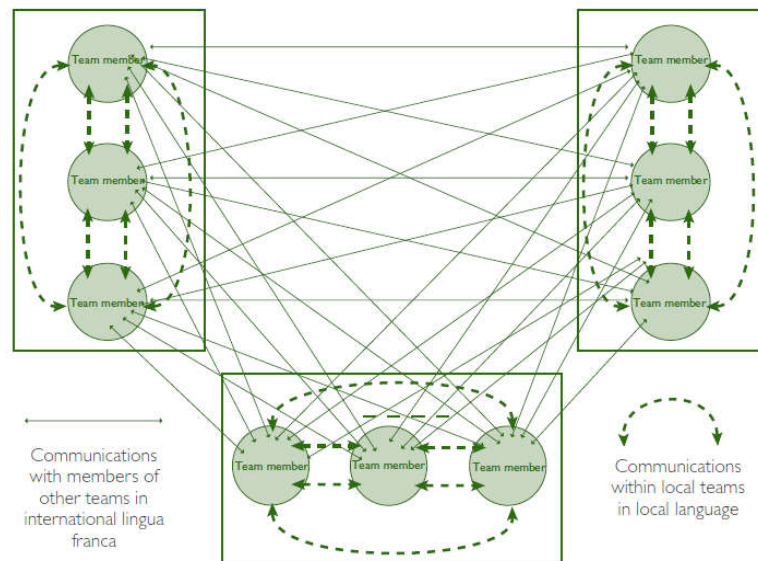


Figure 2.4: English as an international lingua franca: post modern/globalised model

Source: Graddol 2000

In this changed scenario people are facing communication problems with the different Englishes used in different contexts and cultures. For this it is necessary to learn the differences and distinctive features of the different varieties of ‘world Englishes’ along with the norms of

everyday behavior and culture of different countries . That is why, incorporating intercultural materials is prescribed for a more effective acquisition of English language.

In the present global context it is more relevant and timely that languages should be learned in a broader international perspective as well as in their national and ethnic identity. As the most widespread and multipurpose language, English needs to be taught and learned more dynamically, with as much emphasis as possible on its variation, because there are a number of territories that have developed their own Englishes to meet their own needs.

2.13 Global/International English and the rise of the Concept of Intercultural Communicative Competence

The term ‘Global English’ refers to a ‘common language’ for the world. We are at a moment of history now in which English has been figured as both the fulfillment of the colonial promise of an all-pervasive, hegemonic system of language and as the *sine qua non* of the new world information order, a constitutive part of a global human society at ‘the end of history.’ (Raley, 2010).

There is no denying the fact that English is inevitable in the present world and discarding this medium of communication means cutting oneself off from the world. In these realities, the question arises which English should be taught and learnt ? Nations worldwide took the language, acquired it and gave an indigenous shape and is used for local cultural practices. We are to come to touch with English used in China, India, Srilanka, thailand or Nigeria all of which is marked by distinct identity of localized accents where indigenization of English has taken place. From this awareness, the necessity of learning English from an intercultural perspective is felt. It has become important to understand the appropriate modes of communication in different cultures.

It is basically a product of post colonialism and post modernism. Learners need to understand and tolerate cultural facts of other context and have to acquire the ability to critically think and compare those with their own culture while learning the language. Chris Rose strongly supports the inclusion of culture and intercultural awareness building measures in language learning. She says,

Language itself is defined by a culture. We cannot be competent in the language if we do not also understand the culture that has shaped and informed it. We cannot learn a second language if we do not have an awareness of that culture, and how that culture relates to our own first language/first culture. It is not only therefore essential to have cultural awareness, but also intercultural awareness. (Intercultural Learning)

At present, modern language studies take place in a different socio-political realities, a milieu which is constantly and increasingly exposed to internationalization and globalization. It is obvious that in a world where ‘transnational communication and migration , transnational cooperation of many types and at many levels’ are so frequent, language and culture pedagogy will borrow their references from transnational and global perspective. No longer can they be confined to a certain area or field like target language and culture of the target country. Modern language teaching is not satisfied with its students’ communicative competence in the target language in the Hymesian sense; rather it expects that they will develop into ‘multilingually and multiculturally aware world citizens’. For this, it is essential that modern language studies break through the barrier of traditional national identity and step into a transnational paradigm to match the new global realities and challenges.

In the present world, the contemporary socio-economic variables like open market economy have broadened the scope of international communication which has also changed the socio-cultural scenario globally. The dynamics of communication between NNS to NNS (Non Native Speaker) is more than NS –NNS or NNS-NS communication. Both socio-linguistic and socio-economic reasons are behind it; for example, the recent rise in economic powers of the Asia-Pacific Rim countries, the increased rate of migration and its influence on curricula, increased interest in pragmatics and non-verbal communication among other that continues to grow up. As a result countries which are in ‘periphery’ in the English speaking world are now in the limelight. A great shift of emphasis is also seen in the learning of English and also in the ‘culture pedagogy’ that demands the learners’ knowledge, their awareness of and certainly their competence, their understanding of the cultures of those places as well as in communication.

Culture pedagogy has been particularly interested in teaching about cultural and societal conditions in the countries where the target language is spoken as the first language, and thus with what themes, texts (literary and non-literary) and methods can be used in the teaching in order to develop the students’ cultural understanding and (inter)cultural competence. (Risager 2007)

2.14 Cultural Diversity and Intercultural Communicative Competence

Culture varies from community to community, from land to land, even in the same land it can vary. The same ethnic group may adapt some behaviors that might change with time. Believing in any certain culture as unchangeable is not sensible and ‘we have to be aware of the dangers of presenting “a culture” as if it were unchanging over time or as if there were only one set of beliefs, meanings and behaviors in any given country’ (Byram 1997). There are many other factors that ensure the cultural identity of a community like politico-historical identity, geographical positioning, gender, religion, language, ethnic identity etc. Though these groups vary in both literary and non-literary practices, the basic divergence is seen in their daily activities, their gestures, non-verbal communications and expressions, salutations, conversational activities, their social activities, introduction, personal relationships, ways of greetings, family values, work place behaviors, educational attitudes, norms of social gatherings etc. For example, eye contact whilst talking is not much agreeable in Asian culture, specially with teachers, whereas in America it is very much important for continuing a conversation because people in America believe that “Never trust a person who can’t look in the eyes.” (Levine & Adelman 1982) It is also notable here that the proverbial beliefs expose the cultural characteristics of a specific community. Awareness of these cultural elements are essential for evaluating any language and that language community because, ‘a central element of critical cultural awareness is an awareness of banal nationalism’ (Risager 2007).

2.15 Critical Cultural Awareness and Intercultural Communicative Competence

Byram (1997a: 34, in Risager 2007) shows how the relationship between the ‘I’ or the mediator or interlocutor and ‘the other’ or the outside world is determined while achieving ‘intercultural communicative competence’ (ICC) in the following model:

	Skills interpret and relate (savoir comprendre)	
Knowledge of self and other; of interaction: individual and societal (savoirs)	Education political education critical cultural awareness (savoir s'engager)	Attitudes relativising self valuing other (savoir être)
	Skills discover and/or interact (savoir apprendre/faire)	

Figure 2.5: Byram's model of ICC

Source: Risager 2007

The model shows that critical cultural awareness is the central component of ICC and to be a critically competent citizen of an intercultural world, a learner needs to achieve three kinds of competence –linguistic, sociolinguistic and discourse competence. ICC is complete when intercultural competence is enriched with all these three. In the model he deals with the individual and personal development of ICC that takes the shape of an 'I-you' (self-other) relationship but it can be extended as Risager (2007) explains, to a more social understanding to make an 'I-you-you' relationship where the intercultural speaker is an interpreter, an intermediary, a catalyst.

This role is more oriented towards social, cultural and linguistic complexity, involving the person relating to the identities of different people or groups and their conceptions of each other. It could be said here that the intercultural speaker relates to the (more or less different) intercultural competence of *the others*. (Risager 2007)

So, when a person in SL/FL situation can communicate verbally with other foreign nationals as well as interpret their language, culture, linguistic and cultural products critically and can explain and negotiate them, s/he can be considered as interculturally competent person.

Merging in some points and deviating occasionally from Byram (1997), Risager identifies some elements that demarks and comprises her interpretation about the area of ICC. She thinks that the following competences are included in the ICC:

2.16 Linguistic (Languastructural) competence

The primary and basic thing about language acquisition/ learning is the linguistic or languastructural competence. Development in realizing the building-up of the mental lexicon, morphology, syntax, textual structure of the interlanguage is necessary. It echoes

the *linguistic competence* in Byram's model though she complains as Byram has not clarified or differentiated what he meant by 'a standard version of language', whether it is the ordinary or the poetic language, or whether it is spoken or written version of the language. On this issue, Risager has categorized languacultural competence in the following three dimensions-

2.16.1 Languacultural competences and resources: semantics and pragmatics

The development of languastructural competence postulates competence also in semantic and pragmatic areas. With the dialogical practice of a language, a learner enhances mastery in the grammatical -structural form; at the same time he /she advances in some other achievements like negotiating meaning, distinguishing between semantics/pragmatics in spoken and written genres respectively, inventing techniques to solve problems and to aid memory by utilizing his/her private inner speech (probably in the first language), using paralinguistics and kinesics to accompany personal linguistic expression etc. The learner learns to identify various semantic and pragmatic patterns and deal with linguistic complexity while communicating with people from various linguistic background who use the target language as first, second or foreign language. Byram has termed it as *sociolinguistic competence* in his model.

2.16.2 Languacultural competences and resources: linguistic identity

This is the third dimension that develops in parallel with the above. A foreign language speaker usually suffers from an identity crisis on the point whether he/she has been included in the target language community or not. How one is received and recognized by the native speakers is a central question in identity-related dimension of languaculture.

2.16.3 Translation and interpretation

An intercultural speaker should have familiarity and certain practice with translation and interpretation. They involve languacultural issues and create scope for cultural translation and intercultural communication. Byram mentions it as *discourse competence: intercultural texts* in his model.

2.16.4 Interpreting texts (discourses) and media products in a broad sense

An important element of discourse analysis is the products of culture industry that includes media and internet products. An intercultural speaker needs to develop competences and resources of interpreting such products and relating them to his/her own

as well as others' perspectives, knowledge and experiences. Discourses can be chosen from Newscasts, dramas, music, commercials, talk shows etc. for analysis.

2.16.5 Use of ethnographic methods

It is important for an intercultural learners to be able to use ethnographic methods to seek out, examine, understand relate to their own or to others' everyday life and conversational pattern of a lived communities where certain level of linguistic and cultural complexities are present. They should achieve the competence to compare them and get a multicognitive knowledge from that.

2.16.6 Transnational cooperation

There are many transnational organization and association active in the world who work with some linguistic challenges in their internal communication. Risager has exemplified them as sports associations or human rights based movements like Amnesty International. Such cooperation, she writes, gives the individual learner competences and resources that are action-oriented and which contribute to building up knowledge of the world widening possibility of making personal attachments and communication to people in other language areas.

2.16.7 Knowledge of language and critical language awareness, also as a world citizen

In determining the yardstick to measure learners' linguistic, communicative or critical analytical competence in a language, it is important to seek out their knowledge of language and their language awareness. it depends on their knowledge of the relationship between language and identity, depends on the differences between knowing a language as first, second or as a foreign language and also depends on their knowledge and awareness of the relationship between language and power that Fairclough (1992b) refers to as 'critical language awareness'. This awareness not only deals with the issue of language norms, but also with the language policies, e.g. favoring certain languages at the expense of others.

People in the world now believe that they are world citizens in an economic, social, cultural, linguistic and ethical sense, though not politically they are common. So they share a common responsibility for the continued sustainability of the earth and the future of humanity; for that on the global climate change or other environment issue, people from every corner of the world can raise their voice with the same slogan, "We have only

one earth—share and care” or protest and negotiate if anywhere humanity is endangered. This new and common human condition may influence the traditionally nationally limited basis of language and culture pedagogy and an intercultural learner is not out of this realm. Critical language awareness enriches him with the knowledge of the languages of the world and also an awareness of the linguistic hierarchies and their interaction with social hierarchies.

2.16.8 Knowledge of culture and society and critical cultural awareness, as a world citizen

In continuation of the above point, it can be said that the awareness of world citizenship is needed with the knowledge of culture and society where the teacher and students work together. United they form a relevant and as far as possible cohesive set of knowledge of the world which is concerned with issues like human rights, cultural diversity, the global environment, social inequality in the world, the peace issue, terrorism etc.

In language teaching, it is possible to build such a foundation, even at lower levels where linguistic competence is yet to develop.

Peter Kemp (2005) according to the changed world scenario, formulated three major themes which all education should be oriented to—financial globalization, the sustainability of the globe for future generations, and the relationship between nations and cultures among which, Risager comments, foreign language teaching will naturally and particularly be able to contribute regarding the third theme. She deviates from Byram in that point that Byram talks of the cultural relation within the national perspective while supporting Starkey and Guilherme (2002), she believes that it must be supplemented by the global perspective.

Hannerz (1990) and Byram (1997) more or less share the same concept when they describe ‘cosmopolitan’ and ‘intercultural speaker’ respectively but both of them lack an explicit notion about critical cultural awareness from a sociological perspective that postulates the fundamental requirement of ICC. Both of them points at the interest, readiness and ability to ponder into and reflect the other cultures but ICC demands something more; it carries the awareness about other cultures alongside the learners’ own

culture to such a height where they develop an empathy and tolerance for the whole universe of ‘others’.

2.17 Intercultural Communicative Competence and Native Speaker Competence

‘Intercultural communicative competence’ (Byram 1997b; Guilherme 2002) does not, in fact, advocate for the ‘native speaker competence’. It emphasizes on the ability to understand the language, language use pattern as well as the behavioral pattern of the target community and explain them to the learners own community and vice versa. In other words, the learner is to embark on a psychological endeavor among the cross-cultural communities to achieve that competence as Corbett (2003) comments, “an intercultural approach trains learners to be ‘diplomats’, able to view different cultures from a perspective of informed understanding.” This approach of language acquisition, he adds, effectively displaces the long-standing and perhaps never fully achieved goal of teaching language, to attain ‘native speaker proficiency’. There is no reason to think intercultural approach as turned away from the objective of language learning. It essentially highlights the requirement of delegating the intercultural understanding with the aim of language development in its core. Understanding the target language along with understanding its speech community is orchestrated in the intercultural standpoint where both of them are equally important.

2.18 Intercultural Approach and Culture Sensitive Approach

There is no clash between culture-specific or culture-sensitive approach and intercultural approach. It does not seek to replace or undermine the advances made by task-based learning or learner-centered curricula which is reiterated in Nunan’s (1988) *Designing Tasks for the Communicative Classroom*(also in Willis 1996, Carter& Nunan 2001 as cited by Corbett). Intercultural approach reshapes or rebuilds the format in a more effective way that contributes positively if the goal is language development or language acquisition. Achieving valuable skills of observation, explanation and mediation are prerequisites for ‘intercultural communicative competence’ (Byram 1997b) which can be a much better, useful and attainable alternative to ‘native speaker language proficiency’.

The practice of intercultural elements in language course adds to the learners’ experience as an observer of social behaviors of various communities where they are to negotiate their own place and in doing that negotiation as well as to adopt ‘strategies for systematic

observation' they are to endow themselves with necessary language skills. Ultimately, the learners are to be introduced with the culture of the target language existent in the 'centre' as well as in the 'periphery' countries of the English speaking world and to observe the cultural information critically for achieving language proficiency at a reasonable level. Here critical observation means the state when the learners can understand the cultural codes of the 'other' community can accept and respect them with complete neutrality and then can decode them to his 'home' community. In that way, an intercultural learner acts as a 'mediator between different social groups that use different languages and language varieties' (Corbett 2003). A working group, while preparing modern language teachers in England and Wales for a revised national curriculum with the goals of an intercultural approach, proposed that an intercultural learner should have the opportunity to:

- appreciate the similarities and differences between their own culture and cultures of the communities /countries where the target language will be used;
- identify with the experience and perspective of people in the countries and communities where the target language will be used;
- use this knowledge to develop a more objective view of their own customs and ways of thinking.(DES, 1990:3, cited in Byram *et al.*,1994:15) (Corbett 2003).

2.19 Intercultural Materials

The sphere of content and theme regarding 'culture' is so vast, 'with an almost endless range of subjects: everyday life in various countries and in various social groups, subcultures, music and art, educational conditions, economics, politics, technology etc.' that it is difficult to cover the whole sphere under the same landmark of 'intercultural'. English, as a foreign language has achieved the greatest resource. Its abundance in materials has also created scopes for issues in culture pedagogy like fixing objectives, setting criteria, perspectives and methods and evidently for teaching materials.

Earlier, when the English speaking world was dominated basically by the 'centre', in the whole learning process from developing materials and methods to marketing of those materials-the influence of the 'centre' was apparent. Acculturation into Anglo-American culture was the only goal to follow. In an advanced stage, 'enculturation' was taken as an alternative to the former acculturation model. Finally, 'the intercultural' concept was

followed that put ‘emphasis on comparing cultures, reflexivity and an understanding of ‘the other.’”

2.20 Classroom Practices for Developing Intercultural Competence

Mainstream ELT promoted monoculture in the world Anglo-American culture; it has been trying to acculturate the non-natives into native speaker culture. ELT presented the manners, morals, modes of behavior and modes of communication of the native speakers as the desired goal, but ICC recognizes the otherness of different cultures, and focuses on learning to communicate with people from other cultures without giving any offence or proving rude.

How to practice culture in classroom is no less critical and controversial a question than to clear up what exactly is meant by the concept of ‘interculture’. To design effective and relevant teaching materials that will convey the message of cultural diversity throughout the communicative tasks is equally crucial for the language teachers and learners. For that, much attention need to be paid in designing tasks as well as materials. Stern’s (1992) concern is quite logical about the scale of the designer’s task when he asks, given the vastness of culture, how is cultural knowledge to be addressed in the classroom? (Corbett 2003). It, obviously, is not possible for the teachers and the learners to convey or get full knowledge about all cultures or of any specific culture. Nor is it feasible in the class. The main objective of introducing ‘culture’ is to raise ‘intercultural awareness’ which is not really a skill, but a collection of skills and attitudes better thought of as a competence widely known as ‘intercultural communicative competence’. This competence attempts to make the learners aware of their own culture, and in so doing, help them to interpret and understand other cultures. It is not just a body of knowledge, but a set of practices requiring knowledge, skills and attitudes (Chris Rose). Corbett (2003) considers this ‘endeavor’ as ‘going beyond the information gap and making peoples’ use of language a topic of classroom exploration.’

Ned Seeley (1988) fixed the following objectives for cultural instruction:

1. To help students develop an understanding of the fact that all people exhibit culturally conditioned behaviors

2. To help students develop an understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave
3. To help students become more aware of conventional behavior in common situations in the target culture
4. To help students increase their awareness of the cultural connotations of words and phrases in the target language.
5. To help students develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence
6. To help students develop the necessary skills to locate and organize information about the target culture
7. To stimulate students' intellectual curiosity about the target culture, and to encourage empathy towards its people.

Tomalin & Stempleski (1993) enriched the above objectives by adding five more practical teaching principles to formulate a lesson plan for any intercultural English language learning class:

1. Access the culture through the language being taught
2. Make the study of cultural behaviors an integral part of each lesson
3. Aim for students to achieve the socio-economic competence which they feel they need
4. Aim for all levels to achieve cross-cultural understanding—awareness of their own culture, as well as that of the target culture
5. Recognize that not all teaching implies behavior change, but merely awareness and tolerance of the cultural influences affecting one's own and others' behavior.

2.21 Implication of Interculturality for an English classroom

Mckay (2002) argues that cultural material in class should be used to encourage students to reflect on their own culture and establish a “sphere of interculturality” (Kramsch: 1993). In that sense, intercultural competence is more skills-oriented than knowledge – based. Lindsey Clendenfield (2008) has marked some skills that should be developed to enhance intercultural competence as—

- Asking questions in culturally acceptable ways

- Listening and seeking for clarification
- Negotiating and identifying common ground
- Avoiding prejudging or stereotyping

Language itself is defined by a culture. We can not be competent in the language if we do not also understand the culture that has shaped and informed it. We can not learn a second language if we do not have an awareness of that culture, and how that culture relates to our own first language/first culture. It is not only therefore essential to have cultural awareness, but also intercultural awareness (Rose 2004).

2.22 Intercultural awareness and perspectives on communication

It has been suggested that intercultural awareness consists of having four different perspectives on communication with a different culture.

Interculturally competent students should be able to ...

1. look at their own culture from the point of view of their own culture (i.e. have a good understanding and awareness of their own culture)
2. be aware of how their culture is seen from out side, by other countries or cultures
3. understand or see the target culture from its own perspective (i.e. understand and be aware of what other people think of their own culture)
4. be aware of how they see the target culture

2.23 Loveday's observation about intercultural communicative competence:

Loveday (1981, in Corbett, 2003) observes that as English is increasingly being recognized as the world lingua franca, there are many involved in its teaching "who seek and support its de-ethnicization and de-culturalization." It nullifies the competition that was imposed on the NNS for long for achieving as much native-likedness as they could in developing ELT materials as well as in practicing them in the L2 classes. Loveday argues that L2 teaching should not blindly follow the NS formula and should not reduce communicative competence "to the mere acquisition of skills" which is a prerequisite for English as an international medium. He also argues that a communicative language teaching course rather neglects important cultural information by focusing only on the transactional level. For practicing it, he necessitates the knowledge of "framing and symbolizing patterns" of the target language-culture which encompasses

1. knowledge of the spoken and written genres, and

2. the verbal and non-verbal means by which people construct messages. (ibid)

However, the question remains, whether it is really possible to tell the learners in the class about all these things. The answer comes negative. Instead, the teachers may attune the learner to the possibility of differences, and seek to explore how ‘decentring from one’s own taken-for-granted world can be structured systematically in the classroom’ (Byram & Fleming, 1998:7)

2.24 Ways to develop intercultural competence

Chris Rose (2004) suggests the following ways to deal with the steps to accomplish ICC:

1. Students can be asked to produce a guidebook, poster or webpage for visitors to their town, country or region in which they will not only describe famous sites and places to visit, stay or eat, but also give visitors advice about what they may find strange or unusual about their own culture.
2. Students can be advised to read articles or extracts from books, newspapers, magazines or websites written by people who have visited the students’ town, country or region. (Guidebooks and travelogues, such as the Rough Guide, Lonely Planet or Time Out series, articles from magazines like The National Geographic and the travel sections of newspapers such as The Guardian or The Independent or extracts from books by travel writers can be a good source of texts for this).
3. Students will be familiarized with sources of information about the target culture. Again, newspapers and websites can be an invaluable source of reading materials here. Films and literary texts often depict and interrogate their own cultures. (For the UK, for example, popular films such as The Full Monty, Bend it like Beckham, East is East, Billy Elliott or Calendar Girls are vital and engaging depictions of contemporary British culture).
4. The non-native teacher has a valuable role to play here, being a person from one culture who has a certain amount of knowledge and/or experience of the target culture.

If students have visited the target culture, they can recount their experiences-perhaps by giving a written or oral presentation with advice for other students.

If there is no such source available, students can do a valuable creative writing activity – imagining a journey into the target culture, predicting the problems and misunderstandings they may encounter and creatively resolving them (Rose 2004).

2.25 Conclusion

According to the former methods, the goal of the ELT programs is to provide such competencies which may enable the learners to achieve success in the native-speaker setting, and in communication with the native-speakers only. The methods mostly seek to embed a monolingual and monocultural learning of English language through acculturating the learners into the values, beliefs, practices, and behavioral norms of the Anglo-American societies. The communication situations of most of the available materials also reflect the NS-NS situations, contexts and cultural norms and practices, and hardly the non-native—non-native dimension of communication were taken into account while fixing objectives in designing materials—lesson, activities or tasks. The NNS-NS or NNS-NNS dimensions of communication is a more realistic need of most foreign and second language situations; people in this dimensions of communication now outnumbers the NS-NS communications are not taken into consideration. So, the cultural norms and practices of other cultures has been a major focus in this study.

The idea of communicative competence (e.g. Hymes, 1972, Canale and Swain 1983; Canale, 1983) is rather imperialistic as it promotes The native speaker norms as the model for global practice). Hyme's (1972) notion of communicative competence that involves four types of competencies (grammatical, sociolinguistic, discourse and strategic competence) is also native-speaker oriented, and it does not actually meet the demand of an intercultural communicative competence. Because the communicative approach is generally target-language speakers' cultural norms oriented. Categorically, the native-speaker culture holds the centre stage.

With the expansion of English language in this socially and economically globalized world, the dogmas of accurate and perfect native –speaker like competence may prove unworthy and useless. An Indian student, for example, will not be helped by the British or American politeness norms while interviewed in Japan; a Bangladeshi entrepreneur may not get success in his/her business deals with the with the Arab if his/her behavioural norms conform with the British or Americans, not with the Arabs; the speech and writing

acts of an Asian student may not seem proper in any European setting, rather they may prove rude and the communication will be faulty.

Even the target-language culture is so arbitrary because it includes a number of sub-language and dialects that reflect different sub-cultures also and it is difficult for learner to know about all its variations. As a result, the enculturation or acculturation that the former methods prescribe, cannot always be the solution in the target cultural setting of different parts of the world, specially in cross-cultural communication.

The present reality nullifies the 'standard English' myth also. These realities necessitate the intercultural communicative competence and awareness of the teachers and learners of English language. For developing the awareness of and respect to cultural diversity, it is important to incorporate different cultural norms of communication and it is "necessary to integrate the linguistic code with a small 'c' concept of culture, referring to daily customs and ways of life, and mainstream ways of thinking and behaving." (Alptekin 2008:59)

It is, therefore, important to think about the instructional materials that consider the learner's language and culture along with other cultures of the world. Several attempts have been made to integrate local culture in English which has given rise to different varieties of English. A citizen of the present world needs to know those variations for culturally appropriate communication. In the present context of international communication, it is necessary to provide the EFL/ESL learners with materials that will encompass the everyday cultures of different parts of the world. It is needed that the materials will be designed to help learners act as successful 'bilingual and intercultural individuals who are able to function well in both local and international settings'" (Alptekin 2008:63). ICC opens scope to entail them in the instructional materials and the present study attempts to design a pack of materials that gives a glimpse to different cultures of the world which is essentially the small 'c' culture.

Intercultural communicative competence is the requirement of the present globalised world. The vital nexus between them is the communication among people all over the world that would qualify them as World citizens. It is not enough that people should only be connected in every aspect; they should learn how to understand each other and respect

everyone from different cultures. To communicate with others it is necessary to know their culture. Language use and culture are inseparable. For this and in the present context of the global world English is more concerned about this than any other language.

Bangladesh is one of those third world countries which are at the risk of missing the current trend of overseas economic growth or dynamics, development in science and technological fields and the new definitions of cultural and ethnic identity if they fail to communicate with the outer world. Intercultural Communicative Competence is a prerequisite for that. So, it is a demand of the time that ELT curricula of the country should think about the modification that will offer an effective and persistent motivation to the learners to acquire the language. Incorporating Intercultural materials would be a valuable contribution to ELT in EFL/ESL contexts.

CHAPTER THREE

Principles for Designing Materials in General and Intercultural Materials: Theory and Practice

3.1 Introduction

Designing materials is very important for helping learners to learn new language items effectively and develop their skills is a highly specialized craft.(Dubin&Olshtain,1986) Materials development requires a good deal of effort, and familiarity with the developments in the theory and practice of materials design is essential for developing effective materials . There is a considerably large body of literature in this field now. This chapter reviews literature for materials development and intercultural materials design and prepares a checklist for designing intercultural materials.

A review of the checklists developed to evaluate and design `materials and set principles and guidelines for developing materials show that they possess much similarity which Mukundan et al (2011) terms as ‘a global set of features’. Many of them though appear to be different, a careful examination show that they are more or less the same except some changes in phrasing and ordering.

3.2 Concepts of Materials

Traditionally coursebooks are considered the ‘language-learning materials’ (Tomlinson, 1998) because those books are designed keeping the learning needs and targets of learners in mind. Information is articulated to develop the language learning by ensuring the organized practice of basic language skills in a manner that learners as well as teachers consider the books as reliable solutions to solve language learning problems. However, the concept is now changing as the books are no more proving sufficient to introduce the learners to the real life situations of language use in context-sensitive ways. The boundary of materials is now spreading and anything that can provide knowledge about language can be considered material. It could be ‘cassettes, videos, CD-Roms. Dictionaries, grammar books, readers workbooks, photocopied exercises’ and even ‘newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners’ (ibid) In this research, excerpts from books, web sites, newspaper articles, videos, assignment papers written by students, menu and price list of restaurants, invitation cards etc have been used as materials.

3.3 Justification of using these materials

The changing definition and nature of materials can facilitate the learners and teachers with its wider scope. The materials developers can choose materials from more sources than before. The language learning experience can be a more effective and interesting experience for the learners who will use materials from diverse sources and “even more importantly, [it] can help teachers to realize that they are also materials developers and that they are ultimately responsible for the materials that their learners use.” (Tomlinson, 1998)

3.4 Good materials

Materials can do many things in a language-learning process. If the materials are good, they can be proved stimulating to learning because good materials do not teach, they encourage learners to learn. (Hutchinson & Waters, 1987) Good materials can be designed by writing interesting texts, adding enjoyable activities and illustrations that can enhance the learner’s thinking capacities, offering scope to the learners to use their own knowledge and skills, and by ensuring a familiarity in the materials for both the teachers and learners. Good materials are flexible. They have a ‘clear and coherent unit structure’ that guide teachers and learners through activities in such a systematic way that ‘maximize the chances of learning’ but avoids the rigidity that presents monotonous lesson patterns. (ibid) They provide enough scope for teacher and learner to practice creativity and variety.

3.5 Designing and developing materials

Materials development can be done by all who are related to the materials—the writers, who design or produce them, the teachers, who teach them in class and the learners, who use those materials. Whatever they do to enhance the advantage or make the best use of the materials that aims to promote language learning, can be termed as ‘materials development’ (Tomlinson, 1998). A materials developer can do it in many ways. He can “...write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide samples of language use or read a poem aloud” (ibid). He can use any unfamiliar source of language information like travelogue, comic strip, movie clipping, newspaper, and interesting interview or play a multi media projector to make audio-visual effect to make the learning of the materials effective. However, these activities can be proved fruitful in case the developers are replete with the knowledge and principles of language learning.

3.6 Materials and Methods for Intercultural Communicative Competence (ICC)

A wide range of materials such as Newspapers, journals, audio and video clips, TV broadcasts, popular literary artefacts, brochures, magazine articles, advertisements and interviews in electronic as well as print media and also excerpts adapted from various coursebooks can be used as materials for promoting ICC in learners. Whatever and wherever the materials are chosen from, it should be carefully planned so that it can ensure the effective basic language skills development and at the same time they can get the accurate knowledge about appropriate language and behaviors in the target culture which is not incomplete and prejudiced.

In Classical-Humanist models of language education culture used to mean high culture with a capital C. However, in more recent times, models have tended to stress the behavioral aspects of culture, and in particular, its role in communication (Tomalin & Stempleski, 1993).

Traditionally, the British and American/ Canadian life and institutions are included in the national school curricula in Europe and North America and most of the other parts, including the periphery countries of the world use centrally produced materials loaded with Western cultural values like Civilisation in France, Landeskunde in Germany and Civilia in Italy that are used globally. These courses highlight ‘big C’ or the high culture of the American and British culture— their history, geography, institutions, literature, art and music – their total way of life (ibid).

However, the ‘big C’ concept of culture gives a partial, not a holistic impression about the target culture, and it cannot give a realistic view of the sociolinguistics and pragmatics of that language in use by different social groups. So, for knowledge about the authentic mode of communication in a specific language, it is important to know about the ‘small C’ culture i.e. knowledge about how the middle and working class people also act and behave in various real life situations, how they react and think, in what way they express their opinions etc. Without knowing their cultural norms, it is risky to try for a communication with them by using the upper class or big C noems.

This issue has come to the forefront with the advent of the present century that requires too much mobility of people worldwide. The time demands a clearer and more organized integration of culture that will reshape and renew the materials of Second Language

Acquisition and of EFL and ESL. Integration of knowledge about the diversity of communication and cultural norms in English teaching-learning materials will enable the learners act as successful bilingual as well as an intercultural persons in cross-cultural settings. In other words, an Intercultural Communicative Competence is the prerequisite to cope with the world at present. That's why, it is necessary to develop instructional materials that will offer the learners knowledge about how English is being used locally, regionally and globally.

3.7 Development in materials design research

It is not possible to prescribe any unique theory for second language acquisition (SLA), nor is it wise to extract any fit-for-all, single research-based model for all in all contexts. Equally it is risky to prescribe applications of theories that are yet to prove. However, it does not mean that we would not apply our knowledge about second and foreign language learning which is a result of 'thousands of years of reflective teaching and of at least a century of experimental and observational research' to facilitate that process of designing and developing materials (Tomlinson, 1998). He believes that the combination of those anecdotal and the empirical evidences will help formulate criteria and principles for developing successful materials.

While discussing the 'basic principles of second language acquisition' for developing materials for teaching languages, Tomlinson (1998) claimed that materials should be such that the learners feel comfortable or are at more ease with texts which they can relate to their own culture and do not feel themselves alien to those. Nevertheless, in other criteria, he demands that materials should attract the learners with novelty, variety and appealing content and presentation by incorporating new, engaging, universal themes concomitant with local references.

...In my experience, one of the most profitable ways of doing this [encourage learners' self-investment] is to get learners interested in a written or spoken text, to get them to respond to it globally and affectively and then to help them to analyze a particular linguistic feature of it in order to make discoveries for themselves.

An intercultural approach in English language learning paves the way for engaging learners in that type of activity. Another important criterion for developing language teaching materials is that they should provide the learners with opportunities to use the target language for communicative purposes.

Basically, teachers of English as a foreign or second language (EFL/ESL) are members of ‘an established worldwide profession’ as ‘the current status of English has turned a significant percentage of the world’s population into part-time users or learners of English’ (Richards, 1985). Though they are divergent in the places of work, they commonly apply many assumptions about their work and share many comparable, if not similar, classroom methods and techniques. They share principles of preparing and teaching materials, too. Yet, despite that, a sense of detachedness works among them from their colleagues in other countries, and even in different areas of their own country (McDonough & Shaw, 2003). For this reason, the need of a professional ‘common core’ is felt by McDonough & Shaw, that will inspire the ELT professionals to look beyond their individual teaching circumstances. They argue (2003) that this idea of ‘common core’ is also useful “whether our materials and methods are selected by us or specified by the educational authorities”. The idea consists of two factors—firstly, the various wide-ranging criteria on which decisions about language teaching programs are based and secondly, the pedagogic principles according to which materials and methods are designed (ibid). They have referred them as the shared framework.

Tomlinson (2010) mentions a list of literature that, he thinks, ‘contributes positively toward the principled development of ELT materials.’ He reviews Hidalgo et al (1995) in which some writers (Flores, 1995; Penaflores, 1995; Fortez, 1995; Luzares, 1995 and Rozul, 1995; Richards, 1995; Maley, 1995) articulate principled approaches to materials development. He supports the principles fixed by Hall (1995) which “underpin everything we do in planning and writing our materials”. (Tomlinson, 2010) These principles are—

- The need to communicate
- The need for long-term goals
- The need for authenticity
- The need for student-centeredness.

Tomlinson also agrees with the principles that ELT materials should stimulate interaction.

3.8 Principles for Materials Development Derived from Second Language Acquisition Research:

Tomlinson (1998b, cited in 2010) has proposed some principles for materials development in the light of second language acquisition (SLA) research and experience. He suggests that the materials should —

- expose the learners to authentic use of language to help learners acquire it subconsciously
- help learners to pay attention to features of authentic input.
- provide learners with opportunities to use the target language to achieve communicative purposes.
- provide opportunities for feedback.
- achieve impact in the sense that they arouse and sustain the learners' curiosity and attention.
- stimulate intellectual, aesthetic, and emotional involvement.

Bell and Gower (1998a, in Tomlinson 1998a), suggests that while writing materials, writers will give importance on—

- flexibility that can help teachers to make their own decisions.
- moving from text to language (e.g., focusing on the meaning of a text first before returning to it to pay attention to the language features).
- providing engaging content.
- learner development (in the sense of helping learners to further develop their skills as language learners through, for example, analyzing grammar for themselves and starting their own personalized vocabulary and grammar books).

Maley (1998, in Tomlinson 2010), in the same volume gives importance to "providing greater flexibility in decisions about content, order, pace and procedures". Jolly and Bolitho (1998: 97-8, cited in Tomlinson 2010) advocate the following principled framework:

- Identification of the need for materials.
- Exploration of need.
- Contextual realization of materials (e.g., the teacher makes a decision to provide practice in communicating hypothetical meaning in contexts familiar to the students).
- Pedagogical realization of materials (e.g., the teacher develops a worksheet focusing on the distinction between fact and hypothesis and the verb forms involved in making this distinction).
- Production of materials (e.g., the teacher types out the worksheet and photocopies it for distribution to the learners).
- Student use of materials.
- Evaluation of materials against agreed objectives.

Though need of a principled framework for materials development has been felt and advocated in different ways, one important thing is that materials writers would follow a flexible framework to develop effective materials in ‘principled and coherent ways’ so that the target learners as well as the teachers all over the world can adapt them to their respective context (social, cultural etc.) and setting.

Tomlinson (2010) has discussed the principles of materials development against the principles of language acquisition and those of language teaching in the following way:

3.8.1 Principle of Language Acquisition: 1

A prerequisite for language acquisition is that the learners are exposed to a rich, meaningful, and comprehensible input of language in use (Krashen 1985, 1993, 1999; Long 1985. *ibid*).

Implications for the Principles of Materials Design

Materials designers need to make sure that—

1. the materials contain plentiful spoken and written texts, which provide extensive experience of language being used to achieve outcomes in a variety of text types and genres in relation to topics, themes, events, and locations likely to be meaningful to the target learners.
2. the language the learners are exposed to is authentic in the sense that it represents how the language is typically used. If the language is inauthentic because it has been written or reduced to exemplify a particular language feature, then the learners will not acquire the ability to use the language typically or effectively.

Note:

The issue of authenticity is controversial, and some experts consider that ‘it is useful to focus attention on a feature of a language by removing distracting difficulties and complexities from sample texts’. Tomlinson assures his position asserting that such contrived focus might be of some value as an additional aid to help the learner to focus on salient features, but that prior and subsequent exposure to those features in authentic use is essential.

A large body of corpus languages is available now that gives a wider scope for experiencing authentic uses of language. Yet, there is still a gap, as Tomlinson (2009) thinks, ‘between what we do and what we know and between what we know and what we "tell" our learners’.

3. the language input is contextualized. Language use is determined and interpreted in relation to its context of use. Decontextualized examples do not contain enough information about the user, the addressee(s), the relationships between the interactants, the setting, the intentions, or the outcomes for them to be of value to the language learner. Only extended samples of language in contextualized use can provide the learner with the "information" they need to develop awareness of how the target language is actually used.
4. Make sure that the learners are exposed to sufficient samples of language in authentic use to provide natural recycling of language items and features that might be useful for the learners to acquire.

3.8.2 Principle of Language Acquisition: 2

In order for the learners to maximize their exposure to language in use, they need to be engaged both affectively and cognitively in the language experience (Arnold 1999; Tomlinson 1998b, 1998d, in Tomlinson 2010).

Implication for Materials Design

Materials designers are required to—

1. prioritize the potential for engagement by, for example, basing a unit on a text or a task that is likely to achieve affective and cognitive engagement rather than on a teaching point selected from a syllabus.
2. make use of activities that make the learners think about what they are reading or listening to and respond to it personally.
3. make use of activities that make the learners think and feel before, during, and after using the target language for communication.

3.8.3 Principle of Language Acquisition: 3

Language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not (Arnold 1999; Tomlinson 1998d, *ibid*).

Implications for Materials Development

Materials designers need to—

1. make sure the texts and tasks are as interesting, relevant, and enjoyable as possible so as to exert a positive influence on the learners' attitudes to the language and to the process of learning it.
2. set achievable challenges, which help to raise the learners' self-esteem when success is accomplished.
3. stimulate emotive responses through the use of music, song, literature, art, and so on, through making use of controversial and provocative texts, through personalization, and through inviting learners to articulate their feelings about a text before asking them to analyze it.

3.8.4 Principle of Language Acquisition: 4

L2 learners can benefit from using those mental resources that they typically utilize when acquiring and using their L1 (ibid)

Materials designers have to:

1. make use of activities that encourage learners to visualize and / or use inner speech before, during, and after experiencing a written or spoken text.
2. make use of activities that encourage learners to visualize and / or use inner speech before, during, and after using language themselves.
3. make use of activities that help the learners to reflect on their mental activity during a task and then to try to make more use of mental strategies in a similar task.

3.8.5 Principles of Language Acquisition: 5

Language learners can benefit from noticing salient features of the input.

Implications for Principles of Materials Development

While designing materials, one needs to--

1. make room for the learners to have a holistic view of the materials first and later a more specific monitoring of the particular features of the text. In this way they review the text primarily from their own experience and then, while examining the particular features, they develop their ability to discover in relation to their awareness of the full context of use (Tomlinson 1994).
2. inspire the learners to make discoveries themselves rather than drawing their attention by supplying clear information about the use of the feature of a text.

3.8.6 Principle of Language Acquisition: 6

Learners need opportunities to use language to try to achieve communicative purposes.

Implications for Principles of Materials Development

Materials will be such that the output activities of them will:

1. create multiple opportunities for the learners to produce language in order to achieve intended outcomes.
2. make sure that the learners to use the language rather than just practicing specified features of it.
3. help learners to develop their ability to communicate fluently, accurately, appropriately, and effectively.
4. be fully contextualized that make the learners respond to an authentic stimulus (e.g., a text, a need, a viewpoint, an event), have specific addressees a clear intended outcome in mind.
5. ensure opportunities for feedback and can be provided for the learners afterwards

Along with these, the developed materials will (Tomlinson 1994)—

6. have the potential to facilitate transfer of learning by replicating features of real-life activities in which the learners are likely to need to function after their course (James [2006] presents research supporting this and van den Branden [2006] reports the results of classroom research investigating the effects of replicating future workplace realities in classes for Dutch as an L2).
7. help learners to monitor themselves before, during, and after language production (Krashen 1985).

3.9 PRINCIPLES OF LANGUAGE TEACHING AND MATERIALS DEVELOPMENT

Considering principles of language teaching is another important variable to be taken into active consideration for developing materials as most of the time they are meant to be practiced in the classrooms. A list of the principles of language teaching that Tomlinson (2010) considers important for developing materials and the principles for materials development that he derives from them are discussed below:

3.9.1 Principle of language teaching 1

The content and methodology of the teaching should be consistent with the objectives of the course and should meet the needs and wants of the learners.

Implications for Principles of Materials Development

1. To facilitate the learners improve their communicative competence in English, authentic texts and tasks (that represent the real life situations in a typical English discourse rather than are articulated for language teaching purposes) should be used as much as possible in the materials. It also implies that any explicit exemplification should be informed by corpus data (Tan 2002a) or by systematic observation by the materials developers (Tomlinson 2009).
2. The materials should be flexible enough so that the teacher can make use of them as a resource and not have to follow them as a script. They will be written in such a way so that teachers and learners can make principled decisions about texts, tasks, learning points, approaches, and routes in relation to learner needs and wants.

3.9.2 Principle of language teaching 2

The teaching should be designed to help learners to achieve language development and not just language acquisition (Tomlinson 2007a).

Principles for materials development

The materials and the related activities should be developed in such way that

1. they involve and encourage the use of high-level skills like imaging, using inner speech, making connections, predicting, interpreting, evaluating, and applying. This not only helps learners promote their communicative competence, but it can also help them achieve the deep processing ability required for long-term learning. It will develop their ability to use language fluently, accurately, and appropriately in various genres and for various purposes.
2. they should not be restricted to the practice of language forms and functions, but should provide opportunities to use the target language to achieve intended outcomes in a range of genres and text types for a range of objectives.
3. they help the teacher to assess the learners and to give constructive feedback in relation to achievement of intended outcomes.

3.9.3 Principle of language teaching 3

The teaching should be designed so as to provide the learners with learning opportunities that will help them to develop educationally in the sense that they become more mature,

more critically astute, more creative, more constructive, more collaborative, more capable, and more confident as a result of the course.

Principles for materials development

1. The materials should not only focus on language learning. They will be cross-curricular so that they can relate to other subject areas.
2. They should include some element of content-based teaching (Snow 2005) that can help the learners learn more about a particular area of knowledge they feel interested to or have value to them.
3. The activities should help learners to develop skills as well as to transfer them to other areas such as academic, professional and / or leisure pursuits (e.g., creative, analytical, evaluative, organizational, coordination, and leadership skills).

3.9.4 Principle of language teaching 4

The teacher needs to be able to personalize and localize the materials (McKay 1992; Tomlinson 2006) and to relate them in different ways to the needs, wants, and learning-style preferences of individual learners (Anderson 2006).

Principles for materials development

The materials will have to-

1. provide the teacher with ideas (and maybe even banks of materials) for localizing and personalizing generic activities.
2. help the teacher to suggest ways in which individuals can make their own choices and work at their own level and speed.

Obviously, there are many other principles of language teaching, and there are also different language-teaching realities with significant implications for designing materials. The ability to cater for variations in class size, course duration, course intensity, lesson duration, teacher experience, teacher skills, teacher personality, and teacher communicative competence, learner access to the target language in use and learner motivation should obviously be a consideration when designing principled language-learning materials.

Howard and Major (2010) have pointed out the following guidelines for designing effective English teaching materials. They think that the materials–

1. should be contextualized—
 - to the curriculum they are intended to address (Nunan, 1988. pp.1-2)
 - to the experiences, realities and first languages of the learners (Jolly & Bolitho, 1988)
 - to topics and themes that provide meaningful, purposeful uses of the target language
2. should stimulate interaction and be generative in terms of language
3. should encourage learners to develop learning skills and strategies
4. should allow for a focus on form as well as function
5. should offer opportunities for integrated language use
6. should be authentic
7. should link to each other to develop a progression of skills, understandings and language items
8. should be attractive marked by-
 - good physical appearance (paper, type size, cohesiveness and consistency of the layout)
 - user friendliness (enough space for writing in gap-filling tasks, enough silence for thinking and responding during a tape or video exercise)
 - durability
 - ability to be reproduced
9. should have appropriate instructions for the users
10. should be flexible

3.10 CHECKLISTS FOR MATERIALS DEVELOPMENT AND SELECTION: A LITERATURE REVIEW

Designing materials need to be practiced with a keen sense and observation of the learners need and objectives of the program. Designing materials for an intercultural language learning program need to be accompanied with keen cultural awareness of the designer and the tasks should be devised so that they can encourage the learners to screen the intercultural message among them and can also contribute to the learners' language development. Exponents of language learning and teaching have formulated checklists for designing and developing materials from various points of view. Some of them are consulted below.

3.11 General checklist and checklist for ICC

The checklists can be categorized into two separate criteria for developing or designing ELT materials:

- **Checklists for developing materials in general and**
- **Checklists for developing intercultural materials**

3.11.1 Checklists for General ELT Materials:

3.11.1.1 Checklist from Brian Tomlinson (1998):

1. Materials should achieve impact (through novelty, variety, attractive presentation, appealing content)
2. They should help learners to feel at ease and comfortable with them
3. They should help learners to develop confidence
4. They should help learners to develop confidence
5. What is being taught should be perceived by learners as relevant and useful
6. Materials should require and facilitate learner self-investment
7. Learners must be ready to acquire the points being taught
8. Materials should expose the learners to language in authentic use
9. The learners' attention should be drawn to linguistic features of the input
10. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes
11. Materials should take into account that the positive effects of instruction are usually delayed
12. Materials should take into account that learners differ in learning styles
13. They should take into account that learners differ in affective attitudes
14. Materials should permit a silent period at the beginning of instruction
15. Materials should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities
16. Materials should not rely too much on controlled practice
17. Materials should provide opportunities for outcome feedback checklist

3.11.1.2 Checklist from Tom Hutchinson and Alan waters:

Tom Hutchinson and Alan Waters (1987) presented their checklist categorizing its aspects into two major sections—subjective analysis and objective analysis. The important points of the checklist go below:

1. What are the aims of the course? What are the aims of the materials?
2. What kind of language description do you require? (structural, notional, functional, discourse-based, combination of one or more etc.)
3. What type (s) of linguistic description is/ is used in the materials?
4. What language points do the materials cover? (What particular structures, functions, vocabulary areas etc.?)
5. What is the proportion of work on each micro-skill (e.g. reading)? Is there skills-integrated work?
6. What micro-skills are covered in the materials?
7. What kinds of texts are there in the materials?
8. What is/are the subject-matter area (s), assumed level of knowledge, and types of topics in the materials?
9. How is the content organized throughout the materials?
10. How is the content organized within the units?
11. How is the content organized within a unit?
12. What theory/ies of learning are the materials based on?
13. What attitudes to/ expectations about learning English are the materials based on?
14. What kinds of exercises/ tasks are included in the materials?

e.g. guided--- free?, comprehension—production?, language/skills practice--- language/skills use?, one right answer--- many possible right answers?, whole class--- group--- individual?, language-/skills-based---content -based?, ‘mechanical’---problem-solving?, role-play, simulation, drama, games?, ones involving visuals? self-study? some other kinds?

15. What teaching-learning techniques can be used with the materials? (e.g. ‘lockstep’? pairwork? small-group work? student presentations? work involving technical subject-matter? other kinds?)

16. What aids do the materials require? (e.g. cassette recorders? overhead projectors? realia? wallcharts? video? other?)
17. What guidance do the materials provide? (e.g. statements of aims? lists of vocabulary and language-skills points? language guidance? technical information? methodological directive or hints? suggestions for further work? tests? other-kinds?)
18. In what ways are the materials flexible?
 - can they be begun at different points?
 - can the units be used in different orders?
 - can they be linked to other materials?
 - can they be used without some of their components (e.g. cassettes)?

3.11.1.3 Checklist from McDonough and Shaw (1993)

1. Who are the intended audience?
2. What is the proficiency level of the users of the materials?
3. What is the context in which the materials are to be used?
4. How the language has been presented and organized into teachable units/ lessons?
5. What is/are the author's views on language and methodology?
6. Are the materials to be used as the main 'core' course or to be supplementary to it?
7. Is a vocabulary list/index included?
8. Is the layout or presentation clear or cluttered?
9. Is the material too culturally biased or specific... [or]... represent minority groups and/or women in a negative way?
10. How the skills are being presented in the materials?
11. What is/are the principles for grading and sequencing of the materials?
12. Where reading/ 'discourse' skills are involved, is there much in the way of appropriate text beyond the sentence?
13. Where listening skills are involved, are recordings 'authentic' or artificial?
14. Is the material suitable for different learning styles? is it sufficiently 'transparent' to motivate both students and teachers alike?

3.11.1.4 Checklist from Howard and Major (2010)

1. English language teaching materials should be contextualized.
2. Materials should stimulate interaction and be generative in terms of language
3. English language teaching materials should encourage learners to develop learning skills and strategies.
4. ELT materials should allow for a focus on form as well as function.
5. ELT materials should offer opportunities for integrated language use
6. ELT materials should be authentic
7. ELT materials should link to each other to develop a progression of skills, understandings and language items
8. ELT materials should be attractive
9. ELT materials should have appropriate instructions
10. They should be flexible

3.11.1.5 Checklist from Freida Dubin & Elite Olshtain (1986)

Questions about basic assumptions:

- How should the materials contribute to the process of language learning in the classroom?
- Who will retain the most control, the teacher in the classroom or the materials writers through the pages of the text?
- How much responsibility will they be given? What contribution will they make to the learning process? Will they work individually, in pairs, in groups, or as a whole class through frontal teaching as in a teacher-centered classroom? Are the modes of learning selected compatible with their cultural expectations about what materials should provide? How will we account for differences in learning styles in our audience?
- Will there be an identifiable point of view embedded in the language content in terms of age, sex, social class, nationality, educational status, lifestyle etc.?
- How will we integrate the language skills we have chosen to emphasize with language structures, themes, situations, or functions?

Questions about shape and design:

1. Length and size: What dimensions are we working with? How can we use the resources for maximum effectiveness?
2. Internal format: What will constitute a lesson? A unit? A section? Will each contain the same elements? Will we rely on one workout type or should we provide variety? Will we have uniform titles on sections, lessons, workouts etc.?

3. Sequencing grading: In what order will the separate parts be presented? Should the lessons increase in difficulty? Should we consider a matrix, a story line, or cyclical ordering?
4. Process: What will teacher/ learner do before the lesson (preparation)? What will they do during the lesson (workouts) and afterwards (reinforcement)? How will we provide learners with occasions for utilizing elements of the lesson outside of the classroom?
5. Consumable: Should we design pages so that learners use them up, for example, by writing in them? For local materials, quite the opposite criteria might be important.
6. External format: How will we title the materials? What graphic devices can we utilize to enhance their appeal?
7. Ancillary: What additional elements should be included? For example, for publishable: word lists, glossary, and index; for local materials' picture file, art work, realia.
8. Visual and auditory aids: Should we incorporate additional visual or auditory components? For example, use of video, film, radio, tape recording etc.?
9. Options: How can we provide alternative choices in the materials to ensure teachers and learners have the means for adapting the work more readily to their own needs?
10. Evaluation: What measure will we include for assessing learners mastery of the content? How will we field-test work in progress?

3.11.1.6 Checklist from Ferit Kilickaya (2004)

1. Do the materials give any information, instructions or suggestions about how they may be used and how the cultural content may be handled?
2. Do they address specific learners or are there any characteristics of the learners that the materials address to?
3. What role the teacher will play to use those materials?

3.11.1.7 A Synthesized Checklist for General ELT Materials

1. The materials should be contextualized to the needs and experiences of the learners.
2. The goals or objectives of the materials should be to help develop communicative competence
3. All areas of linguistic competence should be used in the materials.
4. The major skills should be integrated in the lessons.
5. All the micro and macro-skills should be covered in the materials.

6. Interesting, context and culture sensitive texts with the right level of linguistic and topic complexity should be used.
7. The subject-matter area (s), assumed level of knowledge, and types of topics in the materials should be selected.
8. Content should be organized a) throughout the materials, b) within the units and c) within a unit according to theme, topic or complexity level.
9. Theories of learning upon which the materials will base.
10. Teachers' and learners' attitudes to / expectations about learning English will be assumed on which the materials are based.
11. Learning by doing, learning through problem solving or discovery learning should be the tasks included in the materials (e.g. should be both guided and free focused on comprehension and production, whole class, group and individual activities of problem-solving or discovery oriented, role-play, simulation, drama, games, self-study or some other kinds)
12. The teaching-learning techniques to be used for using the materials will include pair work, small-group work, student presentations, works involving technical subject-matter and other kinds and engagement with the skills and their subskills.
13. Required aids to be used will include cassette recorders, overhead projectors, realia, wall charts, video, and others.
14. Sufficient guidelines and directions should be served to use the audio-visual parts, media elements etc. of the materials
15. Additional information about foreign culture/s should be provided before using the materials and the aids.
16. Adequate guidance should be provided to use the materials. (e.g. statements of aims, lists of vocabulary and language-skills points, language guidance, technical information, methodological directive or hints, suggestions for further work, tests, or other-kinds)
17. materials should be flexible in the following ways—
 - a. they can be started at different points
 - b. the units can be used in different orders
 - c. they can be linked to other materials
 - d. they can be used without some of their components (e.g. cassettes).

18. Instructions for the tasks should be clear enough.
19. The language learning goal/s for the materials should be explicit
20. Opportunities for integrated language use should be provided by the materials
21. The social and cultural contexts in the materials should be comprehensible to the learners. (Cunningsworth, 1995, cited in Garrido)
22. Women should be given equal prominence to men in all aspects of materials. (Cunningsworth 1995, cited in Garrido)
23. The materials will give information, instructions or suggestions about how they may be used and how the cultural content may be handled.
24. The role that the teacher will play to use those materials will be settled.

3.11.2 Checklists for Intercultural ELT materials

3.11.2.1 Checklist from Huhn (1978)

Though meant for textbooks, Huhn's checklist to evaluate the intercultural dimension reviewed by Byram (1997) and Cortazzi and Jin (1999) (cited in Byram) can be applied to materials that includes the following criteria:

1. factual accuracy and up-to-date information;
2. avoidance (or relativisation) of stereotypes;
3. presentation of a realistic picture;
4. freedom from (or questioning) ideological tendencies;
5. presentation of phenomena in context rather than isolated facts;
6. relevance of historical material to contemporary society;
7. presentation of personalities as products of their age

Sercu (1998) considers representativeness and realism as the most important factors and suggests that, to evaluate the cultural dimension of a textbook the teacher should look at the following questions:

- What image is presented: royal or a realistic one? (national or international?)
- Are aspects of foreign culture touched upon?
- Does the materials offer an authentic reflection of different foreign culture and society?

- Do the textbooks include materials/texts written by members of the different nationalities living in the foreign country or do they mainly present the white male point of view?
- Are mentality, values, ideas of different cultures dealt with?
- Is the information on the foreign culture integrated in the course?

However, the question remains, whether it is really possible to tell the learners in the class about all these things. The answer comes negative. Instead, the teachers may attune the learner to the possibility of differences, and seek to explore how ‘decentring from ones’ own taken-for-granted world can be structured systematically in the classroom’(Byram & Fleming, 1998: 7)

3.11.2.2 Checklist from Ferit Kilickaya (2004)

Kilickaya sets guidelines in order to evaluate to what extent textbooks include the Intercultural aspects. The checklist guides the evaluation for both materials in general and for intercultural materials.

For Intercultural materials

1. Do they include a variety of cultures or just specific ones such as British or American culture?
2. Do they represent the reality about the target culture or the author's view?
3. Where is the cultural information taken from? Author's own ideas or empirical research?
4. What subjects do they cover? Are these specific to the target culture? Are there any topics that might not be culturally suitable for the learners in class?
5. What cultural and social groups are represented? Is this adequate coverage of a variety of people or is this limited to a chosen people? If so, what kind of people are these? Are there any stereotypes?
6. Do the materials include generalizations about the culture? Does it inform the audience of the fact that what is true of the parts is not necessarily true of the parts?
7. Is the cultural information presented with comments such as being good or being bad? Or is it presented without such comments?
8. Are there illustrations? If so, are these appropriate to the learners' native culture? Would additional information be necessary to explain them or are they self-explanatory?
9. What are the learners supposed to do with the cultural information such as using actively or just be aware of it for a better understanding of the target culture?
10. Would a teacher using this book need specialized training to be able to use it or is there enough information given?

3.12 Checklist to be Used for Designing Intercultural Materials in the Present Study

1. Presentation of culture

- The materials should include a variety of cultures.
- The materials should represent specific cultural and social groups from different parts of the world.
- The materials will cover a variety of people and preferably focus on the practices of educated, middle-class people of a community who obtain a typical and normal life style.
- General mode of life and behavior will be chosen but stereotypical attitude will be avoided.
- The information in the materials should be up-to-date and have factual accuracy about the target culture.
- They should be penetrating, heart and soul picture of that culture.

2. Authenticity of the materials

- They should represent the reality about the target culture.
- The cultural information should be taken mostly from authentic sources and literature of the target language.
- They should present a realistic picture.
- The characters in the materials should exist in some kind of social setting.

3. Subjectivity of the materials

- They should specifically cover subjects of the target culture.
- There should not be any topic that might embarrass the learners in class though some materials may seem unfamiliar to them.

4. Generalization

- The materials should generalize the culture.
- They should inform the audience of the fact that what is true for the parts of a culture is not necessarily true for the whole of it.
- They should avoid stereotypes about the culture in an authentic way.

5. Illustrations

- There should be illustrations where necessary.
- The illustrations should be appropriate to the learners' native culture.
- Additional information should be necessary to explain them if they are not self-explanatory.

6. Social and personal relationships

- There should be representation of relationships in social and personal level in other cultures
- The social relationships of the target culture should be portrayed realistically.
- They should be presented in such way so that the learners can interpret the norms of relationships, behaviours, intentions etc. of the culture/s portrayed in the materials
- The learners should be able to contrast them with those of their own.

7. Representation of social phenomena

- The materials should focus on the rituals and cultural norms of social phenomena like marriage, child rearing, traditional festivals, meal time conversation, classroom and workplace behaviors, party attending, introducing people etc. of the specific culture/s.
- The learners should be able to identify and compare them with those of their own and of other cultures.

8. Portrayal of women

- The materials should put light on how women are portrayed in the specific culture and also in other culture communities in the world.
- The portrayal should be unbiased and realistic, not only from the white male point of view.

9. Ideological tendencies

- They should be free from any (or questioning) ideological tendency e.g. Marxism, Communism, Feminism etc.
- The pivotal concept is Intercultural that will be ever present in the materials.

10. Portrayal of characteristics

- The materials should portray the characteristics of any certain individual or group of people like, eating and clothing habits, cooking procedures, gestures, body languages and signs etc.
- It should be pointed out in what ways they are different in the other parts of the world.
- The mentality, values, ideas of different cultures/contexts should be dealt with.

11. Response on the learners' part

- The social and cultural contexts in the materials should be comprehensible to the learners.
- It should be properly directed what the learners are supposed to do with the cultural information such as using actively or just be aware of it for a better understanding of the target culture.
- They should be made encouraged to consult additional material on the topics dealt with.

13. Various aspects of the target culture

- The materials should offer an authentic reflection of the dominant aspects of the foreign society.
- The culture-specific reference frames should be comprehensible to the learners. As a preparation, the learners should be assessed to get idea about their elementary knowledge of the culture and its products.

14. Planning of Lessons for the Materials

The 3p framework (perspectives- practices- products) will be followed to avoid the conflict regarding “C and c by interweaving the formal and informal aspects of daily life, as one normally lives it in any culture” (Dema and Moeller, 2012 in Zelencova, 2012).

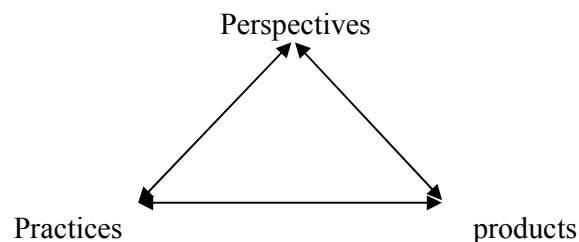


Figure 3.1: Framework of Language Learning

Source: Zelencova, 2012

The materials are designed in accordance with the five elements that Byram (2000) suggested, that involve in intercultural competence and these perspectives and practices help go to the production level (of materials) –

- Attitudes
- Knowledge
- Skills on interpreting and relating
- Skills of discovery and interaction
- Critical cultural awareness/political educational (Byram, 2000)

Attitude: The materials will motivate the learners to respect other cultures, have openness and curiosity to discover and tolerate other culture and cultural behaviors

Knowledge: The materials will provide knowledge about the cultural differences, the patterns and conventions of different cultures and subcultures and the norms and rules of communication in those cultures

Skills on interpreting and relating: The materials will engage four macro skills of language learning (LSRW) as well as the skills of observing, evaluating, analyzing, interpreting and relating

Skills of discovery and interaction: The materials will inspire the learners to discover the cultural facts and will offer scope to practice the skills to use them while communicating with other nationals.

Critical cultural awareness/political educational: The materials will make the learners aware of the diversity of socio-economic, socio-political, and educational systems in other cultures and the norms and customs prevalent there.

- The lessons have been planned in five stages in the present study that incorporates the above mentioned elements. The objectives of each lesson are mentioned first, which is followed by warm up activity, and then there are some pre-reading, while reading and post reading activities. The lessons are based on texts. There are also pictures, excerpts of conversation; video clips etc. that the students will go through. The text in each lesson gives some social and cultural information. Activity contains some questions for students to start the conversation in group or pair leading to further discussion on the topic. Finally, the students are required to speak or write something on the topic of the lesson that basically engages them in comparing the learner's own culture with the cultural norm presented in the lesson.

3.13 CONCLUSION

Promoting Intercultural Communicative Competence in English language learners is a recently -felt need in ELT and the scarcity of Intercultural materials justifies that. Sufficient research has not yet been done for establishing reliable, suitable and substantiated principles for designing, developing and selecting Intercultural materials. Apparently, an abundant resource of literature is still absent in this concern and it is essential to focus on designing Intercultural- materials- based course and syllabus. The

available literature on this topic has been reviewed to study the development in research on this topic and to collect the checklists for materials development though the thinkers and experts have mostly thought over materials in general while developing the checklists. After reviewing the available checklists, two separate checklists have been developed by synthesizing them and the checklist for Intercultural materials have been followed while developing materials for this study. However, the review in this chapter feels that further research in setting up principles and in developing checklists for developing Intercultural materials is essential.

CHAPTER FOUR

Selecting and Designing Intercultural Materials

4.1 Introduction

Some units of intercultural materials are designed in this chapter to help learners develop their Intercultural Communicative Competence (ICC) in order to communicate with global communities in culturally acceptable way(s). The idea of ICC is a recent development that has brought about a major shift in the focus of English teaching and learning globally. The target has shifted from Hymesian (1972) concept of ‘communicative competence’, which was basically an ideal native speaker norm, to intercultural communicative competence; in other words, this shift is from ‘cultural appropriateness’ to global community. Today’s graduates have to communicate with nationals from different cultures, and hence knowledge and skills to communicate with other nationals in a culturally acceptable way, without sounding rude, is the goal of modern ELT programs.

This package of materials is to promote Intercultural communicative competence which, as this thesis argues, should be major focus in ELT programs of the time. As argued in the thesis (chapter 2) graduates of the globalized world today need it as opposed to Hymes’ notion of communicative competence. Intercultural Communicative Competence (ICC) is very important for the global citizen today for what we call international English. Students need language proficiency and at the same time multi-cultural knowledge for appropriateness in cross-cultural communication.

4.2 Important Consideration for Designing this Pack of Materials:

Materials in the present reality of a globalized world should, thus try to promote ‘intercultural communicative competence’, not only Hymesian ‘communicative competence’. Materials in this study have been designed to help learners—

- communicate in English with other nationals successfully;
- know about appropriate mode of communicating across cultures;
- use the knowledge in real life situation where necessary;

- appreciate the similarities and differences between their own and target cultures of the other communities/ countries with whom they are likely to communicate;
- develop effective proficiency in the major English language skills and their subskills;

The materials are designed to—

- familiarize learners with appropriate modes of communication, written and spoken, in different cultures of the world;
- provide practice opportunities for all the four basic language skills;
- make materials interesting and attractive for learners;
- compare the modes of communication, spoken and written with those in other cultures;
- help the learners communicate with other nationals successfully;
- inspire the learners to compare and contrast their own culture with other culture(s) of the world and communicate with people from other cultures, in culturally appropriate ways;
- discourage the learners to generalize and oversimplify or to have any stereotypical opinion about any culture or cultural fact;

More specifically, the materials focus on—

- Politeness norms in different countries differentiating in greetings, apologizing, requesting, ordering food, requesting someone that varies across cultures;
- Academic writings and facing interviews in different cultures
- Festivals and holiday gatherings in different cultures;
- Citizenship-related issues: for example, inviting others, punctuality etc;

Selected and Developed Materials

Unit One: Communication in Global Settings

Lesson1: Beginning a Conversation

Source: *Beyond Language* by Deena Levine & Mara Adelman 1982



(http://www.123rf.com/search.php?word=two_people_talking&start=60&searchopts=&itemsperpage=60)

Objectives: In this lesson students will

- discuss how people start a conversation
- read a dialogue with starter
- know some other conversation starters
- write dialogues and role play

Activities:

A. In pairs discuss the following

1. How do you begin a conversation in your country?
2. Which topics do you usually talk on?
3. Do males and females begin with the same topic?
4. How do the young and elderly people do that? Is that different in rural and urban culture?

B. Initiating and maintaining a conversation is a way of communication and the skill of it is needed when one is learning a new language. To initiate a conversation one of the speakers must ask the other questions.

Now read some dialogues between two strangers. After reading, discuss the following questions:

Text 1

: *"It's really cold today, isn't it?"*

: *"Yeah, what crazy weather we've been having!"*

: *"I am Peter. What's your name?"*

: *"My name is Paul"*

: *"Where are you from Paul?"*

: *"I am from Buenos Aires"*

: *"I am from Buenos Aires, too!"*

: *"Really! Where did you live in?"*

: *"In San Telmo"*

: *"What a coincidence! I also lived in San Telmo!"*

: *"That's very interesting! Did you enjoy Tango?"*

: *"Yes, of course. I used to go to a Tango bar on each weekend. But now it has lost much of its charm, you know."*

: *"you are right. But this should not happen..."*

Answer the following questions:

1. What do you think is the relationship between the two persons in the dialogue—formal or informal? Can you guess where they are meeting?
2. How did they start the conversation?
3. What is the subject of their talking?
4. Do you know what Tango is?
5. Do you know where Buenos Aires is? If you have any world map in your class, try to locate the place.

The best way of continuing a conversation and for making the communication successful is to add some extra information to a one-word response; otherwise it may become monotonous and any of the speakers might feel frustrated that ends in an ineffective communication.

Now read another dialogue between Rick and Debbie in a party:

Text 2

Rick: *Hello where are you from?*

Debbie: *From New York. Where are you from?*

Rick: *I am from Texas. Why did you come to California?*

Debbie: *To study. Are you also studying?*

Rick: *No, I am working here. I am a Laboratory Assistant in a high school. What are you studying?*

Debbie: *Solar energy. That's my favorite subject.*

Rick: *That's great! I also like the subject. How long do you plan to stay here?*

Debbie: *Two years. Then I'll try to switch to Cambridge.*

Rick: *That'll be wise. When did you come?*

Debbie: *Three weeks ago.*

Discussion Questions:

- i. How did Rick and Debbie start the conversation?
- ii. What is the subject of their talking?
- iii. What is Rick in California for?
- iv. What is Debbie's plan about study?
- v. Do you consider the conversation meaningful?

C. Notice the following conversation starters .In pairs discuss how the starters have been used. Then write short dialogue using each of the starters. Then role play in pairs using those dialogues.

1. Hi, what have you been up to since I last saw you?
2. Good to finally meet you, how have you been?
3. What line of work are you in?
4. Do you have kids?
5. Where did you grow up?
6. Hi, good to see you again. Hey, I like your jacket/bag/shoes etc.
7. Hi Jim, Long time no see!

Unit One: Communication in Global Settings

Lesson 2: Introduction: Use of Titles

Source: *Beyond Language* by Deena Levine & Mara Adelman 1982

Objectives: In this lesson students will

- discuss different manners of introduction and addressing
- read a text on styles of addressing in different cultures
- write dialogues and role play dialogues
-

A. What do you say and do when you introduce someone and are introduced to someone? How do people address you in different settings? Do you like the addressing? If, yes/no, why? What, according to you, should be the proper manner of addressing others?

B. Have you noticed how people in Western world address each other? Can you see any difference?



B. Look at the picture. Notice how they are introducing themselves? Now read the following excerpt about addressing people and answering questions.

Often when there is a difference in status or age between two individuals, formal titles and last names are used unless the person of lower status is told to use the first name.

For example:

ACCOUNTANT (age 50).Hello, my name is Bob Thomas.

STUDENT (age 20). It's nice to meet you, Mr. Thomas.

ACCOUNTANT. Please just call me Bob.

In informal introductions there is a tendency to reduce status differences by using first names. In more formal situations, the title along with the last name is appropriate.

For example, when a student introduces herself/himself to a university professor, she might speak as Susan does in the utterance below:

SUSAN (student). Hello, Dr. McCarrick. My name is Susan Hall and I would like to ask you about your course.

C. Now read the text (within the box) on how people address each other in Bangladesh.

In Bangladesh, it is considered impolite to address a person with the first name if he/she is senior by age. It is usual to address them as brother or uncle even if they are just introduced. In official environment, people who are in higher position should be called 'Sir'. People in Bangladesh can not think of addressing teachers with their names or titles as it is taken as a serious offence. They should only be addressed as 'Sir'. People who are in the same rank or of the same age use each other's first name, surname or title. Typically colleagues do that to communicate among themselves though high officials and senior colleagues address the lower officers and juniors with their first names and titles.

Calling women with their titles is very rare in Bangladesh. In an informal setting they are called 'sister' or 'aunty' if senior by age. In a formal setting they are called 'Madam'. Female teachers are also called madam.

Discussion Questions:

- i. What do people say in the West when they are introduced to others?
- ii. Why do they use first names in informal introductions?
- iii. How do people in Bangladesh address a just introduced person? Can you explain why they do so?
- iv. Can you mark two distinct qualities of these two nations from their style of addressing others?

D. Suppose you are in a party in the UK and have just been introduced with Mr. Joe Philipson , who is a University professor. Draft a conversation between you two and role play that with a partner.

Unit One: Communication in Global Settings

Lesson 3: Greetings in Europe

Source: icrp-july07



Objectives: In this lesson students will

- discuss rude and polite manners of greetings
- know about the manners of greetings across cultures/contexts
- write a passage

A. What do you do and say when you meet somebody for the first time? Discuss what language and manners are considered rude and polite for greetings in Bangladesh.

B. Look at the picture below , and discuss how the two persons seem to greet each other. How is it like or unlike the greetings in Bangladesh? What do you think is the relationship—(formal or informal) between the two?

C. Now read the following text about greetings in different countries and discuss the questions below it:



(eye-contact3.jpg)

Eye Contact and Handshaking in Introductions

Italy

Italians greet friends with two light kisses on the cheek, first the right and then the left. Even if you are merely acquaintances, this form of greeting is usual, both on arrival and on departure. When groups are splitting up, expect big delays as everyone kisses everyone else. When being introduced, a handshake is usual; although not necessarily the firm businesslike shakes other nationalities may be used to.



Britain: <http://pocketcultures.com/2010/07/14/kiss-hug-or-shake-hands/>

Britain

On meeting someone for the first time, British people only shake hands in a formal situation, especially at workplaces or even just smile at each other. They rarely come to physical contact. But if it's a friend or casual acquaintance, they would hug or (between two women or a man and woman) make one kiss on the cheek. Different areas of UK sometimes have their regional greetings. For example in Yorkshire it's common to say **Alright!** instead of "hello, how are you?".

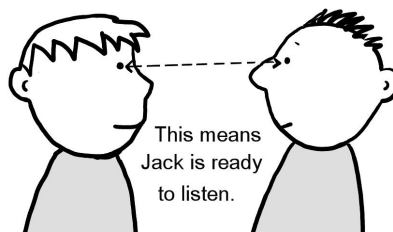
Finland

When greeting, the parties shake hands and make eye contact. A full bow denotes special respect — in normal circumstances, a nod of the head is enough. A Finnish handshake is brief and firm, and involves no supporting gestures such as touching the shoulder or upper arm. Embracing people when greeting them is rare in Finland. A man greeting someone in the street should raise his hat; in the cold of winter, a touch of the hand to the brim of the hat is enough.

Germany

German culture can be quite formal and hierarchical, so titles, honorifics, and last names are commonly used in introductions. Germans offer a firm, but brief, handshake as a greeting. Handshakes between a man and a woman or between two women will likely be less robust. It is customary for people to also shake hands upon departing from one another. Eye contact is generally expected during the course of the introduction and conversation.

He waits till Jack's eyes look at his eyes



France

The French culture is a formal culture. This applies to the language spoken and greeting styles. The usual French greeting is a quick, lightly gripped handshake. An overly firm handshake may be considered impolite. When leaving, a handshake is repeated to say goodbye. Proper etiquette dictates that visitors should greet and shake hands upon arrival and departure with everyone, including children. Friends and family will often exchange a quick kiss on both cheeks



http://cestparti.org/2358/2_DIALOGUE.html#Document=6464

Discussion Questions:

i) When do Italian people kiss each other?

- ii) How do British people greet a friend?
- iii) What is the sign of special respect in Finland?
- iv) What is the usual trend of German people for handshaking?
- v) How do the French people take leave?
- vi) **Say whether the following are true or false:**
 - a. Italians prefer firm handshakes when being introduced.
 - b. Finnish people touch the brim of hat while greeting others in winter.
 - c. An overly firm handshake is not considered very warm and friendly in France.
 - d. People embrace while greeting in Finland.
 - e. French culture is a formal culture.

C. Write a short passage to be published in any English daily on “Eye contact and handshaking in Bangladesh and their impact in different situations”.

Unit One: Communication in Global Settings

Lesson 4: Greetings in North and South America

Source: icrp-july07



(134.jpg)

Objectives: In this lesson students will

- talk about the people and their manners in North and South America
- read some texts about manners of greetings in North and South America
- write some tips about cross cultural manners for tourists

A. Do you have any idea about the people and their manners in America? Do you think they might be different in North and South America? Discuss in groups and note difference of people of North and South America.

B. Look at the picture. Notice how they make eye contact.

C. The following texts are about different manners of greetings in North and South America. Read them and answer the questions that follow:



<http://redbus2us.com/how-people-greet-in-usa-etiquette-in-us/>

United States of America

Direct eye contact and firm handshakes during introductions are customary in the United States. In introductions as well as in general conversations, speakers maintain frequent eye contact. Most people become nervous if frequent eye contact turns into staring. When shaking hands, people shake firmly and briefly. The expression, "He shakes hands like a dead fish" refers to a limp handshake, a sign in the American culture of a weak character. Prolonged handshaking is not usual.



Brazil : <http://pocketcultures.com/2010/07/14/kiss-hug-or-shake-hands/>

Brazil

Brazilians are typically friendly and informal. Smiles and other pleasantries accompany most introductions. The "social" kiss consists of a kiss on each cheek. Men and women greet each other with a kiss and women greet one another with a kiss. Men do not tend to kiss; rather, they shake hands while giving a pat on the shoulder with the other hand.



Argentina: <http://pocketcultures.com/2010/07/14/kiss-hug-or-shake-hands/>

Argentina

Argentineans are known to be politely formal when first greeting one another. A handshake accompanied by a slight nod of the head is a respectful greeting at first introduction. Men and women usually greet each other with a handshake. Many Argentinean women use both hands in handshaking. Often, this is accompanied by a kiss on the cheek.

Venezuela

A firm handshake is a common greeting among acquaintances and strangers. Venezuelans use their hands to communicate or emphasize a point. It is polite to maintain eye contact throughout a conversation. In less formal settings, men and women and woman and woman usually kiss each other's cheek; men shake hands and pat their shoulders.



(<http://www.dreamstime.com/stock-image-american-canadian-handshake-image6497091>)

Canada

In Canada when introduced to another person for the first time, it is common to be offered a firm handshake. Greetings go along with a smile and eye contact throughout the course of the introduction and conversation. Canadians are generally an informal culture with respect to forms of address. First names are typically preferred to last names.

Discussion questions:

- i) What is the implication of the saying, “shaking hands like dead fish” in USA?
- ii) How do Brazilian men and women greet each other?
- iii) What is considered the manner of respectful greeting in Argentina?
- iv) Why do Venezuelans use their hands while greeting others?
- v) What do Canadians do during introduction and conversation?

D. Fill in the gaps:

- i. Canadians prefer _____ names to _____ names in introduction.
- ii. In USA, most people become nervous if _____ eye contact turns into _____.
- iii. The "social" kiss consists of a kiss on _____ in Brazil.
- iv. Handshaking is accompanied by a _____ in Argentina.
- v. _____ is a common greeting among acquaintances and strangers in Venezuela.
- vi. Prolonged handshaking is not _____ in USA
- vii. Venezuelans use their _____ to communicate or emphasize a point.

E. Say whether the following are true or false:

- i) Direct eye contact and firm handshakes during introductions are considered rude in the United States.
- ii) Canadians are generally informal in addressing others.
- iii) It is impolite to make eye contact throughout a conversation in Venezuela.
- iv) Many Argentinean women shake both hands with a kiss on the cheek while greeting.

F. You are the leader of a team which is on a tour to some countries of South America. Write some important tips for your team members about the norms of greeting that will be included in a booklet prepared for them.



Unit One: Communication in Global Settings

Lesson 5: Greetings in Asia

Source: icrp-july07

Objectives: In this lesson students will

- Talk about the manners of greetings in Asia
- Know about some manners in several Asian countries
- Write a letter

A. You have learnt about the manners of greeting in Europe and America in the previous lessons. What do you think about the manners of greetings in Asia? Do you think they are different? Do you know about the manners in any Asian country other than Bangladesh?

B. Now read the texts below about the manners of greeting in Japan, China and India. When you finish reading, answer the questions that follow:



<http://www.buzzle.com/images/people/japanese-culture/japanese-bow.jpg>

Japan

Bowing, a gesture of respect, is the feature of Japanese etiquette that is best known outside Japan. When dealing with non-Japanese people, many Japanese will shake hands. Greetings are considered to be of extreme importance in Japanese culture, a lazy greeting is regarded with the type of disdain that would accompany a limp handshake in parts of the West.

China

Shaking hands is more popular and appropriate on some formal occasions. Bowing is a way to convey respect, however, at present Chinese youngsters tend to nod as a greeting. China is a relatively non-physically expressive country; however, in today's China, the greeting of a handshake has become commonplace. It is gentle, may last as long as 10 seconds, and is usually combined with a slight bow of the head while the eyes may be lowered to express respect or to avoid confrontation. This is a sign of respect and deference. Staring deeply into the eyes of a Chinese person is inappropriate.



<http://www.123rf.com/stock-photo/namaste.html>

India

'Namaste' is the traditional greeting in India among Hindus. Interpreted literally, the namaste is a greeting that recognizes the holiness in each person, as it suggests, "I salute the god in you." A namaste is conducted by placing the hands together in a prayer-like fashion, holding them close to the chest and bowing the head slightly, while saying "namaste." The eyes are also lowered as a gesture of humility and trust. The handshake is also used quite frequently, either as an addition to the namaste or as an alternative to it. The handshake will likely be quite soft. A loose-grip handshake is more a reflection of a need to appear modest rather than a sign of insincerity.

Discussion questions:

- i. What impression of the characteristics of the Japanese and Chinese people do you get from the ways they greet people?
- ii. In China, how long will the shaking of hands continue while greeting?
- iii. How do people in India greet each other?
- iv. What is the suggestion of “Namaste” in India?

C. Fill in the gaps:

- i) _____ is the best known feature of Japanese etiquette.
- ii) _____ is the best known feature of Japanese etiquette out side Japan.
- iii) Namaste suggests, “I salute the _____ in you”.
- iv) Guten Tag is said in _____.
- v) Bom dia means _____ in _____.

D. i. Work in pairs. Choose any country from this or the previous lessons. Act out their manner of greetings as expressed in the text, and ask the rest of the class to guess where that greeting is from.

ii. Discuss the different greeting styles.

iii. Discuss in groups how you would react in an international context if you do not know how to greet in that context. Act out an “Introducing each other” role-play.

E. Tutorial Assignment: Suppose you have recently met a Japanese family who came to Bangladesh. You have liked their manners and politeness. Write to a friend describing your experience and also write why they are different from those in Bangladesh.

Unit One: Communication in Global Settings

Lesson 6: Informal and Formal Greetings across Cultures

Source: icrp-july07

Objectives: In this lesson students will

- explore global ways of greetings
- know about formal and informal greeting across cultures
- discuss difference between formal and informal greetings
- write a short paragraph

A. Look at the following table and see how people greet formally and informally in different countries.

Say Hello- globally!

Country	Greeting Formal	Greeting Informal
England	Hello!	Hey/ Hi!
The USA	Hello!	Hi!
Poland	Dzień dobry and Dobry wieczór	Czes'c'! (treshch)
Australia	Goodmorning/ afternoon/evening/Hi	G'day!
Japan	Konnichiwa! And Konbanwa	Ohayou !
Brazil	Ola/Oi !	Bom dia!
Russia	Privyet!	Kak dela
France	Bonjour! (Boo zur) with person's title)Monsieur or Madame	Bonsoir(without title)
Germany	Guten Tag! (Gootn Tug)	Tag! (Hello)
Spain	Buenos dias!	iHola! (Ola!)
Hungary	Csókolom or Jó napot kívánok	Szia! (Sia)
Iran	Salam!	Salam!

Source: icrp-july07

B. Now match the formal and informal greetings with the countries:

1. Germany	1. Goodmorning	1. Salam
2. Brazil	2. Buenos dias	2. Hey/ Hi
3. Iran	3. Hello	3. G'day
4. Australia	4. Salam	4. iHola
5. Spain	5. Ola/Oi	5. Bom dia
6. England	6. Guten Tag	6. Tag

C. Discuss in groups what you understand by 'formal' and 'informal' greetings. What is the difference (s) between them? Discuss the different situations where formal or informal greetings are usual. Who are we informal with?Who are we formal with?

D. Discuss why it is necessary to know both the formal and informal styles of greetings of a culture? Give reasons for your opinion in 7-8 sentences.

Unit One: Communication in Global Settings

Lesson 7: Invitations

(Source: Levin & Adelman 1982)

Objectives: In this lesson students will

- describe an invitation letter
- talk on casual and genuine invitation
- read some examples of invitation in other cultures
- write an essay

A. How do people invite you in your culture? When will you take an invitation as casual? What makes that genuine? How are you invited by your friends and by your relatives? What do you say to accept and to refuse it? Discuss in groups and write them down.



(Source: <http://wedding.wetalking.org/wp-content/uploads/2011/12/wedding-invitation-wording-samples.jpg>)

B. Now read the text and note down the key words and expressions used in the invitation card.

C. Discuss the following questions:

- i. What is the invitation for?
- ii. Who are inviting? What is their relation?
- iii. What are the time and venue of the ceremony?
- iv. Is there anything about the letter that you find unfamiliar in your culture?

D. Now read the excerpts of dialogues below and discuss the following questions:

Note: You saw the picture of an invitation card. Language of oral invitation is quite different from that. Extending, accepting and refusing invitation is a commonplace issue in all cultures but the ways of doing them are different. Cultural gap in it often results into misunderstandings and even break-up of relation. In America, invitations require definite commitments. The following examples will reveal the differences between two types of invitation-

Invitation 1

JOHN. Hi Kate, Why don't you drop in sometimes to my home for a cupa?

KATE. Sure, I will 'pop in sometime.

1. What type of invitation is it—formal or informal or genuine or casual? What does this mean?
2. What do the expressions 'drop in', 'cupa' and 'pop in' mean?
3. How do you say these things in your culture?

Invitation 2

KATE. It was nice talking to you. I have to run to class.

DARLENE. OK, maybe we can meet sometimes soon.

KATE. Yeah, love to. Why don't you drop by my house sometime?

DARLENE. Great. Gotta go. See ya soon.

Invitation 3

KATE. Before you leave for your vacation can we get together and have lunch?

DARLENE. Sure, I'd love to

KATE. How about Friday? Say about 12:30 at my place?

DARLENE. That sounds good. See you then. (ibid).

Note: The first invitation does not result in an appointment and is nothing more than a “polite” expression while the second dialogue is a genuine invitation. So, mentioning specific time, place and date is the sign of a real invitation.

Discussion questions:

- i. What are the differences between the invitations above?
- ii. How are they different from the style of invitation in your culture?
- iii. What would you say if a newly acquainted friend in America invited you to a dinner and you were reluctant to accept that?
- iv. How could you explain the following expressions?
'yeah', 'love to', 'drop by', 'gotta go', 'see ya soon'.

C. Discuss in small groups and compose a tutorial paper on “Language of Invitation in Bangladesh”. Describe how people invite others on various occasions like wedding ceremony, birthday party, religious festivals, and private dinners in different regions of Bangladesh and how they differ in rural and urban area.

D) Browse some samples of invitation letter from various nations. Prepare a homework on it to be submitted in the next class.

Unit One: Communication in Global Settings

Lesson 8: Speaking and refraining from speaking

Source: Levin & Adelman 1982

Objectives: In this lesson students will

- discuss manners of speaking in their culture
- read a passage about manners of speaking in other cultures
- write a letter
- make an internet search

A. How often do you speak with your teacher in classroom? Do you feel shy or do you hesitate? In other situations, do you always feel free to speak? When do you feel most embarrassed? What do you do if a senior person (teacher, student or others) interrupts while you are speaking? When do you interrupt someone who is speaking?

B. Now read the passages below about some of the aspects of speaking and discuss the following questions:

Speaking patterns, interrupting, keeping silent, reacting as a listener etc. are some important features of verbal interaction that conforms to specific culture/s. People are usually stereotypical in their concepts of those aspects and they expect the same rules to be practiced by others. It results into misunderstanding and creates a negative generalization of people from other culture (s). In all languages and cultures these aspects do not bear the same interpretations also. For example, in Asia, mostly in the South Asian countries it is the etiquette to let the seniors speak first and until they finish juniors would listen to them with a polite silence which is not maintained in USA or in Europe. Though interrupting someone who is speaking is considered impolite both in the Eastern and the Western world, in Europe and USA it is taken more seriously than the other. Even children in those countries are taught explicitly not to interrupt.

Following the Confucian philosophy silence in Asia is considered sign of politeness and in the classroom it is practiced strictly. Many Americans, however, interpret silence in a conversation to mean disapproval, disagreement, or unsuccessful communication. American or European teachers sometimes get confused and annoyed when their Asian students practice silence and have less eye contact in the class.

Discussion questions:

- i. Is interrupting seniors acceptable in USA or in Europe? Why or why not?
- ii. Who are allowed to speak first in Asian countries?
- iii. In what way verbal interaction demarks specific culture/s?
- iv. Which features of verbal interaction are important to identify any culture?

C. What practice is usual in classrooms of the Asian countries? What do you know about 'Confucian philosophy'?

D. Suppose your e- friend is an English graduate who is soon visiting Bangladesh on some research work. He will have to work in various regions and cultures here. Write him a letter describing the speaking etiquettes of Bangladesh.

E. Home task: Make an internet search to know about the classroom behaviors in an Asian country and in a European country . Submit the task to your English teacher in the next class for his/her feedback.

Unit One: Communication in Global Settings

Lesson 9 (A): Giving and accepting compliments

Source: Levin & Adelman 1982

Objectives: In this lesson students will

- talk on compliments
- know about styles of complimenting across cultures
- write about their knowledge about cross-cultural differences in complimenting

A. Suppose you had some guests and you had arranged some good food for them with care. But they did not compliment for that. How would you feel?

B. Do you always compliment others? Does the person who cooks for you at home gets compliments? How do people usually compliment others for good cooking in your culture? What is the response from the cook?

C. Which language of compliment do you like most? How do you feel when the compliment is less significant for your accomplishment? Or when it is exaggerated? How would you feel if any of your simple accomplishment was complimented as “excellent”?

D. Now read the passages below and discuss the questions that follow:

Compliments are welcome more or less in every language and culture. It can be a good way for initiating conversation between two persons who are just introduced. Complimenting garments, ornaments or any accessory, material possessions like house, home decoration, car etc., the place or country from where the person has come or even complementing his/her child can initiate verbal interaction.

In most parts of USA and Europe and in some parts of Asia like Far East Asia, if a guest doesn't appreciate the quality of foods sufficiently, the host might think that the food is not delicious enough and may feel humiliated.

However, it is crucial for a second or foreign language learner to know in which situation and to what extent it is acceptable to compliment; because as inadequate compliment is considered rude, too much compliment is also considered insincere.

Compliments have negative reaction, too. People in some parts of the world believe that compliments are harmful as they invite “evil eye” or bad luck for the person who is being praised. So, compliments are not used freely in those places. There are restrictions and superstitions also related to some types of compliments that can be given.

Some examples of compliments:

For any achievement—Well done! , Nice job! It’s an excellent job! It’s a big deal! Congratulations! Hats off to you! etc.

For good cooking—it’s delicious! I’ll love to have some more! It’s perfect/excellent! Can I get the recipe? etc.

For any personal property or relationship—Nice car!, What a nice flat? It’s really superb! What a nice brother you have got! Sweet baby! Etc.

For any favor from someone—So nice/ kind of you/him!

Discussion questions:

- i. Which compliments can initiate conversation between two persons who are just introduced?
- ii. What happens if a guest does not praise the foods sufficiently?
- iii. Why it is crucial for second/foreign language learners to know about the proper situation and limit of compliment?
- iv. Why are compliments not welcome in some places? What do they think about it?

C. In pairs discuss. For which things and achievements do you like to be complimented? Make list for them and also write how you would like to be complimented.

Unit One: Communication in Global Settings

Lesson 9 (B): A Video on Compliments

Source: www.EnglishListening-LearnEnglish-BritishCouncil-Howtopayacompliment.htm

Objectives: In this lesson students will

- watch a video clip and listen to a conversation on complimenting
- discuss reasons and impacts of compliment
- write a dialogue and role play that

A. Do you feel that people sometimes compliment others to get some favor from them? What do you think about it? What would you do if that happened to you?

Discuss in groups.

B. Now see the video clip and discuss the following questions:

Video Clip

1. What is the relation between these two persons?
2. How do they start talking?
3. What is the talk about?
4. What is the man doing?
5. What is the woman being complimented for?

C. Listen to the video clip and answer the questions below

Man: Good morning!

Woman: Morning!

Man: By the way, I just wanted to say well done on clinching that deal!

Woman: Oh, thanks. It wasn't too difficult.

Man: You're being modest! You did really well.

Woman: Thank you.

Man: You're a great manager, you know.

Woman: Do you think so?

Man: Oh yeah.

Woman: I appreciate that.

(pause)

Man: Have you cut your hair?

Woman: Oh yes, I did actually. Thanks for noticing!

Man: Where did you get it done?

Woman: Oh, just that place on the high street.

Man: They did a great job and it looks great with the outfit.

Woman: Do you think so?

Man: Oh yeah. Very ... fashionable.

Woman: Oh, it's just an old thing.

Man: Well, you've got a great sense of style.

Woman: Thank you, you too.

Man: Thank you.

(pause)

Man: Nice perfume, too. Is that Dream?

Woman: Well, yes it is, actually.

Man: You wear it well.

Woman: I'm flattered.

Man: My pleasure.

Woman: Listen, do you want something?

Man: No. I'm just being polite, you know.

Woman: Hmmm.

Discussion Questions:

- i. Do you think the compliments are innocent or fabricated? Give reason for your answer.
- ii. How is the woman responding to the compliments?
- iii. What is your idea about the personality of the man?
- iv. What is your idea about the personality of the woman?
- v. Why do you think the man is complimenting?

D. How would you explain the phrases, 'clutching that deal', 'get it done', 'wear it well', 'I'm flattered', and 'I'm just being polite'?

E. Work in pairs. Sayma and Mamun are university students. Write a dialogue between them while they are giving and receiving compliment after the Bangladeshi style. Role play the dialogue with your partner.

Unit One: Communication in Global Settings

Lesson 10: Seeking favors

Source: Levine & Adelman 1982 and John & Liz Soars 2006

Objectives: In this lesson students will

- discuss how they seek favors in their culture
- know how people seek favors across cultures
- listen to some situational dialogues
- write a dialogue

A. Discuss in groups. How do you seek favors of others in your country? How do you request for anything in your language? What if you are to do that in English in a different context?

B. Here is a text on different styles of seeking favors. Read it and discuss the following questions.

Information can be requested in both formal and informal way in English. For example

Informal

Can you give me directions to the city library, please?



http://www.123rf.com/search.php?word=two_people_talking&start=60&searchopts=&itemsperpage=60)

Where is the cafeteria, please?

Do you have any information on universities in Northern California?

Formal

Excuse me, may I ask you a question?

Pardon me, may I interrupt you for a moment to ask you a question?

Excuse me, would you mind closing the window? (e.g. in a bus)

Favors can be asked formally and informally. “Often a request for an important favor is more formal than a request for a less important one”

Informal

Can I borrow your pen?

Would you lend me your library card?

Do you have an extra notebook that I could use?

Do you mind if I return your book next week?

Formal

May I please have a few extra days to complete my term paper?

Would you mind giving me that information?

Very formal

Would you be kind enough to direct me to the university library? May I ask you a favor? Would you mind contacting my parents when you're in my country? Would you consider allowing me two weeks of vacation instead of one? Would it be at all possible to borrow your car?

Some other situations seeking permission:

In a party

A: Could I go home early, Steve? I don't feel very well.

B: Yes, of course. What's the matter?

A: I feel dizzy.

In a bus or a closed room:

A: Do you mind if I open the window? It's a bit stuffy here.

B: No, not at all. Please do.

A: Thank you.

Asking for something 1:

A: Would you mind if I borrowed your paper?

B: Actually, I'm just going to read it myself. Sorry.

A: Never mind. It doesn't matter.

Asking for something 2:

A. Could you do something for me? Can you see the dictionary over there? Could you get it for me?

B. Sorry, where is it?

A. On the desk.

B. OK.

Discussion questions:

- i. Do you notice any difference between the formal and informal requests?
- ii. What structure is being followed in making a request?
- iii. Do you find any similarity or dissimilarity between the language of request in the excerpts and that in Bangladesh?
- iv. Teacher will read out the situational dialogues to the class and ask them the following questions.

Situation 1:

A: Excuse me?

B: Yes, sir.

A: I need a ticket to London. Could you please give me the booking form?

B: Sure. There you are, sir. That will be 35.50 pounds.

A: Can I pay by cheque?

B: Cheque, credit card, cash, any way you like.

A: Who do I make the cheque payable to?

B: British Rail, please, sir.

A: And do you need my cheque card?



A man before the ticket counter



A British railway ticket

<http://travel.aol.co.uk/2012/06/07/half-of-british-rail-passengers-paying-too-much-for-tickets/>

<http://www.walesonline.co.uk/news/wales-news/2012/01/01/rail-passengers-in-wales-set-to-suffer-with-ticket-price-hikes-91466-30040790/>

B: Oh yes, please.

A: There you are.

B: Thank you and here's your ticket.

Answer the questions:

- i. Where are the two people talking?
- ii. Guess the identity of the two people.
- iii. On which topic are they talking?
- iv. Where is the man going and what does he want?
- v. How much does the ticket cost?
- vi. How does the man want to pay for the ticket?
- vii. Whom the passenger is asked to make the cheque payable to?
- viii. What happens in your country in the same situation? Role play with your partner.

Situation 2:

A: Excuse me?

B: Yes.

A: Would you mind if I went before you? I have to make a very quick call, but it's really urgent.

B: Er...er...No, go on, that's fine.

A: Oh, that's very kind of you. Thank you.

Answer the questions:

- i. Where are the two people?
- ii. For what is one of them seeking favor?
- iii. Identify and tell the class how they are beginning, filling in and ending the conversation you noticed in this dialogue.

C. Work in pairs. Suppose you are to go to a friend's house to hand over a parcel but you have an important appointment at that time with your teacher. You are requesting another friend of yours to do that on behalf of you giving him the address and direction to the house. Write a dialogue between you two.

Unit One: Communication in Global Settings

Lesson 11: Ending conversation and leave taking

Source: Tomalin & Stemplesky



<http://www.fotosearch.com/photos-images/leave-taking.html>

Objectives: In this lesson students will

- discuss different styles of leave taking and ending of conversation
- read some dialogues
- know about some expressions of conversation
- role play a conversation
- write a note

A. Discuss in pairs how you take leave from someone. How do you end any formal conversation? What about that in an informal conversation? Do they vary in written and oral version? How do you end your letters?

B. Read the following excerpts on Ending a conversation and leave-taking.

Leave taking and ending conversation can be done both formally and informally. A few words are uttered before finally saying good-bye.

Informal

Ok, Good talking to you.

Yeah, I hope to see you around.

Take care. See you later.

Formal

*It was very nice talking to you. I hope we will meet again soon.
I do too. That would be nice. Good bye.*

Some farewell expressions:**Informal**

Have a nice day. Enjoy your weekend. See ya around. So long. Bye-bye. Bye.

Formal

Good-bye. It was nice meeting you. Have a nice evening (day, week etc.)

Common exclamations, fill-in expressions, ways of clarifying meaning and initiating, sustaining and terminating conversation in English

Exclamation: *Oh!*

Fill-in expression: *Er..., Uh-huh, etc.*

Clarifying meaning: *Do you mean...?*

Beginning a conversation: *So, what do you think about...?*

Continuing a conversation: *And then what happened?*

Ending a conversation: *Well, I've got to go now./ gotta go now.*

C. Work in pairs. Recently your partner had an accident and fortunately he did not have any injury. Role play a conversation using the above expressions.

D. Compare the endings and leave taking in conversations in English and in your language and write a note on that.

Unit One: Communication in Global Settings

Lesson 12: Mealtime Conversations across Cultures

Source: Corbett 2003

Objectives: In this lesson students will

- discuss family mealtime conversations
- read a dialogue
- compose a mealtime dialogue

A. In pairs discuss the kind of mealtime dialogue people have in Bangladesh.

B. Family mealtime conversations highlight significant cultural variation and a conversation like that needs to be understood not as an attempt to communicate information, but to negotiate cultural positions among family members (Corbett 2003). Though not informative, this type of conversation holds a cultural identity underneath. The specific style of conversation identifies the personal, familial and societal status of the family members, their gender relationship, and sense of authority and of humor both as individual and as a community which is a part of their languaculture.

Read the following mealtime conversation in an Australian household:

1. **Dave:** You know... You know a lot of funny people, don't you Brad?
2. **Brad:** Yeah, everyone at Uni is.
3. **Dave:** They're ALL mad-
4. **Brad:** They're all FREAKS
5. **Dave:** Except you.
6. **Brad:** Yeah.
7. **Fran:** And they're all coming home now.
8. **Brad:** Whaddya mean? Coming, oh
9. **Fran:** Like they're coming up the hill are they?
10. **Brad:** No, this... For General Studies we've got this... tutor and he's German and he's **insane**.
11. **Fran:** I didn't know you had to do General Studies.
12. **Brad:** Yeah, I, I got exemption from... [*noise of passing bus*] Basatrds!

13. **Fran:** Last year.
14. **Brad:** From half of it.
15. **Dave:** When are you going to do...all your odds and sods subjects?
16. **Brad:** Whaddya mean, 'odds and sods' subjects?
17. **Dave:** Well, you know you can't just do languages can you?
18. **Brad:** Whaddya talking about?
19. **Dave:** If you're doing an Arts degree, you got a lot of other garbage to do.
20. **Brad:** No, if I wanted to, I could do French, German and Russian.
21. **Fran:** This year?
22. **Brad:** In first year.
23. **Fran:** Oh this year.
24. **Brad:** I could do ... In FIRST year you can do whatever you WANT-
25. **Fran:** Mmm
26. **Brad:** -in an Arts degree ... as long as you do ... a few General Studies subjects.
27. **Dave:** That's what I mean. And when you gonna do your General Studies?
28. **Brad:** I'm doin it NOW!
29. **Fran:** Mmm
30. **Brad:** That's what I'm talking about.

(Eggins & Slade, 1997:68; in Corbett 2003)

Now discuss the following questions:

- i. Who are the participants? How will you identify their personalities?
- ii. What is the topic of the conversation?
- iii. Which roles are being played by the individual participants in the conversation?
- iv. What type of language they are using? How they are using pauses, stresses, slang and 'back-channelling' (i.e. echoing others)?
- v. Is the conversation formal or informal? Convert it into a formal conversation.

C. Now write a dialogue on the mealtime conversation you usually have in your family.

Unit Two: Nonverbal Interaction

Lesson 1: Cultural Differences in Nonverbal Communication

Source: Levine & Adelman 1982

Objectives: In this lesson students will think about verbal and non verbal language of communication

- see some pictures and discuss their possible meaning
- read some passages on nonverbal language across cultures
- see some illustrations and discuss them
- write an article

A. Do you know about verbal and nonverbal communication? When something is expressed without verbal language and using hands, eyes or fingers that is called nonverbal communication and the language is body language or sign language. You can see the finest use of that language in dance and mimes where the performers express various types of feelings by using the whole body and facial expressions.



(http://www.inmagine.com/searchterms/non_verbal_communication.html)



(http://www.google.com/imgres?imgurl=http://www.schattensprache.de/_img/start/start_anim_355.gif&imgrefurl=http://www.scha)

B. Here are some pictures of non verbal communication. Discuss in groups what their meaning could be.

Now read the following passages and discuss the following questions.

People of different cultures practice different patterns of nonverbal communication to express their feelings without words. Some universal emotions like happiness, fear and sadness are expressed by similar signs worldwide. But cultural difference is there for nonverbal expressions of other feelings. Expression of friendship can be embracing for men and touching hands for women that are acceptable in many cultures whereas that may be unpleasant in many countries. To avoid misunderstanding in intercultural communication one should be aware about the gestures, facial expressions, eye contact and the use of space of other cultures.

Gestures

Individual culture determine specific gestures appropriate for that culture. Snapping fingers to call a waiter is considered appropriate in many cultures. But it seems to be rude in other cultures. In Bangladesh it may be practiced in substandard restaurants but completely detestable in classy ones. For correctly interpreting another culture's style of communication, it is necessary to study the "silent language" of that culture. Gestures are body movements that carry specific meanings. Messages can be conveyed by using hands only. However, the same gesture may convey different meanings in different countries and cultures as well. For example, the gesture used to mean "It's OK" in America is a symbol for money in Japan. The same gesture is obscene in some Latin American context. So, travelers should be familiar with the gestures of the country before traveling there.



Facial Expressions

Facial expressions are significant alternatives to verbal communication. They convey various types of meanings that are related to the context and the relationships. The same facial expression bears divergent meanings in different contexts and situations. For example, smile is the universal expression of pleasure, happiness and satisfaction. But it bears different meanings when the man or the woman on the ticket counter smiles at the customer and vice versa or when a woman smiles at a child; even a person in sheer disappointment may smile. That means, smile conveys politeness, affection, disliking and also sometimes covers the true feelings. In the same way, crying does not always mean sorrow; it conveys happiness or feelings of victory also. Swinging head back and forth conveys positive response while left and right means negative in Bangladesh; in Japan, they convey just the opposite.

Grimace usually conveys pain which also signifies disgust or disapproval. Surprise, shock or disbelief can be shown by raising eyebrows. A wink given to a friend may mean “You and I have a secret” or “I’m just kidding” However, a wink between a man and a woman can be flirtatious and distasteful.

***Here are some gestures in the picture. Guess what each of them means.**

***Now read the following and see whether the gestures mean what you guessed or not.**



The gestures that would be understood by speakers of English are: 1, 2, 3, 4, 5, 6, 8, 9 (American), 11, and 12.

Number 1 means 'Good luck!' or 'I hope everything goes well!' Number 2 means that a person is crazy. It is often used as a joke and is normally used only when talking privately about a third person.

Number 3 means 'I don't know' or 'I have no idea'.

Number 4 means 'I can't/didn't hear you'.

Number 5 means 'That's enough' or 'It's all over for me'.

Number 6 is the 'thumbs down' sign, used to indicate rejection or refusal.

Number 7 is used in some parts of the world to mean 'Something's a bit suspicious/odd here'.

Number 8 means 'Come here'.

Number 9 is widely used in the US (but not in Britain, where a 'thumbs up' sign is used) to mean 'OK'.

Number 10 is used in Italy to say 'Hello'. For Indonesians, Malaysians, and some speakers of Arabic, it signals 'Come here'. Some speakers of English might confuse this gesture with the wave for 'Goodbye'.

Number 11 means 'Oh, I forgot' or is used as an expression of surprise.

Number 12 means 'Slow down', 'Relax', or 'Wait a second'.

Gestures not used in the UK or US are numbers 7 and 10.

Acknowledgement

This activity is an adaptation of 'The message is...' in Rob Nolasco and Lois Arthur, *Conversation* (Oxford University Press, 1987), pp 64-5.

Discussion questions:

- What is gesture? How do the same gestures carry different meanings in different cultures?
- What is facial expression? In what way can it be used to express different feelings?
- How can you call a waiter in a simple restaurant? Can you do that in an exclusive one?
- How can winking create misunderstanding?

C. Say whether the following statements are 'true' or 'false'

- Travelers should only be aware of the meanings of body languages of their country.
- Smile always means happiness and pleasure.
- Raising eyebrows shows surprise, shock and disbelief.

iv) Swinging head back and forth conveys positive response while left and right means negative in Japan.

v) The same sign is used to show “OK” in USA and UK.

D. i) Look back at the pictures of gestures. Now discuss in groups the signs you use in the same situation. Make a list of the similarities and dissimilarities.

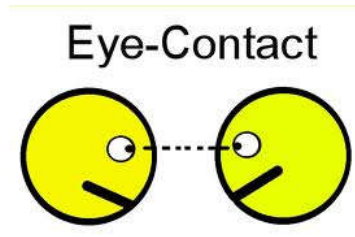
ii) Show these signs and ask your partners whether they can interpret the meaning.

iii) “Why is it important to know about sign languages for communication?” Write an article with your reasons for this statement.

Unit Two: Nonverbal Interaction

Lesson 2: Eye contact and space

Source: Levine & Adelman 1982



Objectives: In this lesson students will

- discuss use of eye contact and space in their culture
- read two passages on eye contact and space in other cultures
- know meanings and uses of some words
- write a paragraph

A. Is eye contact acceptable in our country? In which situations is eye contact practiced? In which situations is it considered rude or impolite?

Look at the following pictures. People are making eye contact during conversation. Is that practiced in the similar way in your country?



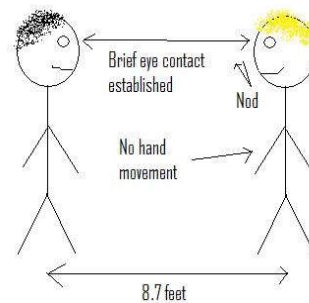
<http://www.fotosearch.com/photos-images/eye-contact-two-people.html>

When do you stand closer and when do you maintain a space while speaking? Do you touch the person you are speaking to? How do you feel if a stranger comes too close to you while speaking?

B. The passages below discuss 'eye contact and space'. Read the passages and answer the following questions.

Eye Contact

Eye contact is an important means of nonverbal communication. The rate and mode of eye contact is fixed and practiced by specific culture(s). Therefore, insufficient or excessive eye contact may create barrier in communications. It affects relationship also because it serves to show intimacy, attention and influence. However, there are no specific rules governing eye behavior except that staring is considered rude, especially to strangers. Usually two strangers walk toward each other, make eye contact, smile and even can say, “Hi” and then go away without proceeding with their conversation any farther. This type of glance is taken as a way of acknowledging one’s presence. In a conversation too little eye contact is considered as a sign of inattention, lack of interest or even mistrust. The Americans feel humiliated if one of the strangers looks over the shoulder of the other instead of making an eye contact while talking; but in some Asian countries, eye contact is seen as a sign of dishonor. Americans believe in the expression, “Never trust a person who can’t look you in the eyes.”



Maintaining eye contact and distance

Space

Unconsciously, we all carry with us what have been called “body bubbles” These bubbles are imaginary bubbles that demark our personal space like an invisible wall. The amount of space changes depending on the interpersonal relationship and it is also fixed by the specific culture, in which relation the space will be changed and how much. Usually, we are more comfortable to be closer to our family members and friends than to strangers or those, with whom we have official or very formal relationship. Personality also determines the size of the space. Like other nonverbal modes of communication, cultural styles are also important in fixing the spaces. A Japanese employer and employee usually stand farther apart while talking than their American counterparts. Latin Americans and Arabs usually stand closer together than Americans when

talking. In Canada and USA, people maintain about a half-meter space while conversing.



Saudi people touch frequently while speaking

<http://www.inmagine.com/ge002/ge002712-photo>

In social conversations, Americans maintain a distance which is about an arm's length to four feet. Less space in the American culture may be explained as greater intimacy or aggressive behavior. Touching is not acceptable among them. The common practice of saying "Excuse me" or "Pardon me" for the slightest accidental touching of another person reveals an American attitude about personal space that they are very particular about maintaining individual's space ; if it is intruded by someone, he /she may feel threatened and react defensively. In many parts of Asia, specifically among Arabs where touching is very much frequent and close physical contact is acceptable and desirable, Americans may be perceived as cold and distant. In UK, people maintain a space of 18 inches to 4 feet that reduces during more intimate conversation and increases when they talk in any social and public gathering.

Nonverbal communication is directly related to culture. However, culture does not always determine the patterns of nonverbal communications. Contexts, personalities, and relationship are other factors that influence them.

Discussion questions:

- i. How can eye contact affect relationship?
- ii. What do Americans believe about eye contact?
- iii. What do Asians think about eye contact?
- iv. What is "body bubble"? How is it fixed?
- v. How do Americans maintain distance? What does less space mean in their culture?

C. Say whether the following are true or false:

- i) Excessive eye contact creates intimacy
- ii) Americans do not believe a person who looks in the eyes.

- iii) Latin Americans and Arabs usually stand closer together than Americans when talking.
- iv) It is culture that always determines the patterns of nonverbal communications.
- v) A Japanese employer and employee usually stand farther apart while talking than their American counterparts.

D. Fill in the gaps:

- i) Insufficient or excessive eye contact may create ___ in communications.
- ii) In a conversation too little eye contact is considered as a sign of ____.
- iii) The amount of space changes depend on the _____.
- iv) Nonverbal communication is directly related to _____.
- v) Among Arabs, touching is very much ____ and close physical contact is ____ and ____.

E. i) Make a dictionary search for the meanings and uses of the following words:

Look, see, stare, glance, watch, gaze.

- ii) **Suppose you are meeting some people in Saudi Arabia who are warmly touching you while talking and you are not familiar with that type of communication. What would you do? Write a paragraph on that.**

Unit Two: Non Verbal Interaction

Lesson 3: Verbal Pattern & Nonverbal Communication

Source: Levin & Adelman 1982

Objectives: In this lesson students will

- talk on some practices of verbal etiquettes in their culture
- read some passages on social verbal etiquettes across cultures
- complete a task sheet
- write about some situational behavior in different cultures of Bangladesh

Social Behavior

A. What do you say when the host (ess) offers you more food? Do you accept that immediately? Would you mind if you are not requested several times? How do you behave with your guests? How do you request guests for taking more food? Do you request them repeatedly? What do you do when he/she refuses to take?

B. Read the following text and complete the task sheet.

Etiquette in verbal interaction

There are some “unspoken” rules that exist in every language but differ significantly from culture to culture. (Levin & Adelman 1982). Knowledge about them is essential for acquiring and learning any second language effectively and knowing grammar rules and a rich vocabulary is not adequate for that. For a successful communication it is necessary to develop ‘sensitivity’ to aspects of the target language that include “permissible degrees of directness in speech and forms of politeness used in daily conversation” and that are not usually included and taught in language curriculums. For example,

- **Directness in American English:** Americans prefer to be direct in verbal interaction, compared with other languages. Many expressions exemplify this tendency; “Don’t beat around the bush,” “Let’s get down to business”, and “Get to the point”. If a son hesitates telling his father that he received a bad grade in school, his father might respond angrily with, “Out with it!” or “Speak up!” They are direct while seeking information from strangers also. (ibid).
- **Offers and Responses:** Offers and responses to offers also reflect variation in cultures. As Americans are fond of directness in their verbal expressions, it is also

evident in their practice of offering and responding to the offers. At a dinner party, usually one can hear the following conversation-

HOST. Would you like some more dessert?

GUEST. No, thank, you. It's delicious, but I've really had enough.

HOST. OK, why don't we leave the table and sit in the living room?

Like the above conversation, the host in America does not repeat the offer more than once; may be twice but usually not more than that. If guests are hungry, they need to say directly, "Yes, I'd like some more, thank you." If they are hungry but say, "No, thank you", out of politeness, they may remain hungry for the rest of the evening. It is assumed that the guest's refusal is honest and direct. (ibid)

On the contrary, in most of the Asian countries including Bangladesh and India and in parts of the Middle East, offering food repeatedly to guests is the customary etiquette and refusal from the guest is not always meant to be the honest response; rather sometimes it is meant as the indirect consent to take much more. Indirectness is practiced in the verbal interaction in other situations also.

Asking about one's age, salary, marital status or the price of any possession like house, car, garment etc. are considered impolite, at least in the first meeting, in Asia as well as in other parts of the world, even in America who practice directness in it.

Directness in speech is common in the United States while indirectness is the rule in East, especially in parts of the Far East.

Here is a task sheet for you. Complete it.

	Function	UK/US	Your Country
1.	When people are invited to a party	They often take a bottle of wine or even bottles of beer	1.
2.	When invited to a dinner party	People usually arrive within fifteen minutes of the appointed time	2.
3.	At an informal party	People don't wait to be introduced. They introduce themselves.	3.
4.	When people are being introduced	They try to make direct eye-contact with the other person.	4.
5.	After a formal introduction	People often use titles until they are invited to use first names.	5.
6.	When they meet other people for the first time	People shake hands, but not every time they see them after that.	6.
7.	If they see each other after a long time, or even each time they meet.	Men and women friends may kiss each other on the cheek	7.
8.	When they are to start a conversation with someone they don't know	They often do it by making a comment about the weather.	8.

Source: Levin & Adelman 1982

Discussion questions:

- i. How do Americans behave in their verbal interaction?
- ii. In which situations is behavior in the UK or the US different from behavior in your own country?
- iii. In which situations is behavior similar?
- iv. What, if any, did you learn about behavior in the UK or the US from this activity?
- v. What, if any, did you learn about behavior in your country?
- vi. Americans prefer directness in all affairs of life whereas most of the Asian countries practice indirectness ----- elucidate and comment on the statement.

C. Discuss the situations in small groups described on the task sheet and write what would happen in similar situations in different culture(s) of Bangladesh like urban and rural cultures.

(Note: This activity is an adaptation of one described in an article by Luke Prodromu in the June 1992 issue of *Practical English Teaching* and used in *Cultural Awareness* by Bary Tomalin & Susan Stemplesky).

Unit Three: Meal time etiquettes

Lesson 1: Dining etiquette in India

Objectives: In this lesson students will

- discuss eating etiquettes in their country
- describe two pictures
- know some eating etiquettes in India
- role play an interview
- write a paragraph

A. What is your idea about the word ‘etiquette’? Discuss in groups which etiquettes you generally follow while eating. How is the seating arrangement? Who serves the food? Who is first served? What happens when there are guests? Do male and female members eat together? When and where do your maids take food?

Ask your partners whether they follow the same. Do you know any exception of the etiquettes practiced in any part of Bangladesh?



Source: <http://vegeyum.wordpress.com/2008/03/20/indiaeating/>

B. Look at the two pictures. Foods are served in different manners. Describe the foods, food servers and serving manners you see in the picture.

Now, Read the passages below on the mealtime etiquette in India and then discuss the following questions.

Several customs are associated with food consumption in India. Traditionally, meals were eaten sitting either on the floor or on very low stools or cushions though they use dining tables and chairs now. Foods are usually eaten without cutlery, instead using the right hand. Often roti (flat bread) is used to scoop the curry without allowing it to touch the hands. Using left hand is acutely

prohibited. Along the coast to the south, the staple is parboiled rice. In the wheat growing/consuming north, a piece of roti is gripped with the thumb and middle finger and ripped off while holding the roti down with the index finger. Traditional serving styles vary from region to region in India.

In South India, cleaned banana leaves or lotus leaves, which can be disposed of after the meal, are used traditionally. When hot food is served on banana leaves, the leaves add aroma and taste to the food. Leaf plates are still utilized on auspicious and festive occasions but are less common today.

Traditional ways of dining are being influenced by eating styles from other parts of the world. Among the middle class throughout India, spoons and forks are commonplace.

In many regions of India offering betel with betel-nuts to the guests after or before meal is the part and parcel of the etiquette of hospitality and it is considered rude if they are not offered. However, refusing to take them is also taken as offensive on the part of the guests.

Discussion questions:

- i. How was the traditional sitting arrangement in India during mealtime?
- ii. What are the reasons for using banana leaves for taking meal in South India?
- iii. Point out 3 important sides of mealtime etiquettes of India.

C. Work in pairs. Role-play as an interviewer and ask your partner about the differences and similarities between Indian and Bangladeshi meal time etiquettes.

D. Suppose you are eating in a South Indian restaurant where foods are being served on banana leaves and from buckets. What will you do? How could you adopt to this Indian etiquette if you were in India? Write in a paragraph.

Unit Three: Meal time etiquettes

Lesson 2: Dining etiquette in Iran

Objectives: In this lesson students will

- discuss and exchange information about Iran
- see some pictures and read a text on dining etiquette in Iran
- say five sentences about Iran
- compose a telephone conversation
- write a note

A. Discuss in groups. What do you know about Iran? Can you recall anything which Iran is famous for? Share with your friends what you have known from various sources and share them with other groups also.



(<http://2.bp.blogspot.com/YGnqams5Lz8/T7O1qmrIKpI/AAAAAAAAAFac/YCtFrZxrAgY/s640/WhereToEatInKLNaabTea.jpg>)

B. Look at the pictures. Here is some Iranian traditional crockery. In the first picture you see some sugar cubes in a pot beside the tea pot. This is related to the very special Iranian style of serving tea or coffee.

C. Now read the following passage and answer the questions below it:

Consideration of others and refinement of manners are as much a part of the Iranian character as appreciation of and dedication to artistry. Shoes are traditionally removed before entering a room and the main meal of the day is always preceded by ceremonious hand-washing and the serving of tea. Traditional Iranian dinner is set out in serving dishes set on a large white cloth spread over many beautiful carpets. The diners sit around the cloth on soft cushions. It is customary for the diners to eat all foods with the fingers of their right hand. Special short-handled spoons are used for soups and soft desserts, and sometimes visitors are given forks. However, all food is prepared

and served in such a way that knives are never needed or used at the table. A simple meal traditionally observes all of these customs while a more elaborate meal or banquet differs only in the number and variety of dishes presented.

In fact to refuse the offer of coffee is considered an insult. Traditionally, coffee is offered three times after the guests' arrival and always it must be drunk. This is not a difficult matter as the handle-less cups are very tiny and when one excludes the sediment, there is really not too much to drink. Like eating, the cup of coffee is always received and drunk with the right hand. The use of the left hand is considered impolite, but the noisy sipping of the beverage, or rather the thick brew, is indicative of pleasure.

Discussion Questions:

- i. What are the things one should remember while invited to a dinner by an Iranian host?
- ii. How many times will coffee be served in an Iranian dinner or banquet?
- iii. Do you find any specialty in the cutlery and crockery used in Iran?
- iv. What is an Iranian reaction to a noisy sipping of drinks? Is that same in Bangladesh?

C. i) What is your impression about Iran and the Iranian people after reading the text?

Say in 5 sentences to the class.

ii) Suppose you have recently visited Iran and you are talking over phone with a friend about the etiquettes, tradition, crockery etc. of the country which have impressed you. Compose a telephone conversation between you two.

iii) Home task: Work in pairs. Make an internet search to know the traditional style of serving tea or coffee in Iran and write a brief note on it.

Unit Three: Meal time etiquettes

Lesson 3: Dining etiquette in Indonesia



Royal Palace of Bali

<http://foodmarathon.files.wordpress.com/2009/07/royalpalacebali.jpg?w=450&h=337>

Objectives: In this lesson students will

- know about Indonesia and Bali island
- read a text about Indonesian dining etiquette
- write a letter
- make an internet search and present the findings

A. You see the picture of the royal palace of Bali. You must have heard the name of ‘Bali’- one of the most famous tourist places of the world in Indonesia. Bali island is not only beautiful, it has a rich background of art and culture, mostly religious and distinct and it represents the country also. Find out the island in the world map and discuss in groups how the life style of people can be in Indonesia.

B. Now read the following passage and answer the questions that follow:

In Indonesia, foods are taken both with spoons and forks (never knives), and using hands without any utensils at all (mainly in traditional Muslim restaurants). If things are to cut, first the side of the spoon is used, then the fork, if necessary (most foods already come pre-cut).

While using hands they should be washed before and after eating. Only right hand is used for picking up and eating food, never the left hand. It should not be even placed on the table, or be used to pass food with. Eating "banana-leaf" food is traditional and when eating they first reach into the rice, take some with fingers, gently roll it between index and middle fingers and thumb into a self-sticking ball, dip it into the sauce, and mix it with a vegetable or a piece of chicken, then pop the whole thing in the mouth.



(http://www.etiquettescholar.com/dining_etiquette/tableetiquette/pacific_dinner_etiquette/indonesian.html)

Dining etiquette for seating.

Men and women may be asked to dine separately. The most honored position is at the middle of the table, with the second most important person seated next. This means that the host will sit at the middle of the table on one side, and the honored guest in the middle on the other side, opposite the host. The honored guest sits on the side of the table farthest from the door. Guests do not begin to eat or drink until the oldest man at the table has been served and has begun. Shoes must be removed before entering the dining room and senior members of the party are allowed to enter rooms first.

Discussion questions:

- i. How do they eat from ‘banana-leaf’?
- ii. Who sits in the middle?
- iii. Who enters the room first?
- iv. Do the men and women dine together? Can you guess why they do so?

C. i) Suppose one of your relatives is going to Indonesia for a month and he will have to stay with an Indonesian community. Write him in advance about the meal time etiquettes.

ii) ‘Banana-leaf’ plates are used in Indonesia and South India. Can you say what the difference in these two is? Write in a note on it.

iii) **Further activity:** Work in pairs. Make an internet search and try to collect information about the Balinese culture, its noted spots and foods. Present your collected materials to the class.

Unit Three: Meal time etiquettes

Lesson 4: Dining etiquette in Japan



Hina- Matsuru dolls of Japan

<http://www.buzzle.com/images/people/japanese-culture/hina-matsuri-dolls.jpg>

Objectives: In this lesson students will

- discuss the country of Japan
- write ten sentences on Japan
- read a text on Japanese mealtime etiquette
- draw a picture
- perform a drama chunk

A. Look at the picture. Discuss in groups. Do you know anything about these dolls? You must have heard about Japanese dolls .Try to think for some time about the country Japan. What else do you know about Japan? You must know about their distinct style of food taking because they use chopsticks which seems much difficult to others. Japan is a good friend of Bangladesh also.

Work in groups. Write what you will do and see if you have a scope to visit Japan in 10 sentences.

B. Now read the following passage and then discuss the questions below it:

Using chopsticks for eating is very common in Japan though spoons and forks are also used. Lifting foods to mouth by chopsticks is not so easy to people who are not from Japan. Chopsticks should never be stuck into a piece of food or used to pass food back and forth. It is not considered impolite to sip one's soup directly from the bowl. At a Japanese meal, people at the table fill each other's drinking glasses but never their own. The Japanese do not eat while they are doing other things, such as walking or driving.

Slurping while eating is not objectionable in Japan; rather it is considered as the expression of satisfaction and appreciation of the food for deliciousness.



A Japanese family dining with chopsticks

<http://www.buzzle.com/images/people/japanese-culture/japanese-family-eating.jpg>

People usually dine sitting on floor or thin cushions with a small low height table in the middle.

Discussion questions:

- i. How are the chopsticks used while eating?
 - ii. What kind of politeness is followed in a Japanese meal?
 - iii. How is it considered if someone makes a noise while eating? What would be the reaction in Bangladesh for that?
- C. i) Have you ever seen ‘chopsticks’? Can you guess why are they called ‘chopsticks’? How many sticks are used? Draw a picture of chopsticks.
- ii) Suppose your friend has made some mistakes while eating in Japan. Make a drama chunk and perform that in the class.

Unit Three: Meal time etiquettes

Lesson 5: Dining etiquette in Britain

(<http://www.learnenglish.de/culture/eatingculture.htm>)



<http://www.housebeautiful.com/cm/housebeautiful/images/60/hbx-blue-glass-table-setting-1110-DesignerVisions15-de.jpg>

Objectives: In this lesson students will

- discuss British dining etiquettes and exchange views
- make separate lists of what they know well and of what they have stereotypical assumption about
- read a text on British dining etiquettes
- write a dialogue

A. Discuss in groups what you know about British etiquettes.

- Note them down and check with other groups.
- Talk on the British dining etiquette.
- Make two separate lists about it; one for the things you are sure about and another for things you are not sure of.
- Note down what you want to know about British dining etiquette.

B. Read the following passage.

The British generally pay a lot of attention to good table manners and there people are judged by their table manners, especially when eating out or attending formal functions. Even young children are expected to eat properly with knife and fork.

A popular saying in the UK is "*Manners maketh man.*"



http://www.123rf.com/search.php?word=formal_dinner&start=60&searchopts=&itemsperpage=60

Most of the foods are eaten with cutlery except sandwiches, crisps, corn on the cob, and fruit.

Things one should do:

If you cannot eat a certain type of food or have some special needs, tell your host several days before the dinner party. It is impolite to miss any invitation and not to apologize for that. Politely inform your host earlier if it is unavoidable.

There are certain ways you should behave and certain niceties to observe.

Basic Manners of Eating

Things you should do:-

- If you are at a dinner party wait until your host (ess) starts eating or indicates you should do so.
- Chew and swallow all the food in your mouth before taking more or taking a drink.
- Soup should be spooned away from you. Tilt the bowl away from you.
- Break bread and rolls with your fingers not with your knife.
- Break off a small piece of bread (or roll and butter it. Do not butter the whole slice or half a roll at one time.
- You may use a piece of bread or a fork to soak up sauce or gravy. Never hold the bread in your fingers to do this.
- You may eat chicken and pizza with your fingers if you are at a barbecue, finger buffet or very informal setting. Otherwise always use a knife and fork.

Things you should not do:-

- Never chew with your mouth open.
- Never talk with food in your mouth.
- Never put too much food in your mouth.
- Never mash or mix food on your plate.
- Do not blow on hot food or drink.
- Do not sip from a coffee spoon or teaspoon.
- Never use your fingers to push food onto your spoon or fork.

i. Discuss in pairs what corn on the cob is? How is it taken? Do you know such other names or things related with corn? (e.g. ears of sweet corn, roasted and buttered corn etc.)

ii. What does the proverb mean, “Manners maketh man”? Can you guess any national characteristic of English people from this proverb? Discuss within group.

C. Fill in the gaps.

i) Most of the foods are eaten with

ii) But _____, _____, _____, and _____ are eaten with fruits.

iii) _____ and _____ all the food in your mouth _____ taking more or taking a _____.

iv) You may eat chicken and pizza with your fingers if you are at _____.

v) Break bread and rolls with your _____ not with your _____.

D. Say whether the following are ‘true’ or ‘false’

i) Start eating in a dinner party when the host has finished eating.

ii) One should not butter the whole slice or half a roll at one time.

iii) Mash or mix food nicely on your plate before eating.

iv) You may blow on food or drink if they are hot.

v) Never chew with your mouth open.

E. Read the following verb phrases and notice their use in the text:

Spoon away, tilt the bowl away, break with, break off, soak up, blow on, sip from, and push into

Now, write a fresh sentence with each of these phrases.

F. Suppose Mr. Ali is unable to accept the invitation of Mrs. Littleton to the dinner and he is informing her that over phone. Write a dialog between them in the British context.

Unit Three: Meal time etiquettes

Lesson 6: Using Serviettes, crockery, and cutlery

(<http://www.learnenglish.de/culture/eatingculture.htm>)

Objectives: In this lesson students will

- discuss and compare the utensils used across cultures
- see some pictures and know about the proper way of using utensils in global context
- write a paragraph

A. Discuss in groups what kind of utensils, cutlery and crockery you use in your house for eating foods? Do you use spoons, forks and knives? Where do you use them? For what kind /s of foods or cuisine do you use them? Make a list of them categorizing them as for dry foods, liquids, desserts etc. Do you know what type of crockery and cutlery are used in Britain?



Formal Dinner Setting Med.JPG

B. Look at the picture of some British crockery and cutlery. Now read the text and answer the following questions.

Things you should do:-

- Your serviette (napkin) should always be placed on your lap. If it is small you may open it out fully. If it is large it should be kept folded in half with the fold toward you. (In some of the more exclusive restaurants the waiter will place your napkin on your lap for you.)



Napkin placement after meal

<http://www.professionallimagedress.com/dining-etiquette-seminars-napkin.htm>

- The fork is held in the left hand, the knife in the right to cut food and to help carry food to the fork. The fork is held, tines down, and the knife used to move food onto the fork or support food so the fork can pick it up. There is no shifting of cutlery.
- When you have finished eating, soup spoons, coffee spoons, and dessert spoons should be placed on the side plate or saucer, never leave them in the bowl, cup etc. Do not push your plate away or stack your dishes. Place the utensils side by side in the middle of your plate, fork tines down, knife to the right, sharp blade turned inward toward the fork.
- Keep your serviette in your lap until you leave the table.
- When you leave the table place your serviette in loose folds at the left side of your plate, never on top of the plate.

Things you should not do:-

- Never tuck your napkin into the collar of your shirt.
- Never use a napkin as a handkerchief.
- Do not wipe off cutlery or glassware with your napkin. If dishes aren't clean, ask the waiter quietly for replacements.
- Do not cut up more than three bites at a time.
- Do not scrape the plate.
- Never reach across the table. If anything isn't directly in front of you, ask for it to be passed.

Discussion Questions:

- i. What is the other name of napkin?
- ii. How and for what purpose are fork and knife used?
- iii. How will you place your cutlery after you have finished eating in a British context?
- iv. How will you get anything if is not in front of you on a dinner table?

C. Say whether the following are true or false:

- i) If the dishes are not clean, wipe them with the napkin.
- ii) Fork is held in the right hand and knife in the left.
- iii) Keep the serviette in your lap until you leave the table.
- iv) You can tuck your napkin into the collar of your shirt.
- v) Fork is held tines down.

D. Fill in the gaps.

- i) Never use a napkin as a _____.
- ii) There is no _____ of cutlery.
- iii) Do not scrape the _____.
- iv) Place the utensils side by side in the _____ of your _____.
- v) Place your serviette on your _____.

E. Read the following verb phrases and notice their use in the text

Open it out, kept folded, pick it up, push away, tuck into, wipe of, cut up.

Now, write a fresh sentence with each of these phrases.

F. Write a paragraph comparing the uses of crockery and cutlery in Britain and Bangladesh.

Unit Three: Meal time etiquettes

Lesson 7: Posture and behavior in parties

<http://www.learnenglish.de/culture/eatingculture.htm>

Objectives: In this lesson students will

- talk about the manners they follow in formal and informal parties in their culture
- discuss the manners in Britain
- read some texts about British party manners
- write an article

A. Discuss in groups the manners you follow in Bangladesh while eating in a formal setting. Do you do the same things while eating at home or in a less formal or casual gathering? Note them down and read that out to the class. Do you take gifts for the host? For whom do you take--the parents or their children? Usually what do you like to take?

What do you know about the behaviors and manners in Britain if anyone is invited to dinner? Discuss and write them down.

B. Now read the following text about some of the conventions in Britain and answer the questions below it.

Things you should do:-

- When being entertained at someone's home it is nice to take a gift for the host and hostess. A bottle of wine, bunch of flowers or chocolates are all acceptable.



<http://www.dummies.com/how-to/content/bringing-a-hostess-gift.seriesId-335719.html>

- On arrival in a restaurant or at a formal function give your coat to the waiter, never hang it on the back of your chair. If in doubt ask your host(ess).

- When you wish to use the toilet, excuse yourself and leave quietly. Do not ask people where they are going if they excuse themselves.

Things you should not do:-

- Elbows should not be on the table until after all courses have been cleared away.
- Never lean on your elbows and Keep your posture erect.



u22713090 fotosearch.com

(http://comps.fotosearch.com/comp/UNY/UNY062/friends-dinner-party_~u22713090.jpg)

- Never rock back in your chair.
- Never smoke during a meal. Smoking should not take place until dessert is finished. Follow the lead of the host or ask if you may smoke. Use ashtrays only.
- Never apply makeup or comb your hair at the table.

However, behaviors in parties differ from culture to culture. As in Indonesia, the oldest person first enters the dining hall. In Japan, it is the custom that guests will take off their shoes outside the door.



Japanese guests' slippers

Discuss Questions:

- What would you do with your coat if invited to a formal dinner?
- What would you do if you wish to use the toilet?
- When can you smoke at a dinner?

iv. How will you put your elbow in a formal dinner table?

C. Say whether the following are ‘true’ or ‘false’

- i) While eating in a formal dinner rock back in your chair.
- ii) You can smoke anytime during the dinner.
- iii) Ask people politely where they are going if they excuse themselves.
- iv) Keep your posture erect while eating.
- v) It is impolite to rearrange hair and makeup at the dining table.

D.. Assignment: Make a comparative study on “Eastern & Western Party Etiquettes” with necessary literature, reference and illustration that will be published in the annual magazine of your university.

Unit Three: Meal time etiquettes

Lesson 8: What if accidents happen?

<http://www.learnenglish.de/culture/eatingculture.htm>



Objectives: In this lesson students will

- talk about what they do if there is any accident in a party
- know how they can act in those situations in global contexts
- write a descriptive essay and read that to the class

A. What happens if you spill the drink on someone sitting next to you? What happens if the spoon drops down? Or you break the glass in a formal dinner? Tell the class if such things happened with you or with anyone before you. Discuss in pairs what is expected to do in that situation in your context.

B. Now read the following text and discuss the following questions.

- If you spill anything on the table or yourself discretely use your napkin or ask the waiter for sparkling water. Do not dip your napkin into your water glass.
- If you spill anything on someone else do not try to mop up the spill, offer them a napkin and let them do it for themselves. Offer to cover any laundering or cleaning costs.
- If you burp cover your mouth with your napkin. After it happens, say a quiet "pardon me" to no one in particular, do not make a big deal about it.
- If you break anything, call it to the waiter's attention. In a private home, speak quietly to the host and offer to replace the item.
- If you get some food stuck between your teeth do not use toothpicks, fingernails, or napkins to dislodge the food at the table. If necessary go to the bathroom and take care of it.

What do you say or do if you've accidentally taken too much food and you cannot possibly eat it all?

Say: "I'm sorry, but it seems that 'my eyes are bigger than my stomach' or "I'm sorry. It was so delicious but I am full". The main thing is not to offend your host.

Discuss Questions:

- i. What will you do if anything spills on the table? What do you mean by ‘sparkling water’?
- ii. What should you do if you have spoiled someone’s dress?
- iii. How can you minimize the offense of burping while eating with others?
- iv. How can you apologize for your wasting of foods?

C. Say whether the following are true or false:

- i) Hide the pieces under table if you break anything.
- ii) If you spill anything on someone, mop that up yourself with care.
- iii) Offer to cover any laundering or cleaning costs if you have spoiled someone’s dress.
- iv) Keep silent after burping.
- V) If you break something in a home, quietly offer the host to replace that.

D. i) Work in groups. Make a list of accidents that may happen at a dinner party other than those you found in the text.

- ii) Try to remember some funny incidents in your life that took place in a party. Write it down and read out to the class.



Unit Four: Interviews across Cultures

Lesson 1: Are you prepared for an Interview?

Source: Pamela Leri, *Interviewing Across Cultures*, www.goingglobal.com

Objectives: In this lesson students will

- discuss and express opinions about interviews in their country and abroad
- read a text on mannerism in interview across cultures
- role play an interview

A. Do you like interviews? Discuss in pairs why you like or dislike them. Have you attended any interview? Tell the class your experience.

How would you feel if you were to face an interview for a job overseas? Do you think interviews in other countries are taken in the same manner as in Bangladesh or in different ways? Show reasons for your opinion.



http://www.123rf.com/stock-photo/job_interview.html

B. Here is a discussion about getting prepared for an interview across cultures. Read it and discuss the questions below:

Job interviews are always very stressful because the job depends on how the interviewee has exposed him/herself as well as how much the interviewer(s) is impressed with the candidate. The culture of interviewing differs from country to country. They are different in many aspects. In some cultures, the candidate's smartness, consistency, receptiveness, reserveness etc. are valued as positive traits of personality and important aspects in judging him/her. However, in other cultures, facts from credentials and performance in answering the questions are the only issues in evaluating a candidate. It is easier to know about the expectations of local interviewers. But interviewing in a foreign country is much more challenging. Each company has its own criteria for assessing the desirability of a candidate. These criteria may reflect certain cultural preferences and expectations. The key to success is being prepared.

Now answer the following:

- **What do you think will impress the interviewer (s)?**
- **What are the local expectations for establishing credibility?**
- **Are these expectations different for local people than they are for foreign nationals?**
- **How do these expectations differ from what you are accustomed to?**
- **How can you adjust your behavior to be credible and effective in the interview?**

The text below lists some of the points to consider in your preparations for job interviews:

Read the text and discuss the questions below:

Dress and appearance. In some cultures, the quality and sophistication of your dress reflects your quality and sophistication as a person while in other cultures, being too well dressed can send an inappropriate message of elitism or arrogance to the interviewer.

Your role in the interview. In some cultures being proactive, expanding, and elaborating on your responses may be expected. You may be asked questions designed to test your creative problem-solving abilities. In other cultures, your role in the interview may be more passive. You may be expected to answer only the questions ; so, do not try to take lead of the interviewer.

□□□**Formality and the appropriate etiquette.** In some cultures, you may be evaluated more on how you behave than on what you know or what your credentials are. Often, the quality of a person is judged by his or her attention to social niceties and the details of etiquette. In other cultures, Formality and a perceived over attentiveness to etiquette can be negatively evaluated. The emphasis, instead, may be on experience, competence, or credentials.

□□□**The atmosphere of the interview.** In some cultures, the tone of interviews may be very serious and formal. The interview is not a venue for lightness, joking, frivolity, or informality. Instead of friendliness, a certain degree of reserve is expected and admired. In other cultures, friendliness and informality are expected and seen as appropriate behaviors for the workplace. The interview may be more social and relaxed and seem more like an easygoing conversation.

□□□**The pacing of the interview.** In some cultures, the interview may be part of a multistep review process. The interview may proceed slowly, involve lengthy questioning, and end in an ambiguous fashion. In other cultures, the interview may proceed rapidly with questions asked in rapid-fire fashion and answered directly and to the point

□□□**Relationships.** In some cultures, the most important aspect of the interview may be who introduced the candidate to the company. In other cultures, the focus may be more on achievements, experience, competence, and credentials of the candidate. The emphasis is more on what the candidate has done than on the individual one knows or networks one is a part of, based on class, educational, and/or family background.

□□□**The value of educational credentials, certifications, and intellect versus experience.** In some cultures, experience that can be documented through diplomas, certificates, and written references is the most valued. Experience can be explained only through objective and validated facts, figures, and other data. Subjective explanations, embellishment, and exaggeration of experience and background are totally unacceptable. Displays of intellectual prowess may be expected. In other cultures, it is experience itself that counts. Often, it is the ability to articulate and position the experience that is critical rather than the supporting documentation and data. An overly intellectual approach may be perceived as too academic and not suited to the rigors of the business environment.

Discussion questions:

- i) How would you dress up if you were going to face an interview in an advertising firm?
- ii) Why is interviewing in a foreign country more challenging?
- iii) How can you behave in an appropriate etiquette in a foreign interview board?

C. You are going to have a video conferencing for a job interview in a Chinese multinational company in Dhaka. Now trial the interview with your friend sitting next to you (A role play).

Unit Four: Interviews across Cultures

Lesson 2: Interviews in Asia and Europe

Source: Pamela Leri, *Interviewing Across Cultures*, www.goingglobal.com

Objectives: In this lesson students will

- discuss job interviews across cultures
- read texts about interviews in Asian and European context
- role play

A. What will you do if you are to face a job interview in China or in Malaysia? Or in a European country? How will you get prepared for that? Discuss in groups.

B. Read the following text about interviews in different cultures and discuss the following questions.

Here is a generalized review of interview cultures in different countries. Actual interview behaviors and situations may vary country -to-country and individual-to-individual depending on the interviewer's international experience, contact with foreigners, age, and economic and educational background. They may vary in the perception of aspects of interviewing as discussed in the previous lesson, even in body language and non-verbal ways of communication. Though each individual recruiting authority has its own criteria and preferences in selecting candidates, some common regional features may be identified. Some of them are stated below—



http://www.123rf.com/stock-photo/job_interview.html

Asia

- Interviewers may expect the candidate to avoid sustained and direct eye contact which is a demonstration of respect

- There may be a third party who introduced the candidate to the company and information from that source may be more evaluated than what the CV or the credentials supply. Sometimes the candidate is asked about his/her relationship with the third party.
- Talking too much about one's own accomplishments and abilities would be uncomfortable for both the interviewer and the local candidate.
- Interviewer would expect the candidates to take more time to answer the questions asked in order to answer in a most thorough and complete manner as possible. Periods of silence may be perceived as mature thoughtfulness and an ability to engage in deep reflection. Hastiness and an inclination toward taking risks may also be perceived negatively
- When interviewing in Asia, foreign nationals should be aware that people in Asia may be sensitive to perceived negative stereotypes of their countries and cultures.

Europe

- The European interviewer may expect the candidate to challenge ideas and questions intellectually and engage in serious debate with the interviewer and to answer questions directly, without any extraneous personal or anecdotal information.
- The interviewer may expect the candidate to defer to the superior hierarchical position of the interviewer and use proper titles of respect and behave as a person possessing lower status. Such behaviors may vary according to the perceived hierarchical, social, intellectual, and organizational distance between the interviewer and the candidate. The assumption of equality between the interviewer and candidate may be very inappropriate in certain European cultures.



http://www.123rf.com/stock-photo/job_interview.html

- Portraying oneself as confident, intellectually astute, reserved, and serious is expected in European context. In northern Europe, displays of personal warmth or friendliness may be perceived as immature or insincere. Hastiness and the inclination toward taking risks may be perceived negatively.

- the candidate are expected to take an extended period of time to formulate answers to questions in order to answer in the most thorough and complete manner possible instead of direct, and bullet-pointed response. Superficiality or lack of depth may be perceived negatively.
- Using sophisticated wordplay (such as metaphors, punning, and analogies), humor, and historical and/or cultural references are considered as demonstration of the candidate's intellectual acuity.
- An understated style of communication and a tendency toward modesty are preferred in some cultures, such as in the United Kingdom.
- While modesty is valued, being able to hold one's own is also essential. It is important to be able to handle high-pressure situations while remaining calm, articulate, and in control of one's emotions. One will gain respect and credibility if one is not diminished or cowed by others.

Discussion questions:

- i. Which things influence the cross-cultural interview atmosphere?
- ii. What do you think about the term 'third party'? Who can it be?
- iii. Which things should foreign nationals be aware of when interviewing in Asia?
- iv. What similarities and dissimilarities are found in Asian and European style of interviewing? Make a list in pairs.

B. Say whether the following are 'true' or 'false'—

- a) Asian interviewers expect candidates to challenge ideas.
- b) European interviewer may expect the candidate to defer to the superior hierarchical position of the interviewer
- c) Portraying confidence on the part of the candidate is welcome in Asian context
- d) Interviewer would expect the candidates take more time to answer to the questions asked so that they could think more.
- e) Modesty is not expected in a European context.

C. Role play as an interviewer and an interviewee for a job interview for the position of an executive in a private bank.

Unit Four: Interviews across Cultures

Lesson 3: Interview in Japan

Source: Pamela Leri, *Interviewing Across Cultures*, www.goingglobal.com

Objectives: In this lesson students will

- discuss job interviews in Japan
- read a text on manners of job interview in Japan
- write a letter

A. What do you know about the country and people of Japan? Do you have any information about the environment of work there? Have you ever heard what job interviews are like in Japan? Do you think they will be similar to the situation in Bangladesh?

B. Here are some tips about how you should act in Japan while being interviewed in Japan. . Read them and answer the following questions:

Japan

- Multi-level Private investigations are the norms in Japan when considering any kind of long-term partnership
- Lots of personal questions may be asked and the answers are expected to be simple and clear. Without embellishment.
- Warmth, sincerity and demonstration of willingness to work hard are appreciated by Japanese employers.
- One is required to expose oneself as a nice flexible, social and other-centered personality that is often more important than one's credentials.
- Japanese are very much particular about politeness norms and is reflected in interviews also. So, while interviewing in Japan, be very careful about the following behavior rules—
- Wear neat and understated attire
- Graciously accept the refreshments provided for you
- Exchange business cards in an appropriate fashion and show proper respect for the cards given to you by the interviewing team. Receive and give cards holding them with both hands with a little bow. Give a card with the printed part at the side of the person you are giving that to.

- Demonstrate good manners and have excellent posture even when you are sitting in a room alone.
- Answer questions with humility and thoughtfulness.
- Adjust to the pace set by the interviewer(s)
- Ask general exploratory questions about the job at the appropriate times. These behaviors are indicators of your quality as a person.
- Do not interrupt the interviewer(s)
- Do not ask very specific questions about how long the workday is and what the precise responsibilities of the job are
- Do not demonstrate impatience with personal questions or the pace of the interview
- Do not fidget, doodle, or play with articles on the table. Are you outspoken with your personal opinions? Do you come across as a person who wants to change things? These behaviors could be signs of your *lack* of quality as a person.
- Preparation is the key to successful interviewing in Japan. Learn as much as you can about the company, its culture, and its employees, its historical role within Japan and about the character of its leaders and founder.
- In the interview, be subtle about what you have learned, and most importantly, listen well. Your receptivity to the ideas and thoughts of others may be your most important attribute in the eyes of the Japanese.

Discussion Question

- i) Which attitude of the interviewee toward work is mostly appreciated by the Japanese employers?
- ii) In which way should one expose oneself while facing an interview in Japan?
- iii) Which characteristics of the Japanese people are reflected in their interview boards?
- iv) What is the acceptable manner of giving and receiving business cards in Japan?
- v) What type of dress up and gesture should be avoided at a Japanese interview board?

C. Your brother is going to face an interview in a Japanese company. Write him a letter giving tips about how he should prepare himself for that.

Unit Four: Interviews across Cultures

Lesson 4: Interview in America

Source: Pamela Leri, *Interviewing Across Cultures*, www.goingglobal.com

Objectives: In this lesson students will

- think about the job interviews in America and discuss in class
- read a text on interview manners in USA
- write a term paper
- compose a dialogue and role play that



http://www.123rf.com/stock-photo/job_interview.html

A. Suppose you have been invited to an interview in USA but you don't have much idea about the system there. What will you do? Will you ask people who are experienced or go through guidebooks or websites to find out information? Or will you just try to remember the system of your country and follow them? Will you try to read as much as you can to answer the questions in the interview or will you just depend on your credentials? How would you behave during the interview? Will you be much reserve or be jolly and friendly? How would you prepare yourself for that setting?

The United States

The style and content of job interviews in the United States are more random and unpredictable compared to those of other countries and they reflect the individuality and personality of the interviewer and the corporate culture of the company.

- The tone of an interview is expected to be upbeat, positive, optimistic and enthusiastic—avoid making self-deprecating or negative comments about your background, abilities or experience.
- There is no place for humility and hesitancy.
- Questions from you about the direction the company is taking may be highly appreciated.
- Be confident and assertive and exhibit a can-do approach.
- Taking credit for making changes, solving problems, or developing new initiatives is highly valued.
- Quantify your work experience.
- Speed of communication is often critical during interview and most U.S. interviewers expect quick responses to questions.
- Keeping answers simple and to the point is a common expectation in U.S., especially when time is limited.
- Too much detail and background information should be avoided.
- Try to read the interviewer's verbal and no-verbal cues. If the interviewer looks impatient and interrupts you when you are speaking, fidgets, taps pen, looks at watch frequently know that your answers are too lengthy or you are not touching the main point. Efficiency and time management are highly valued in U.S. So try to avoid any behavior that makes the interviewers think that they are wasting their time.
- Initial friendliness, openness, and the appearance of equality are expected behaviors in U.S. They preferred style of interaction is quite informal with the use of first names, humor and an easy-going, relaxed attitude. Being too formal and reserved may be misinterpreted by U.S. Americans as arrogance and coldness. However, the best approach is a balanced one.
- Avoid becoming too relaxed and familiar.
- Focus on your extracurricular activities you had even in you high school days as they are highly valued in U.S.
- Finally thank the interviewers for their time and the opportunity to meet with them.

Discussion Questions:

- i) How should the interviewee behave in USA? Which things should be avoided?
- ii) How would you know that the interviewer is impatient with your answer in USA? What should you do then?
- iii) Which qualities are highly valued by American interviewers?
- iv) Which one is more alike to Bangladesh—Japan or USA?
- v) Work in pairs. Prepare a list of similarities and dissimilarities between the interview styles of Japan and USA and summarize them.
- vi) How will you evaluate the interview styles of Japan and USA? Write in two separate sentences. Can you comment from that on the environment of work of these two countries?

C. i) which things will you have to correct if you go for interviews in these two countries? Write a term paper on it.

ii) Compose a dialogue between an interviewer and an applicant for a job in an American company and role play with your partner in the class. You may get information through internet browsing.

Unit Five: Culture and Foods

Lesson 1: Food Habits across Cultures

Objectives: In this lesson students will

- explore the varieties of food taken in different cultures/contexts.
- know about universal and particular food habits in different cultures
- write an essay on traditional foods across cultures

i) List the food you eat at home. Make two separate lists 1) for the food you eat in your daily meals and 2) for the foods eaten traditionally on special occasions.

ii) Do you know about any exception to that practice in any area or region of your country? Ask your classmates who are from other parts of the country or from other sub-cultures whether they eat the same kind of food. If different, talk about that /those difference(s).

iii) Compare (in groups of three) different kinds of foods people take on the same occasion in different areas of the country. Discuss the regional differences in food habits.

The table below shows contrasts of the foods in different cultures with their similarities and dissimilarities in various aspects (e.g. ingredients, name, recipe, time, place and occasion to eat etc.). Read the list and discuss if you have any idea about any of these foods.

Make a similar table of food eaten in Bangladesh and in other world cultures.

Exercises

Table: Foods and cultural significance (Corbett 2003)

	Brazil	Scotland	USA
food	Feijoada	haggis	hot dogs
ingredients	Salt pork, pork sausage, ham, salted tongue, pig's knuckle and trotters, black beans, onion, parsley, tomatoes, garlic	Sheep's stomach, heart, liver, lungs and windpipe; onions, suet, oatmeal, salt, herbs	Frankfurter sausage (beef or beef & pork), long, oval-shaped bun, optional mustard, ketchup, pickle
meal/snack?	Meal	meal	snack
Where or when eaten?	Weds & Sats	c. Jan 25th	Sports games
Accompanied by?	Rice, mandioca flour, sliced kale, sliced orange; hot pepper sauce	Mashed potatoes and turnips	nothing
Origins	Peasant food	Peasant food	Convenience food at sports games, etc.
Things to do afterwards	Lie down; doze; chat sleepily	Dance; listen to speeches, songs, poems	Go back to watching the game

1. In pairs/groups, brainstorm and list the foods you take and also the time and occasions you take them on
2. Match the foods listed below with the information in numbers I to vii:
 - Rice cakes soaked in date juice
 - Watered rice with fried Hilsha fish
 - Rice cooked with pulses and spices (*khichuri*)
 - Vermicelli with milk, sugar and dry fruits
 - Chicken or fish with bamboo shoots cooked in bamboo hole
 - Roasted peanuts
 - Beef with *shatkora* (*kind of sour, citrus like fruit*)
 - i) Sylhet
 - ii) cinema, gossip or leisure
 - iii) Rangamati
 - iv) Eid festival
 - v) Rainy day
 - vi) Pohela Boishakh or the first day of Bangla Calendar year
 - vii) Autumn & Winter
3. Now read the information about some food items eaten by people in other countries. Can you guess the origin of the foods from the information given?
4. Home task: Make an internet search in groups to find them out.

Bruschetta: Bruschetta is very popular in its place. This is actually toast, but made with special bread. It can be eaten with a lot of things like tomatoes, garlic, onion, olive, cheese and of course, olive oil on it.

Bife de chorizo: Meat, especially beef is the most popular food there and everybody eats a lot of meat. Bife de chorizo is also a beef preparation. This is a delicious big stake cooked with tomatoes and chili.

Sachertorte: It is a very famous food which is a kind of chocolate cake eaten with cream. People love it vary much. The famous Café Sacher is in the centre of Vienna. They say a chef called Franz Sacher invented it there.

Full English breakfast: It has Bacon, eggs, sausage, mushrooms, tomatoes, and, of course, toast in it. People there love it to have

4. Do you have any idea about any other regional and global cultures and their traditional foods? If yes, write an essay on it and read that to the class.

Unit Five: Culture and Foods

Lesson 2: Food Habits Home and Abroad

Objectives: In this lesson students will

- talk about food habits in their country
- discuss foods and food habits in India
- read text about food habits in India
- write an essay

A. Work in groups. How many times do people eat a day in Bangladesh? Which foods do you eat? Categorize them into breakfast, lunch and dinner. Collect information from your group members about what and how many times they eat. Discuss what you know about the food habits of people in some parts of India and some other countries of the world? Guess and note them down in brief.

B. The text below is on eating habits in India. Read the text and discuss it in pairs and answer the following questions.

Eating habits in India

People in India consider a healthy breakfast, or *nashta*, important. They generally prefer to drink tea or coffee with the first meal of the day. North Indian people prefer roti, parathas, and a vegetable dish, accompanied with *achar* (pickles) and some curd; people of western India, *dhokla* and milk; South Indians, idlis and dosas, generally accompanied with *sambar* and various chutneys.



Lunch in India usually consists of a main dish of rice in the south and east and rotis made from whole wheat in the northern and western parts of India. It typically includes two or three kinds of vegetables. Fish is very popular in some parts like West Bengal, Assam, Tripura, Andhra, Orissa, Goa and others whereas in other parts of India People are more fond of vegetarian dishes. A good number of mouth-watering *Kebabs* and other meat-dishes are part of eatery of a new-generation

India. Items such as kulcha, nan, or parathas that are actually variations of hand-made flat breads are taken in Lunch. Curd and two or three sweets are also included in the main course. *Paan* (betel leaves), which aid digestion, is often eaten after lunch in parts of India.

Indian families gather for "evening breakfast" to talk, drink tea, and eat snacks. For snacks, their choice ranges from traditional Indian to Chinese, Western or any part of the world. Samosa, rolls, cakes, Chow Min, Pizza, Pastry and numberless items are in their list of favorites. India is famous for her traditional sweets; some of them have world wide reputation like *Rosgollas*, *Jebebi* and *Halwa*.

Dinner is considered the main meal of the day, and the whole family gathers for the occasion. Dinner may be followed by dessert, ranging from fruit to traditional desserts like *kheer*, *gulab jamun*, *gajraila*, *qulfi* or *ras malai*.



(<http://healthmad.com/mental-health/sit-around-the-table-and-quit-your-stress/India>)

Discussion Questions:

- i. Does the information in the passage match with your assumptions?
- ii. Have you got answers to all of your queries about Indian food and food habit?
- iii. Is there anything left that you want to know about?
- iv. **Match each of the following food items with the place where it has come from—**
Idli, sambar, feijoada, rosgullah, pizza, chow min, sushi, pasta, Dahi Bora, fish curry, hilsha with mustard, fruit custard, sweet curd, South India, Bangladesh, Italy, French fries, America, China, Japan, Brazil

C. i) “Food habits of a place depend on the foods it produces”— discuss the comment with reference to India and Bangladesh.

ii) Further activity: Work in groups. Get information about the foods taken in different parts of India and note them. Now compare them to other groups. You may take help from internet or other sources. Mention the sources.

Unit Five: Culture and Foods

Lesson 3: Meal patterns and eating customs in Iran, Indonesia and Japan

Source: <http://www.foodbycountry.com/Germany-to-Japan/Indonesia.html>

Objectives: In this lesson students will

- talk about main meal and its time in Bangladesh
- read about mealtime and foods in Iran, Indonesia and Japan
- Write an essay

A. What is the main meal in Bangladesh--lunch or dinner? When usually do your family members get together for meal—lunchtime or dinnertime?

B. The text below is on the meal patterns of a few countries. Read the following passages carefully and answer the questions that follow:



Iranian foods

<http://kshar.net/photos/>

a) **Iran**

Meal patterns and eating customs

Iranians take three meals a day and they begin with a light and early breakfast of sweetened tea or coffee and bread. Sometimes the bread is served with local cheese. Lunch and dinner are usually similar meals based on hearty portions of rice either made as CHELO or as a POLO and usually accompanied with fresh seasonal vegetables, bread and cheese. For most meals, fresh ripe fruits are the usual dessert.

Throughout the day nibbles of crunchy toasted nuts of all kinds, crisp dried seeds, and roasted beans all lightly salted are enjoyed everywhere.

Juicy snacks of fresh fruits and the frequent social sipping of tea or coffee allow little opportunity for real hunger.

b) Indonesia

Mealtime is typically a casual and solitary affair for Indonesians, who often choose to snack on a variety of small dishes throughout the day, rather than three larger meals. Indonesian women gather needed provisions early in the day, including picking fresh fruits and vegetables from their own gardens or purchasing ingredients from the local market. Once the meals are prepared, they are usually left, at room temperature, on the kitchen table for family members to nibble on whenever they are hungry.



Indonesian traditional foods

<http://pinterest.com/dwiw/indonesian-food/>

When separate larger meals are consumed, *makan pagi* (breakfast) is normally a bowl of fried rice, noodles, or *soto* (soup), accompanied with Java coffee (which has become world famous) or tea. *Makan siang* (lunch) is often the main meal of the day, followed by *makan malam* (dinner) after the workday has ended. The base of most meals is *nasi* (rice), accompanied with a variety of meat and vegetables for the purpose of contrasting flavors and textures

When a meal is enjoyed together, the prepared dishes are usually placed in the middle of a table, called *Rijstafel* (meaning "rice table"), or a floor mat so everyone may share, an idea brought to the islands by the Dutch.

c) Japan

The Japanese eat three main meals a day. The main ingredient in all three, however, is rice (or sometimes noodles). *Miso* soup and pickles are always served as well. Meals eaten early in the day tend to be the simplest. A typical breakfast consists of rice, *miso* soup, and a side dish, such as an egg or grilled fish.



Japanese traditional foods

Noodles are very popular for lunch (and as a snack), and a restaurant or take-out stand referred to as a noodle house is a popular spot for lunch. A typical lunch would be a bowl of broth with vegetables, seaweed, or fish. The *bento* is a traditional box lunch packed in a small, flat box with dividers. It includes small portions of rice, meat, fish, and vegetables. Stores sell ready-made *bento* for take out and some even have Western-style ingredients like spaghetti or sausages. A favorite among young people, and as a take-out food, is a stuffed rice ball called *onigiri*.

Many Japanese have turned to Western-style food for breakfast and lunch, especially in the cities. However, traditional dinners are still eaten by most people in Japan, such as rice, soup, pickles, and fish. Seasonal fresh fruit makes a great dessert. Sweets are more likely to be served with green tea in the afternoon.

- i) Do you find any common feature of the food habits in these countries?
- ii) Why have Iranians ‘little opportunity of real hunger?’
- iii) What is different with the Indonesian food taking habits from other countries?
- iv) What is notable in Japanese delicacies?
- v) Match the related words—

Chelo	Dinner
Bento	Rice made meal
Makan malam	Traditional lunch box
Onigiri	Dining table
Rijstafel	Stuffed rice ball

C. i) Make separate lists of the foods and food habits of Iran, Indonesia and Japan. Write a short essay on the similarities and dissimilarities among them.

ii) Further activity: Work in group. Make an internet search to find out information of foods and food habits of other countries in Asia.

Unit Five: Culture and Foods

Lesson 4: Meal patterns and eating customs in Brazil and England

Objectives: In this lesson students will

- talk about meal patterns in Brazil and England
- read texts about them
- write a letter

A. Have you ever tasted any Brazilian or English food? Do you know the name of anyone? Can you guess what type of foods they eat? Discuss in groups.

B. There is a text below on the food habits in Brazil and England. Read it carefully and then discuss the questions that follow:

a) Brazil

Because Brazil is the world's largest producer of coffee, a typical *pequeno almoço* (breakfast) consists of a cup of *café come leite* (a hot milk and coffee mixture) and a piece of French bread. Many Brazilian children also drink a coffee and milk mixture for breakfast.



Brazilian Foods

Lunch, usually the biggest meal of the day, consists of rice, beans, salad, meat, or other dishes, depending on where the family lives and what they can afford to buy. Between lunch and supper some Brazilians have midmorning and midafternoon *café*, which includes coffee, hot milk, and cookies. *Pastels* and *empadas*, little pastries filled with any combination of shrimp, meats, and cheeses that are either fried or baked, are a favorite snack. These can be purchased from street vendors (Brazilian "fast food") or made at home.

In the late evening, many Brazilians eat a light supper. Children enjoy desserts such as *pudim* or *churros*, fried dough rolled in sugar and filled with caramel, chocolate, or sweetened condensed milk.

b) England

Most English families have three meals a day but as they are getting busier day by day, usually they escape or take a very quick lunch outside and fast food accompanied with salads and fruits are preferable for that. On weekdays their breakfast is complete with cereal, milk, fruits and tea or coffee; but on weekends they like to take the typical English breakfast that consists of sausages, bacon, eggs, tomato, and toasts with butter, jam or marmalade, followed by fruit juice, tea or coffee.



English traditional foods



Barbecue foods

Sunday lunch is often the most important meal of the week, when a cooked meal is served at midday, instead of in the evening, and the whole family eats together. On other days, dinner is the main meal when cooked meal is served in the early evening. Sometimes, before going to bed, some like to have a light meal of hot drink and biscuits.

i) Do you find any common features of the food habits of these countries?

Discuss the similarities and dissimilarities of the food habits of the countries you read earlier.

ii) What is special in Brazilian food habit?

iii) What is the impact of the busyness of the English people on their food habits?

iv) What is barbecue? What is special about it?

v) Make a list of the new words you learnt from the passages.

C. Write a letter to an English e-friend/ face book friend describing the difference of food habits of rural and urban people in Bangladesh.

Unit Five: Culture and Foods

Lesson 5: A family lunch in Beirut

Source: Greenall & Swan



Objectives: In this lesson students will

- discuss holiday events in Bangladesh
- read a magazine story about holiday celebration in Beirut
- answer questions on the content
- role play in an interview

A. What do you do on weekly holidays? Which foods are usually cooked on that day? What are the events you like most on holidays? Do you have any family get together on that day? How do people usually spend their holidays in Bangladesh ?

B. The text below is about weekly holiday in Beirut. Read the text and answer the following questions:

Eight years of civil war in Lebanon , of shooting and shelling and bombing, have not deterred the Saidi family from gathering around the table of Mme Saidi, the 72-year-old matriarch of the clan, for the customary Friday lunch. In the Arab world, Friday is the ‘sabbath’ and the natural time for family socializing.

Today’s meal is to be a feast of many traditional Lebanese dishes : kibbinayeh (a tartar –like dish of raw ground mutton with ground wheat and spices), kibbeh meshweh (balls of grilled meat fat, walnuts, spices and onions), mjederah (cooked lentils, fried onions and ground wheat), Ibnimu (a cooked yoghurt sauce with meat and onions), mnezeleh (a casserole- like dish of cooked aubergines, onions, houmous, tomatoes, green peppers, garlic and olive oil),fareek (ground wheat), a chicken and macaroni dish in a milk sauce and salad, followed by melon and fresh fruit and a choice of five flavours of ice cream and sherbet.

Lebanese cooking is flavourful and imaginative. From four or five basic things, Mme Saidi points out, the Lebanese make 50 different dishes. From lentils, perhaps five varieties of soup and half a dozen varieties of `mjederah. From aubergines , more than ten.

Plates are filled and refilled. The many dishes, family favourites , the kibbinayeh, kibbeh meshweh, and mjederah, all so carefully and painstakingly prepared, disappear as if by a conjuror's trick. So that for a while at least, on Friday afternoons, the troubles of their country can be put aside and the illusion of normal life, of laughter and living well can go on.

Answer the questions:

- i. What type of family structure do you find prevalent in Lebanon?
- ii. What do you understand by the word 'matriarch'? Is that familiar in Bangladesh?
- iii. Which features of Friday lunch and get together are apparent in the Lebanese context? Are they alike or different in Bangladesh?
- iv. What is /are the most striking similarity and difference that you noticed between the cooking procedures of Lebanon and that of Bangladesh?
- v. What, according to you, are the five basic ingredients of Lebanese cooking?

Discuss what you understand by the following expressions and what they mean in your home context.

- i) 'matriarch of the clan'
- ii) 'customary Friday lunch'
- iii) 'illusion of normal life'
- iv) 'family favourites'
- v) 'sabbath'
- vi) 'Lebanese cooking is flavorful and imaginative' (Can you attribute any such quality to Bangladeshi cooking?)

C. i) Role play in your group as an interviewer to get information about foods from other culture/s.

ii) Prepare a power-point presentation on the traditional foods of Bangladesh for the next class.

Unit Six: Writing across Cultures

Lesson 1: Personal letters

Objectives: In this lesson students will

- read two personal letters of different cultures
- discuss contents of the letters
- write a letter

A. Have you recently written any letter to any close friend or relative? If yes, for what purpose? to whom do you usually write? Do you write personal letters in English? Are they similar to or different from the letters you write in Bangla?

Have you read any personal letter written by a British or American or by a person from any other country? If yes, what features do you feel similar to the personal letters in Bangla?

B. Here are two letters—one by a foreign national and the other by a Bangladeshi. Read the letters and then answer the following questions:

4, Acol Road
London N.W.6
12thFebruary, 1986

Dear Jane,

Thank you for your letter. It was lovely to hear from you, and yes, I'd really like to come and stay next weekend. You know how much I love spending weekends in the country after working all week in the city. I'll catch the usual train on Friday evening.

Do you remember Harry? Well, I met him at a party the other day. He's fine, busy as always. We went to the theatre together and saw an amusing play by Stoppard.

Anyway, I'll give you more of my news when I see you. Must rush now because I'm going to see Jack's new flat this evening. I'm really looking forward to the weekend. Give my best wishes to Peter and the children.

Love, Pat

Source: John & Liz Soars, *Headway Intermediate*, Oxford University Press.

102, Mohsin Hall,

Dhaka University
6th June, 1985

Dear Father,

At first take my salam. I got your letter yesterday and I am much worried that mother is not well. Did you talk to any doctor? I think it is urgent. If the doctor in the Health Complex suggests we must take her to a specialist doctor. My examinations are going on. I will come as soon as they are finished. Don't worry. May Allah be with us!

I am fine. How are you? Take good care of your health. Convey my regards to grandmother and love to Mita, Mina and Raju . Please pray for me.

Your affectionate

Babu.

- i) What are the subjects of the two letters? Write in two separate sentences.**
- ii) Draw out the characters of the writers of the letters in two separate paragraphs of 5 sentences.**
- iii) In what ways are these two letters similar, and in what ways are they different? Think of a) the address, b) the date, c) the salutation, d) the organization of the letters: introduction/body/conclusion, and e) style.**
- ii) What is the main reason for writing these letters?**
 - To apologize?
 - To invite?
 - To accept an invitation?
 - To inform?
- iii) Underline with a solid line (____) the part of the letters that shows/points out the main reasons for writing.**
- iv) An informal letter can sound like spoken English. Underline with a broken line (- - - - -) the parts that sound like someone speaking rather than writing.**
- v) Note some useful phrases used for different purposes in the first letter—**
 - a) Beginning the letter--** Thank you for your letter. It was lovely to hear from you.
 - b) Giving general news--** I'd really like to come and stay next weekend...

c) Ending the letter-- I'm really looking forward to... ('I'm looking' is informal; 'I look' is formal), Give my best wishes to...

Now, find out the phrases used for the same purpose in the second letter.

C. Write a letter to a British face book friend who wants to spend summer vacation in your village. Give detailed direction of his travel arrangements--the way and vehicles he will use—to get there. Give some of your news also.

Unit Six: Writing across Cultures

Lesson 2: Official letters

Source: John & Liz Soars, *Headway Intermediate*, Oxford University Press

Objectives: In this lesson students will

- discuss the characteristics of official letters across cultures
- read an official letter
- read a dialogue
- write a paragraph on the difference of the language of an official letter and that of conversation
- write an official letter

A. Discuss in pairs, what you understand by official letters. What are the characteristics of an official letter? For what purposes do you write official letters? Do you know how official letters are written in other countries?

B. Here is a formal letter to a bank manager, asking for loan. Read the letter and answer the questions below it.

Dear Mr. Henderson,

I have been working as a librarian for two years at the Central Records Office, but I do not feel that I wish to make this my career.

A friend recently told me about a course that the Oxford Business School offers, and it sounds most interesting. I am told that employees respect this college and its diploma.

In order to follow this course I would need a loan of approximately \$200. Could I make an appointment with you to discuss the possibility of this?

I look forward to hearing from you.

Yours sincerely,

Jeremy Foster

Discussion questions

- i. What is the occupation of writer of the letter?
- ii. Why does he want a loan?

3. What is his future plan?

4. What amount does he need?

5. i) How is this letter different from the informal letter in Lesson 1? Discuss with reference to salutation, complimentary closing and style.

ii) How do we use salutation, complimentary close and language in formal letters in English in our culture?

C. Now read the following dialogue and write in a short paragraph, in which ways the language of the dialogue is different from that of an official letter.

A: Skylight Hotel Reservations.

B: Can I talk to the manager, please.?

A: I am the manager. What can I do for you?

B: I want to reserve a room, please.

A: Certainly madam, when would you like to stay?

B: Next Thursday night, that's the 15th of this month.

A: And what type of room would you like? Single or double?

B: Um, it's only me, so . . . just a single room, please.

A: If you'd give me just a moment, please . . . Yes, we do have a single room available on the 15th. The room rate is ninety dollars.

B: Wow! that's a bit more than I expected to pay.

A: Well, you can try calling other hotels, but you'll find this is pretty standard.

B: Uh . . . okay. I don't have the time to call around and I know you're probably right.

A: OK. I reserve a room for you. Can you tell me your name, please?

B: It's Horner, Peggy Horner. Do you write 'Peggy' with two Gs?

Source: http://www.1-language.com/audiocourse/unit24_hotelresrv_scr.htm

D. Write a letter to book a hotel room by using the above information.

Note for teachers: The letters we write to any authority with some specific purpose(s) are called formal letters. Official letters are written in formal language. It is precise, simple and devoid of personal feelings.

Unit Six: Writing across Cultures

Lesson 3: Business letter

Source: The McGraw-Hills Companies, Inc 2008

Objectives: In this lesson students will

- discuss subjects of business letters
- read some business letters and discuss their contents
- write a cross cultural business letter

A. Do you write business letters? For what purposes are these letters written? Make a list of reasons for which businessmen write letters. Share with your group members, what type of languages they use. Ask your partners if they have read any business letter or not. If yes, what are the significant things that a business letter has?

B. Now you will read some business letters of foreign countries where the cultures of business relationship are different.

Text 1: Routine Inquiry

Dear Mr. Crifasi:

Will you please help us serve you better by answering the following questions?

When you returned merchandise at our store recently:

1. Were you served promptly and courteously?
2. Was the adjustment satisfactory and in accordance with your wishes?
3. Did the salesperson offer to assist you in selecting other merchandise?

Please write your answers--and any other comments you may wish to make about the service of this store and any other Hobson store--on this letter. Then return it in the enclosed stamped and addressed envelope.

We shall be most grateful for your help.

Sincerely,

Jonathan Craig

Discussion questions:

1. What is the purpose of this letter?
2. What really does the writer want to know from the addressee?

Text 2: An Email for itemized statement

To: Jessica Brown Jessica_Brown@trevorhardware.com

Cc:

Bcc:

Subject: Itemized statement for July

Dear Ms. Brown:

Will you please send me an itemized statement covering my account for July.

According to my invoice file, the amount owed should be \$2,374.27. Your statement shows \$2,833.74 owed. Perhaps you did not record the \$427.17 of merchandise returned on invoice no. 3211C late last week. But even this possible error does not explain all of the difference.

I shall appreciate your usual promptness in clearing up this matter.

Jane Adami, President

Two Sisters Antiques

Discussion questions:

- i. What is the purpose of this letter?
- ii. What is the problem that makes the addressor write the letter?
- iii. What does the addressor want the addressee to do?

Text 3: Order confirmation

To: Krystal Benko

Cc:

Bcc:

Subject: Trevor Hardware Order Confirmation

Mr. Cotton:

By the time you receive this letter, you should have received the assorted pipe you ordered July 15. As you requested we shipped it by Zephyr Freight, and we will bill you on the first.

As you may know, the J-4 Kotter Pipe Joint Clamps have been a very popular item recently. We have marked these clamps for rush shipment to you just as soon as our supplies are replenished. Our plant foreman tells me that his people are working overtime to catch up. He promises that we will have the clamps on the way to you no later than August 12.

Thank you for giving us another opportunity to serve you with quality Kotter products.

Krystal Benko

Office Manager

Discussion questions:

- i. What is the purpose of this letter?
- ii. What is the intention of the addressor?
- iii. What is the relation between the addressor and the addressee evident in this letter?
- iv. What is the product they are dealing with ?

C. Suppose your company is not interested to credit a client. How would you inform that avoiding offending him? Here you read a sample letter written for that purpose.

Text 4: Tact in a credit refusal

Dear Ms. Herrera:

Your March 29 order and accompanying request for credit were genuinely appreciated. We are especially grateful for your pleasant frankness in presenting your request for credit. The statements, trade references, and explanations were most helpful.

In checking over them, we find that you have an unusually heavy burden of invoices to pay within the next few months. As we see it, burdening you with more bills to pay at this time simply would not make good business sense. Thus, we can sell to you only for cash now. By buying for cash and taking advantage of the cash discount, you would be taking a sound step toward improving the financial health of your business. Just as soon as your situation is improved, we shall open your account.

We look forward to receiving your check for \$730.69 (\$745.60 less the \$14.91 discount). When we get it, we'll rush your merchandise to you.

Sincerely,

Susan Yassine

Discussion questions:

- i. What is the purpose of this letter?
- ii. What is the intention of the addressor?
- iii. How is the relation between the addressor and the addressee evident in this letter?
- iv. Do you think this letter is sympathetic enough? Could it be written in any other way?

D. i) What type of business relationship between the addressor and addressee do you notice from the letters? In what way are they different.

ii) Discuss how the purposes of the letters make their styles different.

iii) Which features are evident in the business correspondences above?

iv) Are these letters different in style from business letters in Bangla?

E. Draft a letter to a Chinese company for ordering some goods.

Unit Six: Writing across Cultures

Lesson 4(A): Academic Writings in Asian Culture

Source: Maimon & Peritz, A Writer's Resource, McGraw-Hill Higher Education, 2008

Objectives: In this lesson students will

- discuss the characteristics of academic writings
- read some rules of academic writing
- read an example of academic writing and discuss their features

A. What do you know about 'academic writing' i.e. essays or assignments students write for their teachers? How is the language of this type of writing? Note down your assumptions. Do you need to write this kind of writing?

B. Read the following text on 'Academic Writing' and note down how the language and style of academic writing are different from those of personal letters and other types of writings.

Academic Writing

Academic writing is expository and argumentative prose used by university students and researchers to convey a body of information about a particular subject. Generally, it is expected to be precise, semi-formal, impersonal and objective. The other important part of academic writing is the documentation or referencing the sources of information used in the paper. If it is not done perfectly, the paper can be blamed against for 'plagiarism'. There are some separate lessons about plagiarism in this unit.

Academic writings can be of different categories like, informative, argumentative, interpretive and personal essays. There are different styles of writing and documentation and each kind has distinctive features. APA, MLA and Chicago are the widely used styles. Here are some basic guidelines for formatting academic papers—

- **First page:** The first page of your paper is different from other pages. If the paper is short i.e. less than five pages, page 1 contains a header with your name, your professor's name, your course and section number, and the date. If the paper exceeds five pages, page 1 is usually a title page where nothing but the same information will be written.
- **Type:** Select a common type face or font, such as Courier, Times, or Bookman, and choose a 10-12 point size. Typefaces such as Arial and Eras Book are sometimes used for headings because of their simplicity.

- **Margins:** Use one-inch margins on all four sides of your text.
- **Margin justification:** Line up, **justify**, the lines of your document along the left margin, not along the right margin. It enables you to avoid odd spacing between words.
- **Line spacing:** Double-space your paper unless you are instructed to do otherwise.
- **Page numbers:** You must insert numbers to all pages. You can choose any position like upper or bottom position of the page and left, right or centre alignment for the numbers. But do not number the title page.
- **Abstract:** Abstract is the summarization of the main points of a paper within 120-150 words usually which remains on the page after the title page.
- **Key words:** Some words are selected which are much discussed and used in the paper and which are related with the main points of the paper.

However, patterns of academic writings vary from culture to culture. The ethnic characteristics, historical background, the living style and thinking process of a specific culture are factors that influence the pattern. Though in academic writings, a standardized style is followed across the world, yet it varies in selecting vocabulary and sentence structure, use of phrases and rhetorical devices, choosing style for exposition etc. For example, a clear variation is there among the Chinese and the Anglo-American styles of academic writing.

Answer the following questions:

- i. What is the usual font size of the printed version of a paper?
- ii. How would you space the lines of your academic paper?
- iii. What is written in an abstract?

Now, read the following academic essay on “What do you think of the English courses in the universities?”

Para 1

Language is REGARDED AS A TOOL to be used everyday and English is taken as AN AXIOM that should be piled up in the daily life. It opens another window for us to see the outside world. It helps us understand better how people live in the western world where English is spoken as MOTHER TONGUE. **Therefore, English courses in the universities are necessary.**

Para 2

Because of its importance, we start to learn English from grade school, **then** junior school **and** high school. It is no doubt someone may argue that we spend too much time on learning English

due to the courses arranged by ministry of education. The motive of learning will stimulate the learning action. The basic components of learning motive are need of learning *and* expect of learning. Knowing what English learners' need is very important. There is a survey by South Medical University about the needs of English learning for the students. They sends out 300 inquiry papers, 243 returned, 66% of the correspondents say they had passed the CET6, *and* 6.1% of the correspondents attended TOL, EPT, WSK etc. This indicates that the students have a high level English background. Most university students say they strongly or highly need the professional English speaking and writing ability. Many say that they need the professional oral English, skills of translation *and* being familiar with the western culture. The aims of the English learners are very practical: they are mainly about motive of communication, they are eager to get the ability of oral English and writing English.

Para3

Teachers at the university continuously explain the grammar points and vocabulary details *and* students revise these points to gain high marks for examinations. We do not feel learning new knowledge, *nor* use the language in real-life situations. There are gaps between ideality and reality. There are still other purposes for us to choose learning English, we could make a lot of friends from different areas. This is *also* important, *for* we could exchange research methods *and* expand our views about the world, I do think it's necessary for students of science knowing some other areas *such as* society, humanity.

Para4

We need two types of English courses: speaking lessons and writing lessons. Teachers in both lessons should encourage students to make a presentation about our study, which is fun for us all. We can sit down together *and* listen to others what work they are recently doing. For presenters they collect datum from us *and* try to make the presentations perfect, this disciplines their skills of making presentation *and* teachers give help on this, too. *If* English courses do not provide what we need, I think we do not have to have English courses.

source: Xing, Wang and Spencer, 2008. Raising students' awareness of cross-cultural contrastive rhetoric in English writing via an e-learning course. *Language Learning & Technology* <http://llt.msu.edu/vol12num2/xingetal/>

Discussion questions:

- i. Discuss the thematic structure and explicit relationship between the paragraphs above.
- ii. What features of academic writing do you notice in the text?
- iii. What do you know about theme or thesis statement? In which paragraph is the thesis statement of the essay?

- iv. What is topic sentence? Can you identify the topic sentence in the essay?
- v. The Metaphors of the article are marked in SMALL CAPS and the Discourse markers are in *bold italics*. Now find out how many Metaphors and Discourse markers there are in the essay.

C. What kind of academic essays /assignments do you write? Discuss in groups and write about them with reference to paragraph structure, relationship among paragraphs, use of discourse markers etc.

Unit Six: Writing across Cultures

Lesson 4 (B): Academic Writings in Anglo-American Culture

Objectives: In this lesson students will

- read another academic writing in style of other cultures
- discuss the features of the essay
- write an essay

Read the following text on the same topic “What do you think of the English courses in the universities?” written after an Anglo-American style:

Para1

University students do not have to take English courses unless the courses provide them with what they need. They have already taken A LONG JOURNEY of studying English from kindergarten, to junior school, *then* to high school *and* the LONG MARCH extends to university. There is no doubt that they have spent too much time on learning the language, including its structure and vocabulary. It is time for them to use it *and* to put what they have learnt into practice.

Para2

Motivation is the key for individual's learning, *as* is indicated by a survey from South Medical University. A questionnaire on the needs of English learning for the tertiary students was sent out to 300 students and 243 returned. 66% of the responses expressed that they had passed the highest national English test CET6 *and* 6.1% passed international English tests *such as* TOL, EPT, WSK. The result reveals that the university students have already had a very strong English background. The open questions of the questionnaire *also* show that most students expressed their strongly desire to use the language *such as* in presentation, in translation *and* in cultural exchange. The aim of the English learners are very practical: real-life communication in both oral *and* written form.

Para3

Apparently, there is discrepancy between expectation and reality: university English courses are still about grammar points, vocabulary details, *and therefore* students do not feel learning anything new. The lack of oral and writing in English courses remains a problem in the

curriculum **and** no wonder many students prefer not to go to English courses, **but** surfing on the internet reading authentic English materials instead.

Para4

It will be beneficial for the students **if** the university can arrange two types of English courses: one is oral English in class where students are encouraged to express themselves in English. The presenters can collect ideas from other students **and** improve their presentation skills. It will **also** be good fun for all the students no matter which discipline they are from, **for** they can sit down **and** share with what work they are currently doing, **which** expands their view of the world. The other is writing course after class. Students can do research on a certain topic **and** give their opinion to the e-forum. As other students are from different areas, they might see it from other angles **and** comment **or** add in new ideas. The teacher can guide them to use the appropriate expressions and structures to express their ideas. Students can **then** be confident to use the English in real-life situations.

source: Xing, Wang and Spencer, 2008. Raising students' awareness of cross-cultural contrastive rhetoric in English writing via an e-learning course. *Language Learning & Technology* <http://llt.msu.edu/vol12num2/xingetal/>

Discussion questions:

- i. Discuss the thematic structure and relationship between the paragraphs.
- ii. What features of academic writing do you notice in the text?
- iii. In which paragraph is the thesis statement of the essay?
- iv. Comment on the topic sentences of the essay.
- v. The Metaphors of the article are marked in SMALL CAPS and the Discourse markers are in **bold italics**. Now find out how many Metaphors and Discourse markers are there in the essay.

Further Activities:

- i) Comment on the features of style of the text.
- ii) Refer back to the previous lesson and write an essay on structural similarities and differences between these two texts including the following aspects—
 - Theme/thesis statement
 - Topic sentence
 - Metaphor
 - Discourse markers
 - Number of paragraphs

Unit Six: Writing across Culture

Lesson 5: A Comparative Study of Academic Writings across Cultures

Objectives: In this lesson students will

- discuss problems they feel when they are to write in English
- read a text on a comparative study of Chinese and Anglo-American styles of writing
- write an essay
- write an article

A. What happens when you are told to write something on any topic in English? Do you hesitate or feel any problem? If yes, what kinds of problem do you feel? Worried about linguistic problems like grammatical mistakes, sentence structure, spelling mistakes or about style related problems?

B. The text below focuses on some basic differences in academic writings (in English) of Chinese students and that of native English speakers. Read out the text and discuss the following questions.

Academic writing is complex in that it involves more than grammar. Although foreign language proficiency is at the heart of writing, the real problem for overseas students is not language-related errors, but the fact that students have not met with the expectations of the academic reader of the target language. Achieving success in a new culture, does not, however, lie solely in learning the grammar and lexicon of the language. Ability to negotiate cultural barriers and develop new ways of learning are also essential.

A comparative study of writings of Chinese and a native English speaker in English is presented in the text below:

1) Inductive Vs. Deductive (Presence and Placement of Thesis Statement):

The preferred British or American style of writing a paper is deductive, in which the main idea or the thesis statement is stated in the beginning of the introduction or in the first paragraph. However, it would be considered poorly written in China, where the inductive pattern is more common, with background material given first to lead the reader to the main point. For the same reason, a Chinese student's delayed introduction of purpose makes the writing appear incoherent to the English-speaking reader. Non-native speakers tend to use longer but less effective "orientations" e.g. introductions to the topic, than native-speakers.

2) "Start-Sustain-Turn-Sum" Vs. "Introduction-Body-Conclusion" (Number of Paragraphs):

Chinese writings consist of a four-part pattern, Start-Sustain-Turn-Sum. 'Start' establishes the field or prepares the reader for the topic; 'sustain' introduces and develops the topic; 'turn' refers

to turns to a seemingly unrelated subject or looks at the problem from another angle and in the last part the essay is summed up whereby the author's opinion is established or hinted at. In an English essay, form is given more emphasis than in Chinese essays and each part of it has a distinct role. English essays, though the structure is flexible, normally includes introduction, body and conclusion. The introduction brings out the theme, the middle contains the argument with its supporting evidence, and the ending summarizes the essay.

3) Circular Vs. Linear (Topic Sentences and Topic Changes):

Anglo-European or NS expository essays follow a linear development, but in Chinese writings, paragraph development is more turning. In most of the Asian students' writing, either there is no topic sentence in a paragraph or too many things are written in a single paragraph. This circularity cannot be found in NS writing.

4) Metaphorical vs. Straightforward (Use of Metaphors and Proverbs):

Chinese students are fond of using fixed patterns like proverbs, idioms, maxims, literary allusions, and analogies; Western students are encouraged to write in their own voice using their own words.

5) Explicit Discourse Markers (Marks of Coherence and Unity):

English essays use explicit discourse markers to signal relations between sentences and parts of texts that exemplify coherence of form. The Chinese writings place emphasis on coherence of meaning rather than of form.

source: Xing, Wang and Spencer, 2008. Raising students' awareness of cross-cultural contrastive rhetoric in English writing via an e-learning course. *Language Learning & Technology* <http://llt.msu.edu/vol12num2/xingetal/>

Discussion questions:

- i) What are the problems a Chinese writer may face in native English speaking Universities?
- ii) What abilities, do you think, are needed to overcome the culture barriers in writing?
Discuss in groups.
- iii) What do you understand by inductive and deductive styles?
- iv) What style—inductive or deductive is used in Bangladesh?

C. i) Suppose you are studying with many other nationals in a University in England where your course teacher asks all of you to write about the style of academic writing in your own countries. Write an essay on the topic “Style of Academic writing in Bangladesh”.

ii) Tutorial Assignment: Write an article on “New Year Celebration across Cultures” that will be published in any English Daily of Bangladesh on the eve of New year.

Unit Six: Writing across Culture

Lesson 6: Documentation

Source: Maimon & Peritz, A Writer's Resource, McGraw-Hill Higher Education, 2008

Objectives: In this lesson students will

- talk about documentation in academic writing
- know about different styles of documentation
- write an academic essay with proper style of documentation

A. Discuss in group what you know about 'Documentation'. Do you know how to do that? Do you know when it is necessary? Try to assume the answers.

B. Here is some information for you about documentation. Read them and then discuss the following questions:

When information, ideas, or words are used from someone else's work in an academic writing they must be acknowledged and the process of doing that is called documentation. An accurate documentation is indispensable in research works. It allows others to know how the research or the writing has been done. There are several styles of documentation. Different styles are used for documentation in different disciplines. Look how documentation is done in different styles:

MLA (Modern Language Association)

Commonly used in Humanities discipline.

Major parts:

- In-text citation

Example: Armstrong easily reached difficult high notes, the F's and G's that stymied other trumpeters (Bergreen 248)

- List of works cited

Example: Hennessey, Thomas J. From Jazz to Swing: African-American and Their Music 1890-1935. Detroit: Wayne State UP, 1984.

- Explanatory notes: Used to cite multiple sources for borrowed materials and to give readers supplemental information

Chicago (Chicago Manual of Style)
Commonly used in Humanities discipline.

Major parts:

- Numbered in-text citations
Example: As Bergreen points out , Armstrong easily reached high notes, the F's and G's that stymied other trumpeters.³
- Numbered footnotes or endnotes
Example: 3. Lawrence Bergreen, *Louis Armstrong: An Extravagant Life* (New York: Broadway Books, 1997), 248.
- A bibliography of works consulted: Some instructors require a separate bibliography or list of works cited or works consulted.
Example: Bergreen, Lawrence. *Louis Armstrong: An Extravagant Life* . New York: Broadway Books, 1997.

APA (American Psychological Association)
Commonly used in Social Sciences discipline.

Major parts:

- In –text citations (A name-year style)
Example: This safety net plus the free market comprise what Germany calls a “ social market” economy (Eidson, 1992, p. 122)
- List of references
Example: Brown, J.F. (1991). *Surge to freedom: The end of communist rule in eastern Europe*. Durham, NC: Duke University Press.

CSE (The Council of Science Editors)
Commonly used in disciplines of Sciences.

Major parts:

- In-text citation (A name-year style)
Example: A woman loses 35% of cortical bone and 50% of trabecular bone during her lifetime (Gleason 1993).
- A number style : Includes a superscript number in the text and a list of references in citation sequences
Example: As a group, American women over 45 years of age sustain approximately 1 million fractures each year, 70% of which are due to osteoporosis.¹

Discussion questions:

- i. Which style of documentation is preferable for writing an essay of English language course?
- ii. Which style will be followed for writing in a Physics course?
- iii. Describe how publishing facts are documented in the list of references after APA style.
- iv. What do you understand by in-text citation? How is it done in MLA style?
- v. What is written in bibliography? How is it termed in other styles of documentation?

C. Write an essay on the topic “Food Security and Health Care in the Third World Countries”. Use relevant literature, sufficient data and illustration to enrich your writing. Choose any of the styles of documentation for citation and referencing.

Unit Six: Writing across Cultures

Lesson 7(A): Plagiarism: Differences in perception and attitude

Source: W0345p_O_LeemanBartzis.pdf

Objectives: In this lesson students will

- be familiar with the seriousness of plagiarism
- know about cross cultural perspectives to plagiarism
- talk about the techniques of avoiding plagiarism
- present a poster on plagiarism

A. What do you do if you are to quote or give reference to any author in your writing? Do you always mention the name? Do you mention the book's name and the year of publication accurately? Do you take materials from other sources without acknowledgement for your essays and assignments?

Are you familiar with the term 'plagiarism'? What is your idea about it?

B. Now read the passage below to get some ideas about 'plagiarism'.

Plagiarism in Academic Writings across Cultures

The lexical definition of plagiarism is “to take and use another person’s ideas as one’s own”. In academic writing plagiarism means to use others’ words and ideas without giving them sufficient credit or without giving reference. This is considered the most severe offense and in Western countries, students can be expelled from the institute on the charge of plagiarism. Yet, students are exercising it. Even in some countries, plagiarism is not considered a major crime. In Chinese culture, plagiarism is not at all a crime; they take it as the means of following great scholars. But students should be much aware of it, especially when they write any academic writing because the question of academic integrity is much stronger now globally than before. Most common reasons behind plagiarism are—i) lack of knowledge about plagiarism, ii) lack of knowledge about citation, iii) time constraints, iv) heavy work load, v) procrastination, vi) confusion about citation, vii) failure to translate in EFL/ESL situation etc.

Presence of plagiarism in an academic setting largely depends on its cultural characteristics and the attitude of the society toward it i.e. the degree to which plagiarism is allowed or accepted in the academic community and the wider society. Different societies have different attitudes toward plagiarism. There is a list below that shows how plagiarism is perceived in different cultures:

'Plagiarism' & 'Cheating': Cross-Cultural Perspective

Australia & New Zealand

In Australia and New Zealand, where Western culture of individualism is prevalent, knowledge is seen in the form of impersonal truth; ownership of ideas and intellectual property are taken very seriously. So plagiarism, especially in academic world, is considered a serious violation of its principles.

Spain

Plagiarism is perfectly acceptable in Spanish academic circle.

source: <http://iteslj.org/Articles/Yusof-Plagiarism.html>

Africa

In many countries of Africa plagiarism is not identified as an offence. So there is a widely accepted practice of that.

source: <http://iteslj.org/Articles/Yusof-Plagiarism.html>

Russia & East Europe

People are not too much aware about plagiarism. Sharing notes, helping friends in exams and class are also allowed openly.

Mexico

People have a view about plagiarism which is different from others. Students share answers commonly but hide that. They are not serious about citation in paper because professors are not bothered with that.

China

In China, students do not have any negative attitude towards plagiarism. Unlike the West, intellectual property is not taken as private property in China; rather a classic is open for all to use. They think imitation does not destroy originality; one can realize the beauty of a classic and then create another classic only by memorizing and imitating the other classics. A Chinese saying "*Wen gu ru xin*" means , review the old materials to gain a new perspective. So 'plagiarism' does not carry the same implication in China as it does in the West and it is not a severe offence on the part of the students.

Burma

Students are used to learning as a task shared by group; not helping others is accused as selfishness which is detestable in the culture. Pursuing own goals at expense of others is not immoral; so practicing plagiarism is not taken as offensive (Bartzis, 2009).

Hong Kong

Hong Kong university students are unaware of the concept of plagiarism.

Source: a study by Deckert (1993 cited Hyman, 2001).

India & Bangladesh

There is no strict rule against plagiarism. Academic institutions do not motivate students for practicing citation; rather copying and quoting great works are appraised in the academic writings. So people writing in academic arena are not conscious about it. Many students do not have any idea about self plagiarism also.

Discussion Question

- i. What is the dictionary definition of plagiarism?
- ii. Why is plagiarism a punishable crime? Do you support that?
- iii. What is the attitude of Mexican people toward plagiarism?
- iv. How is it different from that of Bangladesh?
- v. How is plagiarism considered in China?

C. Suppose you and your friends are gossiping about a student who has been expelled from the examination for cheating. Compose a dialogue where you will exchange your views on cheating, plagiarism and the punishment for them. Role play that in groups.

D. Tutorial Assignment: Work in groups. Prepare a poster on '*Eastern & Western Attitudes toward Plagiarism*' for presentation in the class. Through that introduce different kinds of cheating, different attitudes toward it, and its consequences and include slogans to make students aware about it. Use colors and illustrations to make it attractive.

Unit Six: Writing across Cultures

Lesson 7 (B): A Video clip on Plagiarism: Differences in perception and attitude

(Source: www.youtube.com/watch?v=OWNuO-NTmUg)

Objectives: In this lesson students will

- watch a video clip on plagiarism
- answer questions on it
- read the transcript of the clip
- write an essay

A. You have learnt about cheating and plagiarism and different perceptions about them. What is your perception about it?

B. Daniel is studying in an American university. He is from Russia. This is his first semester and he has just got the grade sheet of a course which shows that he has failed in the course though he did much well on the quiz test. He is so upset and surprised that he goes to the course teacher to ask about that. Now you will watch a video clip on their conversation. Discuss the following questions after watching the clip.

Video Clip

- i) Who are talking here? What is the relation between them?
- ii) Why has the student come to the teacher?
- iii) What, according to the teacher, is cheating?
- iv) What is the reaction of the student to ‘cheating?’
- v) What is the attitude of people in the student’s country toward cheating?
- vi) In what way is the teacher clarifying different forms of cheating?
- vii) How is plagiarism judged in American academic system?
- viii) What is the ultimate penalty for plagiarism in America?
- ix) What is the warning of the teacher about self plagiarism?
- x) From where is the student advised to collect information about these things?

Go through the transcript—

Daniel: Hello Miss Mary, I would like to talk about my grade on the last quiz. How came I failed? Most of my answers were correct!

Teacher: That is true. Most of your answers were true. Yet, they were identical to the answers of another student who was sitting next to you during the quiz. Everything was the same—the correct answers, the wrong answers, and even the corrections. That was obvious that one of you copied the answers from another. In American academic system, that is called ‘cheating’.

Daniel: Cheating? What’s cheating?

Teacher: Cheating has various forms. When you are submitting someone else’s work as your own, meaning a work of a friend or any other person. Another form is collaboration, meaning working together on a quiz or exam. It is also considered cheating when someone gives information to another person on a quiz, test or exam. In this case, both parties can be blamed for cheating. The person who gives or who steals information during tests or exams.

Daniel: Really? I did not know about it. In my country, we call it help. We should give help to our friends when they need it.

Teacher: I understand that. However, it is important to know that you might have to bear very serious consequences for such actions. I know that you mean well and it is not important in your culture, but if you want to continue your education in America, these policies are very important to understand and follow. This time you failed the quiz, but next time you can even be expelled from the university.

Daniel: I remember talking about this in our first class of the semester; but I did not pay attention, as I did not think it was that serious. What else should I be aware of?

Teacher: Plagiarism. This is another very serious issue in American academic system. Plagiarism is when someone steals and passes the ideas or words of another person as one’s own or, when someone uses ideas or expressions without crediting the source. According to plagiarism data world, plagiarism is also when someone writes and enriches ideas from another existing source. In other words, plagiarism is an act of fraud; it involves both stealing someone else’s work and presenting it as one’s own.

Daniel: I did not even think it was so important. I think, I should look for more information about these concerns. Where can I find them?

Teacher: Every university publishes its policies regarding plagiarism and students’ conduct on its website. So this information is easily available. You can ask on it with your teacher, tutor, or an advisor to talk about it if you are not sure. Better safe than sorry.

Daniel: I agree. I should remember that I always need to cite or give credits if I want to write ideas of other people. The only time when I don't need to cite the source when it is my own work, right?

Teacher: Almost. You even must cite your own work you took part in another class or project if it had been published before. Otherwise, it would be called self plagiarism.

Daniel: My own? Do you mean I cannot even use my paper from another class? But it's my own. I prepared it myself.

Teacher: These are rules and the rules are for everyone. And must you see the permission from your professor—he or she knows and agrees to accept your previous project. You might still be in trouble and jeopardize your academic work.

Daniel: These concepts are every new to me, Miss Mary. But I now see how they are important. I'll look for more information about these issues and discuss them with my advisor. Thank you for your lesson.

Teacher: I'm glad, it was helpful. Good luck to you and your future studies.

Discussion questions:

- i) What is called grade sheet?
- ii) What is a quiz test? Are you familiar with this type of test in your university?
- iii) Usually what types of tests do you take part in? How are evaluations published in your university?
- iv) Did you notice the style of the conversation? Is that similar to or different from your culture?
- v) Did you notice any feature of academic atmosphere different from that of your country?
- vi) Are you familiar with the terms, university policies, students' conduct rules, university website, student advisor, and expel from university? Are they known with some other synonyms in your university?
- vii) What is the practice in your university if a student needs to talk to the teacher about any problem in his/her course?
- viii) Suppose you are not satisfied with your grade in a course. What will you do?

C. Assignment: Write a short essay on “The Grading System of your University”.

Unit Six: Writing across Cultures

Lesson 8: Résumé across cultures

Source: Maimon & Peritz, A Writer's Resource, McGraw-Hill Higher Education, 2003

Objectives: In this lesson students will

- discuss how résumé is written
- read two résumés of different cultures
- draft a résumé

A. Have you ever written a bio-data or a resume? How is it written? How can a resume be made more attractive? Do you have any idea how people write résumé in other countries?

B. See below the résumé of LAURA AMBISCA. Read it and make a list of the kinds of information provided.

Laura Ambisca
20650 North 58th Avenue, Apt. 15A
Glendale, AZ 85308
(602) 555-7310
lamabisca@peoplethink.com

DATE OF BIRTH

25 January 1976

NATIONALITY

American

EDUCATION

B.A., Arizona State University West, Phoenix (May 2000)

Major: History

Minor: Global Management

Senior Thesis: Picturing the Hopi, 1920-1940: A Historical Analysis

Glendale Community College, Glendale, AAZ (1996-97)

HONORS AND AWARDS

Westmarc Writing Prize (2000)

Arizona Regents Scholarship (1997-2000)

WORK EXPERIENCE

Sears, Bell Road, Phoenix, AZ

Assistant Manager, Sporting Goods Department (1999-present)

Sales Associate, Sporting Goods Department (1997-99)

Stock Clerk, Sporting Goods Department (1994-97)

INTERNSHIP

Public Relations Office, Arizona State University West (summer 1998)

ACTIVITIES AND SERVICE

Tutor, Public- Relations Consultant, America Reads (2001)

Student Coordinator, Multicultural Festival, ASU West (1999)

Tutor, Writing Center, Glendale Community College (1996-97)

SPECIAL SKILLS

Bilingual: Spanish/English

Skill and experience with Windows, WordPerfect, Word (IBM and Mac), and HTML authoring

REFERENCES

Ms. Carol Martinez

Director, Public Relations

Arizona State University West

PO Box 371000

Phoenix, AZ 85069-6011

Mr. James Corrothers

Sales Manager

Sporting Goods Department

Sears

302 N. Central Avenue

Phoenix, AZ 85043-6011

C. Read the resume` again and find out the following information.

- i. How much information do you find here?
- ii. How are the points arranged? What is the first piece of information?
- iii. How are the headings used?
- iv. How many references are given?
- v. What is her work experience?
- vii. Which special skills does she have?
- Viii. Which awards has she won?

D. Here is another resume` called a “Curriculum Vitae”. Read it and answer the questions below it:

Curriculum Vitae

Name: Md. Hasan Ahmed

Date of Birth: 10.12.1974

Father’s Name: Md. Mozaffar Ahmed

Nationality: Bangladeshi

Religion: Islam

Academic Qualifications:

Degree Name of Institution Year Division Board/ University

SSC Collegiate School, 1993 First Rajshahi Board, Rajshahi

HSC Rajshahi College 1995 First Rajshahi Board, Rajshahi

B.A. (Hons) (English) Rajshahi University 1998 2nd class Rajshahi University

M.A. (English) Rajshahi University 1999 2nd class Rajshahi University

Work Experience: I have been teaching English Language and Literature at the Higher Secondary level since April 2000.

Interests: I am interested in sports and played in my college football team.

Source: English for Today, for class 11-12, NCTB, Dhaka

- i. How much information is provided here?
- ii. How is the information sequenced?
- iii. What about the use of bold font?
- iv. Show the differences between the two. Which one is more effective and why?
- v. Which style of bio-data do you prefer? Why?

E. A multi national company (Malaysia-Bangladesh Edible Oil Company) has advertised the post of 'Marketing Executive'. The applicants should have minimum an MBA and preferably other additional degrees and achievements in the related field. Only Bangladeshi citizens up to age thirty are invited to apply. Suppose you are interested in applying . Now, compose a winning resume' for that.

Unit Six: Writing across Cultures

Lesson 9: Writing a Winning Résumé

(From an American magazine)

Objectives: In this lesson students will

- read a magazine article
- discuss and exchange views on writing resume` across cultures
- write an essay on the importance of resume

A. Who are the people that actually write a resume in our country? For what purpose?

B. Read the passage and discuss the following questions.

The main purpose of a résumé is to convince an employer to grant you an interview. There are two kinds. One is the familiar “tombstone” that lists where you went to school and where you’ve worked in chronological order. The other is what I call the “functional” résumé—descriptive, fun to read, unique to you and much more likely to land you an interview.

It’s handy to have a “tombstone” for certain occasions. But prospective employers throw away most of those unrequested “tombstone” lists, preferring to interview the quick rather the dead.

What follows are tips on writing a functional résumé that makes you come alive and look interesting to employers.

Put yourself first: In order to write a résumé others will read with enthusiasm, you have to feel important about yourself.

Sell what you can do, not who you are: Practice translating your personality traits, character, accomplishments and achievements into skill areas. There are at least five thousand skill areas in the world of work.

Toot your own horn!: Many people clutch when asked to think about their abilities . Some think they have none at all! But **every one does**, and **one of yours** may just be the ticket an employer would be glad to punch—if only you show it.

Be specific, be concrete and be brief!

Turn bad news into good: Everybody has had disappointments in work. If you have to mention yours, look for the positive side.

Never Apologize: If you’re returning to the work force after fifteen years as a parent, simply write a short paragraph (summary of background) in place of a chronology of experience.

Don't apologize for working at being a mother; it's the hardest job of all. If you have no special training or higher education, just don't mention education.

How to psych yourself up: The secret is to think about the *self* before you start writing about *yourself*. Take four or five hours off., not necessarily consecutive, and simply write down every accomplishment in your life, on or off the job, that made you feel effective. Don't worry at first **about what it all means**. Study the list and try to spot patterns. As you study your list, you will come closer to the meaning: identifying your marketable skills. Once you discover patterns, give names to your cluster of accomplishments (leadership skills, budget management skills, child development skills etc.). Try to list at least three accomplishments under the same skills heading. Now start writing your résumé *as if you mattered*. It may take four drafts or more, and several weeks, before you're ready to show it to a stranger (friends are usually too kind) for a reaction. When you are satisfied, send it to a printer; a printed résumé is far superior to photocopies. **It shows an employer** that you regard job hunting as serious work, worth doing right.

Isn't that the kind of person you'd want to working for you?

(Dick Irish in Woman's Day)

Activities:

1. Choose the best answer.

- a) The author calls one type of résumé a 'tombstone' because:
- i) it lists your achievements in chronological order.
 - ii) it lists what you've done in the past rather than what you can do in the future.
- b) 'Quick' in para 2 means
- i. fast
 - ii. efficient
 - iii. alive
- c) 'Toot your own horn!' means
- i. don't be modest
 - ii. tell the employer what you've done in the past
- d) 'Many people clutch when asked to ...' means
- i. many people panic
 - ii. many people underestimate themselves.
- e) 'One of yours may be just the ticket an employer would be glad to punch...' means
- i. a good indication of your abilities

- ii. something an employer might find interesting.
 - iii. exactly what is required
- f) ‘How to psych yourself up...’ means
- i. make a list of your abilities before you write your resume
 - ii. how to prepare yourself mentally before you write your resume
 - iii. what to do.

2. Linking ideas

Answer the following questions

- a) ‘There are two kinds.’(para 1). Two kinds of what?
- b) ‘Everyone *does*...’ (para 6) Everyone does what?
- c) ‘One of *yours*...’(para 6) One of your what?
- d) ‘...about what *it* all means.’(para 10) What does it mean?
- e) ‘*It* shows an employer...’ (para 10) What shows an employer?

C. i) Working in pairs, discuss with your partner whether you agree with the advice given in the article. Do you think anything has been left out?

ii) In groups of three or four, discuss whether people who have spent a long time bringing up their children should be encouraged to return to work. Compare your conclusions with another group.

iii) How much relevant is it in your country to encourage such people to return to work again. Do you find any culture gap here? Write in detail showing your arguments against/for it in an essay.

Unit Seven: Critical Incidents

Lesson 1: Exploring Critical Incidents: Cultural misunderstandings

Source: Corbett 2003

Objectives: In this lesson students will

- talk on the practice of punctuality in their country
- read some texts on some social behaviors across cultures
- write a situational writing

A. Discuss in pairs. When do you reach if you have an appointment? Before or after the scheduled time? What is the usual practice in our culture? When do you reach if there is a feast at 2p.m.? Do you keep the scheduled time strictly? Do you think it is true that people in Bangladesh are not usually punctual?

B. Now read the texts below on your own, and discuss the following questions, in pairs or groups.

Text 1:

Stefan came to live in Rio de Janeiro, Brazil for six months, as a part of an undergraduate exchange program between his university and a Brazilian university. His classmates gave him a very warm welcome and they arranged a social gathering at a bar so that Stefan could know them better. The meeting, then, was to take place at a particular bar between 8 and 9 pm and everybody confirmed they were going. Stefan arrived there at 8:15 but till 9:30 nobody came. At 9:30 two of the girls showed up. At 9:50, one of those girls received a text message from another friend, Marco that said that they were going to attend another party and after that they would come to the bar. At 11:30, Stefan left. Next day at university Marco, Paulo and some others ask Stefan—“what happened to you man? We got there and we couldn’t see you?” Stefan, quite annoyed, replied—“What happened to YOU?”

Text 2:

A female English supervisor works in a factory alongside a multicultural workforce. Last week, a male Bangladeshi employee came to ask her if he could have extended unpaid leave to visit his family in Bangladesh. She told him that she was doubtful but would see what she could do. Later, after checking the work schedules, she decided that she cannot afford anyone to be absent for a long time. She made her decision known to the employee. The next day, she discovered that the employee had gone over her head to ask her line manager directly for unpaid leave. Her manager passed the request back to her, since this was supposed to be her responsibility. She called the employee to her office to explain why he was challenging her decision.

Text 3:

An American teacher on a short multicultural summer course decided to give a party to her students, so she invited them to her house. The Japanese arrived at 8 pm and ate much of the food; however, they left at 10pm just as the Italians were arriving. At around midnight the Latin Americans arrived, by which time the food was finished, but they stayed, singing and dancing, until about four. The Saudis did not turn up at all. Should she ever hold a party again?

Text 4:

In an Anglophone job interview an ethnic minority candidate (“B”) was asked about his driving experience:

N: You obviously don’t drive in the job you’re doing. What sort of driving experience have you had?

B: In this country?

N: Um hum.

B: I’ve got um light goods vehicle driving license and I’ve . . .I don’t think done nothing wrong.

(Roberts *et al* 1992: 47)

According to the cultural conventions of Anglophone job interviews, ‘N’ is trying indirectly to offer the applicant an opportunity to present his skills and experience. But ‘B’ has come from a culture, where interviews are similar to tests where weaknesses and faults are investigated. So he misunderstands the question, acts defensive and loses the opportunity to prove himself as eligible for the job. Both ‘N’ and ‘B’ hold different assumptions about the cultural implications of the question and so, different information are being exchanged.

Discussion Questions:

- a) Which features of cultural differences are evident in the texts above?
- b) How can you explain these differences in style?
- c) What, according to you, are right and wrong in those individual situations by your standard?
- d) Do you draw any stereotypes from the texts?

C. Suppose you are to invite some of your friends to a get together party .They are from different nationalities like, India, Japan, England, America, Saudi Arabia and Brazil. How can you manage to invite them and make them attend the party at a particular time? Write what you will do with supporting arguments.

Unit Seven: Critical Incidents

Lesson 2: At Shops and Restaurants

Adapted from Liz and John Soars, New Headway: Elementary Student's Book, Third Edition

Objectives: In this lesson students will

- read a menu card of a foreign restaurant
- listen to some dialogues on how to order foods and ask prices at a foreign restaurant
- write down a dialogue
- role play as seller and buyer of food at a restaurant
- write a paragraph



is098uo30 fotosearch.com

http://www.fotosearch.com/photos-images/waiter_5.html#comp.asp?recid=57554304&xtra=

A. What would you say to order food at an English restaurant? How would you order foods there? How would you ask the prices of foods?

B. Look at the following menu:

<u>Brighton Pier Café</u>	
Chicken salad.....	5.50
Tuna and egg salad.....	5.25
Fish and chips.....	4.95
Hamburger and chips.....	4.25
Pizza.....	3.75
Chocolatecake.....	2.50
Applepie.....	2.25
Icecream.....	2.00
Coffee.....	1.50
Tea.....	1.20
Mineral water.....	1.10
Orange juice.....	1.00

Now the teacher will act out the dialogues with a student loudly to the class and ask them to answer the following questions:

Asking about price:

: How much is a hamburger and chips?
: Four pounds twenty-five
: How much is a hamburger and chips and an orange juice?
: Five pounds twenty-five

Asking for foods in a café:

A: Good morning.
B: Good morning. Can I have a cup of coffee, please?
A: Here you are. Anything else?
B: No, thanks.
A: One pound fifty, please.
B: Thanks.
A: Thank you.

Asking a waiter for foods:

A: Hi. Can I help?
B: Yes. Can I have a tuna and egg salad, please?
A: Anything to drink?
B: Yeah. A mineral water, please.
A: OK. Here you are.
B: How much is that?
A: Six pounds thirty-five, please.
B: Thanks.

Discussion Questions:

- i) Read them as 1.10 = One pound ten/ 4.25 = Four pounds twenty-five/ 50p = Fifty p in England. How would you read them in the US?
- ii) What is price of a hamburger and chips?
- iii) They are saying, "Here you are". What does it mean?
- iv) What does "One pound fifty" mean?

v) Look at the menu. How would you read the prices of the foods on the menu if you are to eat in an American restaurant?

vi) Do you notice any difference in the menu given in the text and that of a Bangladeshi restaurant?

C.i) Look at the menu again .Decide and order something for you to eat. Write down the conversation between you and the waiter ordering the foods and asking the price of your chosen foods.

ii) Work in pairs. Remember the dialogues. Role play a buyer and a seller of food in the same manner at a restaurant.

ii) Suppose you are at an Indian restaurant for taking a meal. The menu and prices are written in Hindi and you can not read Hindi. How would you ask about the foods and their prices? Write a paragraph on it.

Unit Seven: Critical Incidents

Lesson 3: Orthography in Japan

Source: <http://japanstudent.blogspot.com/2009/06/how-to-read-japanese-menu-prices.html>

Objectives: In this lesson students will

- read a text about Japanese orthography
- see a Japanese bilingual restaurant menu
- prepare a bilingual price list of foods for a restaurant

How to enjoy Pho Noodle Soup

- Add bean sprout to soup.
- Add hot pepper, lemon & cilantro to soup.
- Add hot sauce & hoisin sauce according to taste.

Appetizers 전식 요리

AP1	Summer Rolls	קימל רול	\$3 ⁹⁵
AP2	Fried Egg Rolls	קעניש	\$3 ⁹⁵
AP3	Chicken Pot Stickers (6pcs)	צ'יפן פאנדו	\$4 ⁹⁵
AP4	Dim Sums	דימ סום	\$4 ⁹⁵
AP5	Assorted Appetizers	מוט קנשי	\$10 ⁹⁵
AP6	Special Plate	פליט פל	\$18 ⁹⁵
AP7	Cooked Beef	פליט שווי	\$14 ⁹⁵

Vegetarian Specials 채식 특선 메뉴

V51	Vegetable Dumpling	야채 만두	\$6 ⁹⁵
V52	Tofu Salad	두부 샐러드	\$7 ⁹⁵
V53	Grilled Tofu	마재과 두부	\$8 ⁹⁵
V54	Pho Rice Noodles Soup	야채 쌀냉국수	\$7 ⁹⁵
V55	Sauteed Rice Noodles	볶음 쌀냉국수	\$9 ⁹⁵

Special Rice Bowls 덮밥

SP1	Chicken & Onion over Rice	치킨 달걀	\$8 ⁹⁵
SP2	Marinated Beef & Onion over Rice	불고기 덮밥	\$8 ⁹⁵

Vermicelli Bowls 비미첼리 국수

Served with Peanuts & Side Fish Sauce

VB1	Grilled Pork & Fried Egg Roll Vermicelli Bowl	돼지고기 식치구미, 볶고황추 비미첼리 국수	\$8 ⁹⁵
VB2	Grilled Chicken Vermicelli Bowl	닭고기 식치구미와 비미첼리 국수	\$8 ⁹⁵
VB3	Shrimp & Grilled Pork Vermicelli Bowl	새우와 돼지고기 식치구미 비미첼리 국수	\$8 ⁹⁵
VB4	Conch & Vegetables and Rice Noodle	굴뿔과 야채 쌀국수	\$8 ⁹⁵

House Plates 특선 메뉴

HP1	Grilled Chicken	닭고기 식치구미	\$9 ⁹⁵
HP2	Grilled Pork Chops	돼지고기 식치구미	\$9 ⁹⁵
HP3	Spicy Seafood Soup	매운 해물탕	\$12 ⁹⁵
HP4	Seafood Stir-Fried Rice Noodle	볶음 해물 쌀국수	\$9 ⁹⁵

Pho Noodle Soups 쌀냉국수

PH1	Raw Beef Steak Pho	생선 쌀국수	\$6 ⁹⁵ / \$7 ⁹⁵
PH2	Brisket Pho	갈비 쌀국수	\$6 ⁹⁵
PH3	Brisket, Flank Pho	갈비와 갈비, 각종육이 쌀국수	\$6 ⁹⁵
PH4	Brisket, Flank, Soft Tendon Pho	갈비와 갈비, 차돌박이, 소치 쌀국수	\$6 ⁹⁵
PH5	Brisket, Flank, Soft Tendon, Tripe Pho	갈비와 갈비, 차돌박이, 소치, 현미 쌀국수	\$6 ⁹⁵
PH6	Beef Meat Ball Pho	맛볼 쌀국수	\$6 ⁹⁵
PH7	Chicken Pho	닭고기 쌀국수	\$6 ⁹⁵
PH8	Seafood Pho	해산물 쌀국수	\$6 ⁹⁵

Shabu-Shabus 특선 샤부 샤부

SH1	Beef Shabu-Shabu	등심 샤부 샤부	\$15 ⁹⁵
SH2	Seafood Shabu-Shabu	해물 샤부 샤부	\$15 ⁹⁵
SH3	Chicken Shabu-Shabu	닭고기 샤부 샤부	\$15 ⁹⁵

Shabu-Shabu Noodles 특선 쌀국수

SN1	Beef & Vegetables Noodle Soup	등심 샤부 쌀국수	\$12 ⁹⁵
SN2	Seafood & Vegetables Noodle Soup	해물 샤부 쌀국수	\$12 ⁹⁵
SN3	Clam & Vegetables Noodle Soup	조개 샤부 쌀국수	\$12 ⁹⁵
SN4	Chicken & Vegetables Noodle Soup	닭고기 샤부 쌀국수	\$12 ⁹⁵

Beverages 음료수

Blend & Pearl Drinks (Smoothies)

BE1	Strawberry	딸기	\$4
BE2	Mango	망고	\$4
BE3	Green Tea	녹차	\$4
BE4	Coffee	커피	\$4
BE5	Mocha	모카	\$4
BE6	Kiwi	키위	\$4
BE7	Pineapple	피넛애플	\$4
BE8	Red Bean	팥	\$4
BE9	Taro	타로	\$4

order IN food .com

A. Do you have any idea of Japanese orthography? Do you know anything about Japanese currency?

B. Look at the Japanese restaurant menu. Notice how Japanese orthography has been used to prepare this bilingual menu. Here is a text about Japanese orthography. Read it and discuss the following questions:

How to read menu prices in Japan

Japan is a country where people get stuck sometimes for not being able to make sense of the local orthography. While the more important signs in the bigger cities are presented bilingually, one might have trouble understanding the restaurant menus even in central Tokyo. Travelers wanting to go for a slurp in the local noodle shop might want to learn the Chinese numerals, because (1) they're still widely used in Japan, and (2) most restaurants don't have English menus. While it is usually safe to order without knowing the contents of a dish, it will become a much greater problem if one fails to heed the price of the dish. So at least learning the numbers is essential. Here they are:

○ zero (零 for zero isn't typically used on menus)

一 one

二 two

三 three

四 four

五 five

六 six

七 seven

八 eight

九 nine

十 ten

百 hundred

千 thousand

万 ten-thousand

and 円 denotes yen (¥).

Numbers in Chinese/Japanese follow a very logical rule. Ten is ten (十), 11 is ten-one (十一), 39 is three-ten-nine (三十九), 512 is five-hundred-ten-two (五百十二), et cetera. However, Japanese menus will usually display the prices in a simpler fashion. If a plate of salmon nigirizushi costs ¥120 it will be displayed as 一二〇円 (one-two-zero yen). The number composition is very Western. 一... 二... 〇; 1... 2... 0.

Discussion Questions:

- i) How would you read the menu in Japan?
- ii) Why should travelers know about Chinese numerals if they want to dine at any Japanese local restaurant?
- iii) What will you do if you are to buy something from a Japanese shop that does not show bilingual price tag?

C. Work in groups. Make a bilingual (in English and Bangla) price list of foods and drinks for a restaurant in Bangladesh.

Unit Seven: Critical Incidents

Lesson 4: Buying clothes & other things

Source: Liz and John Soars, New Headway: Elementary Student's Book, Third Edition



Objectives: In this lesson students will

- talk on how people converse in and abroad while shopping in a mall
- read some dialogues at malls
- role play the dialogues
- compose a conversation

A. How do you converse with a sales assistant in a shop when you go to buy something? How do you choose things? Discuss in pairs.

How will you communicate in a shop in a foreign country? What will you do if you are to buy something?

B. Here are some conversations between a customer and the shop assistant. Read them and discuss the following questions.

(Read C for customer and SA for shop assistant)

Text 1:

(When you are not yet sure what to buy)

SA: Can I help you, sir?

C: No, thank you. I'm just browsing.

Text 2:

(Packing the goods)

SA: What would you like, ma'm? paper or plastic?

C: Oh, yes, in paper.

Text 3:

(Buying a shirt)

SA: Can I help you?

C: Yes, please. I'm looking for a shirt to go with my new jeans.

SA: What colour are you looking for?

C: Blue

SA: What about this one? Do you like this?

C: No, it isn't not the right blue.

SA: Well, what about this one? It's a bit darker blue.

C: Oh yes. I like that one much better. Can I try it on?

SA: Yes, of course. The changing rooms are over there.

... is the size OK?

C: No, it's a bit too big. Have you got a smaller size?

SA: That's the last blue one we've got, I'm afraid. But we've got it in green.

C: Ok. I'll take the green. How much is it?

SA: \$39.99. How do you want to pay?

C: Can I pay by credit card?

SA: Credit card's fine. Thank you very much.

Text 4:

SA: Hello. Can I help you?

C: Yes, please. I'm not feeling very well. I'm looking for some aspirin. Where can I find them?

SA: Right here. What size do you want? Small or large?

C: Large, please. And I'd like some shampoo, as well.

SA: What kind of shampoo? For dry hair? Normal hair?

C: Um...for dry hair, please.

SA: There's Sunsilk or Palmolive. Which one do you want?

C: Sunsilk's fine, thanks.

SA: Anything else?

C: No, that's all. How much is that?

SA: Four pounds twenty.

C: There you are.

SA: Ten pounds. Thank you. And here's five pounds eighty change.

C: Thanks. Bye.

SA: Bye-bye. Thank you very much.

Discuss the following questions:

- i. In Text 1, what does term “browsing” mean?
- ii. What is the customer choosing in Text 2?
- iii. In Text 3, what is the customer looking for? Which color is he willing to buy?
- iv. What is the problem with the first shirt? What with the second shirt?
- v. How much is the shirt?
- vi. How does the customer want to pay?
- vii. In text 4, why is the customer looking for aspirin?
- viii. What type of hair has the customer got?
- ix. What is the cost of the things she buys? How much does she pay?
- x. What does the sales assistant mean when he says, “five pounds eighty change?”

C.i. Present the conversations in the texts with your partner.

ii. Suppose you are choosing some accessories for decorating your house. Make a conversation in a shop.

iii. Home task: Work in groups. A foreigner wants to buy some grocery goods but he does not know Bangla and the grocery man does not know English. You are trying to help them. First ask the foreigner about the goods and the quantity he needs and then buy those things for him. Compose the activity in a drama scene and act it out with your partners.

Unit Seven: Critical Incidents

Lesson 5: Some situational conversations

Source: Liz and John Soars, Headway: Intermediate Student's Book, Third Edition

Objectives: In this lesson students will

- discuss some social etiquettes
- read some situational dialogs that conform to social etiquette across cultures
- do some tasks on the texts
- write dialogs for some critical incidents

A. How do you request someone for something or ask for something while dining in a party? How do you apologize if you are late to reach anywhere? What would you say in response to such requests? How would you do that if you were in a foreign country? Discuss in groups.

B. Here are some samples of dialogues in various situations. Read them and then answer the questions below:

Some other situational conversations:

Text 1.

A: I'm sorry I'm late. The traffic is bad today.

B: Don't worry. Come and sit down. We're on page 25

Text 2.

A: Excuse me.

B: Yes?

A: Do you have a dictionary?

B: I'm sorry, I don't. It's at home.

A: It doesn't matter.

Text 3.

A: It's very hot here. Can I open the window?

B: Pardon?

A: The window. Can I open it?

B: Yes, of course.

Text 4.

A: Excuse me!

B: Oh, good morning Marco. Can I help you?

A: Yes, please. Can I have a ticket for the trip to York?

B: Yes of course. It's 80 pounds. Do you want to pay 20 pound deposit now?

A: Sorry, What does 'deposit' mean?

B: It means you can pay 20 pound now and 60 pound later.

A: Ah. I see. Yes, please.

Text 5.

A: Excuse me! How can I get to the Internet Café?

B: It is in Park Lane. You are now in the Queen Street. Go Straight ahead and take the first lane on the left. The café is next to the bank.

A: Is that one far?

B: No. Just two minutes, that's all.

A: Oh! Thanks a lot.

In parties where people dine together, some etiquettes of conversation are maintained:



a. : Would you like some more rice?

: Yes, please. It's delicious

b. : Could you pass the salt, please?

: Yes, of course. Here you are.

c. : Could I have a glass of water, please?

: Do you want sparkling or still?

d. : Does anybody want more wine?

: Yes, please. I'd love some.

e. : How would you like your coffee?

: Black, no sugar, please.

f. : This is delicious! Can you give me the recipe?

: Yes, of course. I'm glad you like it

g. : Do you want help with the washing –up?

: No, of course not. We have a dishwasher.

i) Complete the following requests with Can/Could I...? or Can/Could you ...? as you think will be appropriate in US, UK, Japan and China.

1. -----have a cheese sandwich, please?
2. -----tell me the time, please?
3. -----take me to the station, please?
4. -----see the menu, please?
5. -----lend me some money, please?
6. -----help me with my homework, please?
7. -----borrow your dictionary, please?

ii) Practice the requests with a partner. Give an answer to each request above.

iii) Work in groups. Write down what people say in the above situations in Bangladesh. Write about the differences you notice.

C. Write how you would communicate in the following situations (write in 3-5 dialogs):

- a. You are invited to your colleague's party at his/her apartment and you want to help in cooking or other jobs.
- b. You are feeling unwell and you seek permission of your higher official to leave the office earlier and also for a lift to the nearest bus stoppage.
- c. You are traveling and you find that another person is sitting on your seat.
- d. You are going out for some days and you want to request your neighbor to water your garden and to look after your pets.
- e. You are waiting for your serial at a doctor's chamber but you are in a hurry as you must catch the train which is not too late.
- f. Look at the picture. Compose a dialogue between these two persons.





Unit Seven: Critical Incidents

Lesson 6: Flying to USA

Source: www.path2usa.com/travelguide

Objectives: In this lesson students will

- talk on various types of journeys they make
- watch a video clip
- read some tips for air journey
- make a flow chart
- write a dialog

A. Discuss in groups. Usually what type of journeys do you make to move in your country? Which one is the most enjoyable and comfortable? Do you know the things to do before taking on those journeys? What do you do before you board on a bus or a train? Have you ever had an air journey? Do you know the formalities of that?

B. Watch the video clip about airport formalities and answer the questions below:

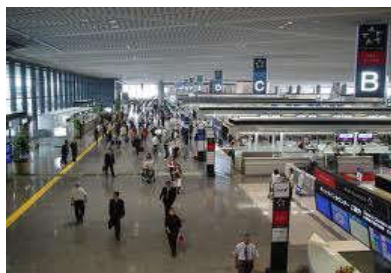
Video Clip

1. What is the video about?
2. Which route is it giving information on?
3. For a trip to USA which things should be ensured first?
4. Where is the man filling in the departure card and to whom is he handing it over?
5. When and to whom is the man handing over the boarding pass?
6. When will the passenger be given the US Custom and the I-94 form?
7. Which things should be shown at the immigration counter in the US airport?
8. Who will take the finger print and digital picture of the passenger?
9. Which things is the immigration officer returning to the passenger?
10. From where is the passenger receiving his baggage?

Read the following tips and answer the following questions:

Prior to traveling

- Choose the most suitable airline for you and buy tickets. Booking tickets through a travel agent is always better. Agents may give you some discount.
- When you book your ticket, mention your food preference whether you want vegetarian or non-vegetarian food.
- Make sure the date and time of travel on your ticket is correct. Call up the local airlines office to confirm. Flight timings may confuse you (e.g. Boarding on 5/1/2000 at 00:45 means 4th night 12:45 PM and not 5th night, as many airlines start with 00:00 after midnight.)
- You should also confirm about the luggage limit that you can carry (the weight and number of bags for both cabin and check in luggage).
- Make sure that you have reached the right terminal, for your airlines departure.
- Try to reach the airport at least 3 hours before departure. This way you can get your seat preferences. Different airlines have different seating arrangements e.g.3-3-3, 3-4-3, 2-2-2 etc.
- Each piece of luggage should have your name and address tag so your luggage can be identified at the destination airport, esp. if it gets lost.
- Get currency of the destination country. You can exchange currency from the authorized banks or organizations. Normally they have counters at the airport too. They also make an entry on your passport.



Inside an airport

Manage your luggage

- Hand or cabin luggage: This is what you can carry with you in the plane. Since the allowed luggage size and weight is restricted, it is recommended to keep that small and handy with items like important documents, one pair of clothes, woollen sweater, medicines, etc.
- Check in luggage: Only big luggages are checked in, not the cabin luggage.

While you are at the departure airport

You have to go through a few formalities before boarding the plane.

Step 1:	Scan your luggage in the X-ray machine close to your airlines check in counter. Here the person in charge will put a safety-checked sticker on the luggage. (No need to X-ray the hand luggage here.)
Step 2:	Keep your passport, ticket and a pen handy.
Step 3:	At the check-in counter, hand over your luggage for check in. Take the boarding pass, ask for your seat preference, ask for transit details (if you have any flight change in between), and take a receipt of your checked-in luggage. Make sure that destination stamped on it is correct, otherwise you will lose it). If you have any confusion, ask the airline staff. Now, you may proceed to the immigration counter.
Step 4:	Immigration check. Here the immigration officer will ask for your passport, ticket, boarding pass and the Embarkation form. He might ask few questions about your journey, visa, purpose of travel etc. Answer clearly. He will take the Embarkation form, and will return every thing else after stamping your passport. Now proceed to the custom counter.
Step 5:	If you have lots of jewellery or any other expensive items with you, you can declare it at the customs counter, and get it endorsed on your passport. So when you come back, you will not have to face customs hassles. Here the custom officer will stamp your boarding pass. Now proceed to the security check.
Step 6:	Here you have to X-ray your cabin luggage, purse, or anything that you are carrying in your hand. Then you have to pass through a metal detector, where a personal security check will be done. The officer in charge will put a "security checked" stamp on your boarding pass. Collect back all your stuff. Now you are all set to board the plane.
Step 7:	Check for the departure gate number written on your boarding pass, and go to that gate. Now wait till the boarding is announced.

Step 8:	Once you are in the flight, look for the seat number mentioned on your boarding pass. If there's any problem, contact the cabin crew. They will also help you place the baggage in the overhead bins. Read the safety instruction booklet. In the plane you will be served food, snacks, drinks etc., from time to time. You will be given a blanket and a pillow. In case of any problem or query during your flight, don't hesitate to ask the staff.
----------------	---

1. Things you must remember while booking a ticket—
i. — ii. — iii. —
2. The currency you will have to carry with you for an overseas journey _____
3. The currency should be _____.
4. _____ Need not to be checked for boarding pass.
5. The departure gate number is written on _____.

At the Intermediate/Transit Airport

If you have to change the flight at the intermediate airport then:

Step 1:	As soon as you reach the intermediate/transit airport, first thing you must do is to look for the terminal and Gate number of your next flight.
Step 2:	All airports normally have a very good map and direction instructions. But in case of any problems, ask the airport staff.
Step 3:	Once you find the gate, then depending on the time you have, you can relax or shop at the airport. Plan to be at your gate 40 minutes prior to the flight time, as they require some time to check your tickets etc.
Step 4:	You won't have to do any other formalities here, apart from passing through the metal detector, and X-ray of your hand baggage.

****** In case you have to change the terminal, then first find out information about the connecting airport shuttle to the respective terminal. It is always advisable to find out such information beforehand, as in some countries, you may need a Transit Visa to leave one airport, to go to the other one.

Discussion questions:

- i. Where do you get your luggage stamped?
 - ii. Where will you go after the check-in?
 - iii. What are the things the immigration officer will ask for?
 - iv. From where will you take the boarding pass?
 - v. What will you do if you have to change the flight at a transit airport?
- C. i) Work in groups. Make a flow chart for the formalities to be done in an airport.
ii) Suppose one of your relatives is going to fly for the first time. Compose a conversation between you two giving him some information about the airport formalities and the flight.

Unit Seven: Critical Incidents

Lesson 7: Some More Tips for Air Travel

(Source: www.path2usa.com/travelguide)



Objectives: In this lesson students will

- learn some more tips for air travel
- know how to act in some emergencies in air travel
- role play an airport activity
- write a letter

A. Suppose you are traveling by air. You need to make an emergency call while waiting in a transit airport. Or, suppose you have lost your luggage. What will you do? What will you do if you find yourself at a railway station which is a wrong stoppage for you?

B. The following excerpt is about how to face the emergencies in the air. Read it and answer the following questions.

Making a call from the Airport.

You can make a call anywhere in the world from most of the airport public booths using visa/master cards. You will find dial-in instructions on the phone. Most of the phone systems have options to use your credit card. An international calling card can also be purchased at most intermediate airports. You can enquire about it at the information counter at the airport.

Useful Tips during the travel

Here are some useful English differences / terminology you may find very useful during your flight or at the airport. Especially, if your destination is USA and traveling by a USA airlines.

Subcontinent English	American English
Luggage	Baggage
Air Hostess	Flight Attendant
Soft drink / Cold drink	Soda / Drink
Film	Movie
Dollar Note	Dollar Bill
Bathroom	Restroom
Tea	Hot Tea
Milk for Tea or Coffee	Creamer
Plain water	Water with no Ice

What if at the last moment, they ask you to give your cabin bag as check in luggage?

Sometimes, it happens that at the last minute you may be asked to check in your cabin bag. You may have some important documents and jewelry in it. So, don't panic, in such a case insist that you want to keep them with you. Remember you are doing a favor to them by traveling by their airlines and not vice versa, so politely try to talk to them about your problem.

What if you lose your luggage?

Normally, this doesn't happen. In case you do not find your luggage, inform the airlines authorities. If it is misplaced during transit or in the airlines, then it will be delivered to your address in a few days. If it is delayed for more than 2 days or so, you may ask for the compensation to buy daily necessary stuff, till you get your luggage back.

If it is missing for ever, they will compensate according to their nominal rules.

What if your flight is delayed or canceled?

In case your flight is delayed because of bad weather, or any other reason, airlines might offer you food, and make arrangements for your stay.

What if you miss your flight?

Talk to the airlines staff or authorities at the airport, they should be able to send you on the next available flight, or make some other alternative arrangements.

What if nobody comes to receive you at the airport?

Find out information from the Information Counter, about the taxi stand or the airport shuttle schedules. It's always better to have a complete address of your stay. Try to get driving directions from the web sites like yahoo etc. These directions can be useful for the driver to take you to the right place.

Discussion questions:

- i. What will you do if your luggage is lost in an airport?
- ii. How can you make a phone call in an airport?
- iii. What will you say if you need a glass of water in an American plane?

C. Say whether they are true or false:

- i) Go to the immigration officer if you want to make a phone call in the airport.
- ii) Inform the police if you lose your luggage.
- iii) Airlines might bear the expense if your flight is delayed or canceled.
- iv) If you miss your flight you will have to buy another ticket.
- v) If nobody comes to receive you, go for a taxi and give the driver directions of your destination.

D. i) Work in pairs. Suppose you are asked to give your hand bag as check in luggage. Role play the sequence as an airlines officer and a passenger.

ii) Write a letter to a friend describing any funny or awkward experience you had had in a journey by air or by train.

CHAPTER FIVE

Research Methodology for Exploring the Effectiveness of the Designed/ Adopted Materials

5.1 Introduction

This chapter discusses the methods of the empirical research to examine the effectiveness of the designed materials. It seeks to capture the views, opinions, suggestions, experiences and expectations of some ELT practitioners of the country. The overall plan for the survey with design of the instruments, the questions for the questionnaire and interviews, sampling plan and selection of respondents, data collection tools and techniques, conducting the survey, and processing, analyzing and interpreting the collected data is discussed in this chapter.

5.2 Primary Concerns for the Empirical Study of this research

The major concern for the empirical survey of this research is to capture the ELT experts' views about the intercultural materials presented in chapter five and existing materials used in English teaching and learning in Bangladesh. For that a copy of the pack of materials was sent to some teachers at Rajshahi and Khulna with a questionnaire in which their opinions, experiences, expectations and suggestions have been reflected.

5.3 Types of Data Collected in the Empirical Study

Five types of data were collected through the Questionnaire survey and Key Informants' Interview. They are data regarding

- 1) the weaknesses, if any, of the existing English language teaching and learning materials
- 2) their suggestions on specific issues like designing materials, and their beliefs and assumptions about the materials pack sent to them.
- 3) their opinions regarding intercultural materials
- 4) their views about the designed intercultural materials
- 5) their suggestions about the designed intercultural materials

5.4 Methods of the Empirical Study

After a substantial literature review of the principles of materials development, a checklist was prepared for developing intercultural materials for the present study which has been presented in the previous chapter. Materials have been designed in the light of the

checklist. But to capture the stakeholders' views about the materials a Questionnaire Survey was conducted and then Key Informants' Interviews were conducted in which experts in ELT from a number of universities and university colleges participated. Experts who have taken part in the Questionnaire Survey have been interviewed. They were already provided with the checklist and with the designed intercultural materials with the request to give their opinions on the effectiveness and feasibility of the materials. They were given a questionnaire with 18 (Eighteen) open –ended questions for their opinions with the materials to capture their views. They made different remarks about the materials, which are analyzed and presented in this chapter.

5.5 Techniques and Instruments Used in the Empirical Study

Two techniques of survey have been used in the empirical study in this research—(1) Questionnaire Survey and (2) Key Informants' Interview. Two sets of instrument have been used to collect data by using the two techniques mentioned above—(1) Questionnaire for the teachers and experts in ELT, and (2) Interview with them. Similar questionnaire has been used for both questionnaire surveys and interview.

5.6 Preparing Questionnaire for the Questionnaire Survey

The questionnaire for this study has been prepared in the light of the checklists discussed in Chapter 3. After reviewing the available literatures on materials development and specially on developing intercultural materials, a checklist has been prepared synthesizing them and the questionnaire has been prepared with 19 (Nineteen) questions. Among them question no.1-18 are open ended questions and question no. 19 asks the teachers for their specific suggestions to further improve the materials. Chapter 3 is the basis on which the questionnaire is developed in order to cover the checklist.

It has been tried to keep the language of the questionnaire suitable for the respondents as all of them are teachers and experts in ELT. The questionnaire has been attached to the pack of materials when sent to them and they were requested to complete that after reading the materials.

No rating scale has been used in the study and the questions were kept open-ended to collect qualitative data from the surveys because the respondents were teachers and experts in ELT and the survey expected more elaborate opinions from them in which their experience and assumptions would be reflected. Closed questions can not always ensure that.

As the questions were open ended, the teachers and experts have given their opinions in their own ways. Though no rating scale was given with the questionnaire, the collected opinions were ranked in six non-digital categories.

5.7 Detailed Description of the Questionnaire

The designed intercultural materials are both content and activity based and it has been tried to make the learners interested in ‘learning by doing’ method. The materials are designed in a way so that the learners 1) get knowledge and 2) do practice of both 1) cultural aspects and 2) basic language skills through the 1) contents and 2) tasks in each of the lessons. The questions of the questionnaire have been set to draw the evaluation of the teachers to know to what extent the materials have been successful in that regard.

There are 19 (Nineteen) open-ended questions organized under 6 (Six) categories. Question no. 1-18 is about the teachers’ views on cultural contents, language development skills and the learners’ assumed attitude to the materials and question no. 19 is on the teachers’ specific suggestions about improving the materials. The questionnaire has been separated in 3 (Three) sections. Each of the sections gives different types of data. The sections are discussed below:

a) Section-1: Personal Details

This brief section contains the personal details of the respondents. It includes name, age, designation, name of university or college where s/he works, his/her last degree, and experience in teaching in tertiary level (duration of teaching in year).

b) Section 2: Evaluation of the Accompanying Materials Pack

The major concern of this section is to capture the teachers’ and experts’ opinions about the intercultural materials designed for this research and their evaluation about the effectiveness of the materials. There are 19 open -ended questions to extract their views, experiences, expectations and evaluation of the materials. The categories the questions were organized in are—

i. Cultural Content

ii. Presentation of Content: Knowledge

iii. Presentation of Content: Attitudes

iv. Presentation of Content: Intercultural Awareness

v. Presentation of Content: Culture and Language

vi. Presentation of Content: Intercultural Communicative Competence

Of the questions, nos. 1 and 2 focus on the cultural contents in the materials. Nos. 3, 4 and 5 are related to the presentation of knowledge in the materials. Question nos. 15, 16, 17 and 18 are concerned with the attitudes of the teachers and the learners towards the materials. Question nos. 7, 8 and 12 are concerned with intercultural awareness and nos. 13 and 14 focus on language skills. Question nos. 6, 9, 10 and 11 are on intercultural awareness.

The results of this section features the following information—

- Teachers' views about the presentation of cultural aspects, knowledge about those aspects and intercultural awareness in the designed materials.
- Teachers' attitudes towards the existing materials in Bangladesh as well as towards the designed materials
- Teachers' opinion about the success of the materials in developing language skills and
- Teachers' evaluation of the success of the materials in developing Intercultural Communicative Competence.

5.8 The Categories of the Questionnaire and the Question nos. against them

The questions of the questionnaire examines how far the materials comply with the criteria of ICC:

A. Cultural Content

- To what extent do the materials reflect the life and society of foreign countries? (1)
- To what extent do the materials reflect the cultural aspects of foreign societies? (2)

B. Presentation of Content: Knowledge and Insight

- To what extent do the materials offer insight into a variety of cultures (for example, Western, European, Middle and Fareast Asian etc.)?(3)
- To what extent do the materials offer insight into a variety of sub-cultural groups and their appropriate ways of communication? (4)
- To what extent do the materials offer insight into the cultural/racial/gender stereotypes? (5)

C. Presentation of Content: Attitudes

- Are the materials interesting enough to engage the students? (15)
- Do the existing materials in Bangladesh help students develop intercultural communicative competence? (16)

- Do you think these materials will be useful to develop intercultural communicative competence? (17)
- What is your overall feeling about the pack of materials? (18)

D. Presentation of Content: Intercultural Awareness

- To what extent do the materials help students compare the foreign culture with their own? (7)
- To what extent do the materials offer mutual representations, images and stereotypes of the students' own and the foreign culture? (8)
- Do the materials help learners understand how people speak or write on the same topic differently in different cultures? (12)

E. Presentation of Content: Culture and Language Skills

- To what extent do the materials help students learn linguistic means to express their ideas appropriately in different cultures? (9)
- To what extent do the materials teach students' to communicate in both formal and informal settings of different contexts? (10)
- To what extent do the materials ensure practice of basic language skills in culturally appropriate ways in cross cultural settings? (13)
- Are the materials adequate for developing students' cross -cultural communication skills? (14)

F. Presentation of Content: Intercultural Communicative Competence

- To what extent do the materials prepare students to talk and behave appropriately with the members of other culture(s)/countries? (6)
- To what extent are the texts suitable for developing intercultural communicative competence? (11)

c) Section 3: General Information

This section contains 5 close-ended questions. Of them, question no. 1 gives information about the teachers' attitude toward the necessity of ICC for learners in Bangladesh. Question nos. 2 and 3 feature the present condition of providing intercultural knowledge to undergraduate level students through course materials and library resources. Question nos. 4 and 5 reflect the teachers' personal preparedness to provide intercultural information in the class.

In both section 2 and section 3, questions are set randomly to capture the exact reaction and opinions of the respondents.

5.9 Stages of the procedure of Questionnaire Survey (QS)

1. The checklist for developing intercultural materials prepared for this study and the designed intercultural materials with a questionnaire were sent to the participants.
2. The participants read the pack of materials and gave their opinions about them. They also put forward some suggestions to improve the quality of the materials.
3. The packs have been collected, and improved in the light of the comments.

5.10 Instruments for the Key Informants' Interview (KII)

The questionnaire used for the teachers' Questionnaire Survey has been used in the Interviews with some modification. The modification was done to make the questions suitable for oral discussion and to collect some more additional and specific information from them than they offered in written form in the questionnaire survey. Some questions were dropped from the questionnaire used in the questionnaire survey of the teachers to avoid repetition; some of them were combined that are of similar issues and some were rephrased to make them clear to the interviewees. They were asked 16 questions. Separate sessions were arranged for each of the teachers and the questions were asked orally. The data were collected both manually and with the support of a voice recorder.

5.11 Stages of the procedure of Key Informants' Interviews (KII)

1. The ELT professionals who took part in the Questionnaire Survey were also interviewed individually
2. Their comments and opinions were recorded manually and also with a recorder.
3. Collected opinions and comments were recorded, analyzed and presented in this chapter.

5.12 Questions Discussed in the Interviews

The following questions were discussed in the FGD that are based on the checklists used for designing materials in general and intercultural materials in the present study:

1. To what extent do the materials reflect the life, society and cultural aspects of some foreign countries?
2. Do the materials offer insight into the variations of different cultures (for example, Western, European, Middle and Far Eastern etc.)?

3. Do the materials offer insight into the sub-cultural groups and their appropriate ways of communication within different cultures?
4. Do the materials prepare students to talk and behave appropriately with the members of other culture (s)/countries?
5. Do the materials help students compare the foreign culture with their own?
6. Do the materials offer mutual representations of images of the students' own and the foreign cultures?
7. Do the materials help students learn words, expressions and behavioral norms to communicate appropriately in different cultures?
8. Do the materials teach students to communicate in both formal and informal settings of different contexts?
9. Do the materials help learners understand how people speak or write on the same topic differently in different cultures?
10. Do the materials ensure practice of basic language skills in culturally appropriate ways in cross-cultural settings?
11. Are the materials adequate for developing students' cross-cultural communication skills?
12. Are the materials interesting enough to engage the students?
13. Do the existing materials in Bangladesh help students develop intercultural communicative competence?
14. Do you think the designed materials are useful to develop intercultural communicative competence?
15. What is overall feeling about the pack of materials?
16. Do you have any specific suggestion about improving the materials?

5.13 Issues that came up in the Interview Questions about ICC

- Whether the materials focus on communication in international settings.
- Whether the materials include a variety of cultures—not of any specific culture.
- Whether aspects of foreign cultures are touched upon
- Whether there is an authentic reflection on different foreign cultures and societies.
- Whether materials deal with values and ideas of different cultures.
- Whether the materials cover the common and usual real life topics like food and food habits, festivals, various social etiquettes like that of eating, conversing, meeting others, oral and written communication etc. and use of English in international settings with regard to those things.

Focus is mainly on ‘what to say and how to say it in English in different international settings for effective communication.’

5.14 The KII questions were also categorized in compliance with the criteria of ICC:

A. Cultural Content

- Do the materials reflect the life, society and cultural aspects of some foreign countries?

B. Presentation of Content: Knowledge and Insight

- Do the materials offer insight into the variations of different cultures (for example, Western, European, Middle and Far Eastern etc.)?
- Do the materials offer insight into the sub-cultural groups and their appropriate ways of communication within different cultures?

C. Presentation of Content: Attitudes

- Are the materials interesting enough to engage the students?
- Do the existing materials in Bangladesh help students develop intercultural communicative competence?
- Do you think the designed materials are useful to develop intercultural communicative competence?
- What is your overall feeling about the pack of materials?

D. Presentation of Content: Intercultural Awareness

- Do the materials help students compare the foreign culture with their own?
- Do the materials offer mutual representations of images of the students’ own and the foreign cultures?
- Do the materials help learners understand how people speak or write on the same topic differently in different cultures?

E. Presentation of Content: Culture and Language Skills

- Do the materials help students learn words, expressions and behavioral norms to communicate appropriately in different cultures?
- Do the materials teach students to communicate in both formal and informal settings of different contexts?

- Do the materials ensure practice of basic language skills in culturally appropriate ways in cross-cultural settings?
- Are the materials adequate for developing students' cross-cultural communication skills?

F. Presentation of Content: Intercultural Communicative Competence

- Do the materials prepare students to talk and behave appropriately with the members of other culture (s)/countries?

5.15 Sampling Plan for Questionnaire Survey

The questionnaire survey was done on 20 teachers and experts in ELT. Of them, 10 teachers were selected from Rajshahi and 10 others from Khulna city. In Rajshahi, 3 of the teachers were from English Department of Rajshahi University, Rajshahi; 4 of them were teachers of English Department, Rajshahi College, Rajshahi; 2 of them were teachers of English Department, Northern University of Bangladesh and 1 teacher was selected from Institute of Education and Research, Rajshahi University, Rajshahi.

In Khulna, 8 of the teachers were selected from English Discipline of Khulna University, Khulna; 2 of them were teachers of English Department, Govt. B.L College, Daulatpur, Khulna.

Teachers have been selected purposively, who are teaching English Language in the institutions for minimum 5 years and who have experience and interest in various aspects of ELT in order to collect pragmatic and authentic opinions and suggestions that reflect their experience and expectations.

Two divisional cities, Rajshahi and Khulna have been chosen to select the respondents for the empirical study because both the cities, as well as other cities of Bangladesh, except Dhaka, offer more or less, a homogeneous pattern in their socio-cultural and academic practices. The educational institutions of these places also follow similar styles in curricula and other activities. The abundance of English medium schools and private universities and other facilities creates a better scope for practicing communicative English in Dhaka which is absent in other cities of the country. That is why, these two cities have been chosen with the hope that the institutions and teachers of Rajshahi will represent the northern part of Bangladesh while those of khulna will represent the southern part and the results of the survey can be generalized. The other reasons behind selecting these two cities are the researcher's rapport with them. The institutions of

Rajshahi city and the teachers are familiar to her and she works in Khulna University as a faculty member. So, considering the time and economic constraints and facilities of communication, the researcher decided to conduct the study in those two cities.

5.16 Sampling Plan for Key Informant Interview

The teachers who took part in the questionnaire survey were interviewed and more or less similar questions were asked. It was done to cross-check the data obtained from the questionnaire survey and to collect additional information on those aspects. As the teachers were familiar with the aspects earlier and as the interviews were taken separately, they took part cordially in the sessions and discussed each aspect elaborately. In the interviews, the researcher asked the questions orally and sometimes rephrased some terms or phrases to get the required data. The researcher got scope to elucidate and explain some questions making them suitable for discussion that inspired the teachers to talk more and think differently on them. It was not possible in the questionnaire survey. As a result, new additional data were collected from the interviews.

5.17 Administration of the Teachers' Questionnaire Survey

The teachers' questionnaire survey was done partly through personal contact and partly through e-mail. Each of them were sent a copy of the designed materials, with a set of questionnaire and a forwarding letter to the teacher requesting to complete the questionnaire, a checklist and an introductory note about the objective of designing the materials. The researcher herself reached the pack to each of the respondents in Rajshahi city and informed them about the dateline to complete the questionnaire. As it was needed to complete the section 2 of the questionnaire in the light of the designed materials, it took average 4 weeks to go through the materials. The soft copy of the pack was sent to the teachers in Khulna city through e- mail. By this time the researcher kept in contact with them to get update and to solve if they faced any problem in completing the questionnaire.

After the stipulated time, the researcher collected the questionnaires in Rajshahi personally. The teachers of Khulna sent the soft copy of the completed questionnaire through e-mail.

5.18 Administration of the Key Informants' Interview

As mentioned earlier, the same teachers were interviewed on whom the questionnaire survey was conducted and with the same questions. A time schedule of interview for each of the teachers was fixed through consulting them and the researcher took the interviews individually as per the schedule. She asked the questions orally with necessary elucidation and explanation where required. As the interviews were unstructured, the responses of the teachers were multifaceted and they were recorded by the researcher with the help of a voice recorder and some important points were also recorded by writing.

5.19 Processing and Analyzing the collected Data

The collected data of the questionnaire survey and the interviews were compiled, edited and entered in computer. The data collected from the questionnaire survey were basically descriptive and were organized in tabular form by using a qualitative scale that shows various responses of the teachers against each question. The numbers were converted into percentage also. All the responses were presented in a question-wise table at the end. The responses of the interviews were completely descriptive and qualitative. The responses of each of the teachers were quoted against the respective question. They offered a number of suggestions for improving the materials which was one of the major objectives of this empirical study. Taking some of the suggestions in consideration, some more things have been added to the pack of materials. A new lesson has been added on conversation that will offer another variety to the cultural aspect of another foreign society as well as add another variation of culture. As per the suggestion of the teachers, some video contents some new activities and situational conversations have also been added.

5.20 Conclusion

This chapter discusses elaborately the methods used in the empirical study used for this research. It gives the detailed description of different stages of the empirical study like the instruments of the survey, preparing questionnaires for questionnaire survey and interview, administering the surveys and data collection techniques, sample plan for both the surveys and the researcher's consideration about them and processing and analyzing of the collected data. Results of the collected data have been presented in the following chapter.

CHAPTER SIX

Presentation of Results of the Empirical Study

6.1 Introduction

This chapter presents the results of the empirical study discussed in chapter 5. As mentioned in the introduction, the purpose of the research is to design intercultural materials for the learners of undergraduate level in Bangladesh and the empirical study was designed to survey the opinions and evaluations of teachers and experts in ELT about the effectiveness of the intercultural materials designed and presented in chapter 4. The empirical study was also designed to explore issues like evaluation of the present ELT materials and their effectiveness in developing Intercultural Communicative Competence (ICC). The data collected by the questionnaire survey and interviews were processed and analyzed qualitatively and the results are presented in this chapter.

The results of the teachers' questionnaire survey and interview have been presented separately. Each of the teachers and respondents has been coded with a separate number. Their opinions have been organized in six categories: (1) to a great extent, (2) to a fair extent, (3) average, (4) partially or to some extent, (5) not sufficient and (6) not at all. The opinions have been presented in tables. The results are presented in tabular forms and a separate table has been used to present the results of each questions of the questionnaire.

6.2 Results of the Questionnaire Survey

The responses of the interview have been presented qualitatively under each question. Then a summary of the of the teachers' questionnaire survey has been presented in another table.

The responses of the respondents have been presented by using the codes instead of using their names.

E1 = Respondent 1

E2 = Respondent 2

E3 = Respondent 3

E4 = Respondent 4

E5 = Respondent 5

E6 = Respondent 6

E7 = Respondent 7

E8 = Respondent 8

E9 = Respondent 9

E10 = Respondent 10

E11 = Respondent 11

E12 = Respondent 12

E13 = Respondent 13

E14 = Respondent 14

E 15 = Respondent 15

E16 = Respondent 16

E 17 = Respondent 17

E 18 = Respondent 18

E 19 = Respondent 19

E 20 = Respondent 20

6.3 Question-wise results of survey

Section-2:

Question No.1: To what extent do the materials reflect the life and society in foreign countries?

Table 6.1
Results of Question No. 1 of the Questionnaire Survey

Sl. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
Q1	5	10	5	0	0	0

Five of the 20 respondents (25%) said that the materials reflect the life and society of foreign countries to a great extent. Ten of them (50%) think that the materials cover to a good extent. The other five of them (25%) said that they are 'average'. One of them said "There should have been in life and society coverage of economic and religious aspects of foreign society." (QS- E7) and another teacher said "The materials cover a wide range of nations and their cultures. However, African nations and cultures seem to be ignored." (QS-14) (For details see Appendix 1.1)

Question No. 2: To what extent do the materials reflect the cultural aspects of foreign societies?

Table 6.2
Results of Question No. 2 of the Questionnaire Survey

Sl. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
Q2	6	9	2	2	1	0

Six of the 20 respondents (30%) said that the materials reflect the cultural aspects of foreign societies 'to a great extent'. Nine of them (45%) think that the reflection is to a 'fair extent'. Two of them (10%) think that the coverage is partial. Two of them (10%) evaluate it as average. One of the professionals (5%) said that the reflection is not sufficient. (For details see Appendix 1.2)

Question No. 3: To what extent do the materials offer insight into a variety of cultures (for example, Western, European, Middle and Far Eastern etc.)?

Table 6.3
Results of Question No. 3 of the Questionnaire Survey

Sl. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
Q3	4	11	3	2	0	0

Four of the teachers (20%) think that the materials offer insight into a variety of cultures 'to a great extent'. Eleven of them (55%) think they do it 'to a fair extent'. Three (15%) said it offers an 'average' insight. Two (10) % of the Professionals feel it has covered the aspects only 'partially or to some extent'. An expert comments, "Variety of cultures have been selected and comparisons have been made, but limited aspects have been focused" (QS- E2). "The materials are developed stressing the cultural pattern of Western, European and Asian countries" (QS-E6). "The material touches the cultural patterns from countries around the world, from Asia, Europe, North and South America" (QS- E7). (For details see Appendix 1.3)

Question No. 4: To what extent do the materials offer insight into a variety of sub-cultural groups and their appropriate ways of communication?

Table 6.4
Results of Question No. 4 of the Questionnaire Survey

Sl. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
Q4	1	8	5	4	1	1

One of the teachers (5%) says that the materials offer insight into a variety of sub-cultural groups and their appropriate ways of communication ‘to a great extent’. Eight of them (40%) say that it has been achieved ‘to a fair extent’ while five (25%) think it has been done in an ‘average’ scale. Four (20%) says it has been achieved partially, one (5%) considers it ‘not sufficient’ and one (5%) says ‘not at all’. They hold that “The materials offer various ideas about the modes of communication, language patterns etc. of cultures in various societies” (QS- E3) and “I did not find much on sub-cultural groups. I think the researcher can develop some lessons on it, if willing” (QS- E6, E7). (For details see Appendix 1.4)

QuestionNo.5: To what extent do the materials offer insight into the cultural/racial/gender stereotypes?

Table 6.5
Results of Question No. 5 of the Questionnaire Survey

Sl. No.	To a great extent	To a fair extent	Average	Partially / To some extent	To Not sufficient	Not at all
Q5	0	8	7	4	1	0

Eight (40%) teachers give their opinion that it has been done ‘to a fair extent’ while seven others (35%) evaluate it as ‘average’. Four of them (20%) think it is done ‘to some extent’. One (5%) professional thinks that the insight the materials offer, into the cultural/racial/gender stereotypes is insufficient. They think it is “varied but in a positive way” (QS- E5). One of them commented “They do sufficiently. But some more examples of gender stereotypes could be added with caution so that they do not encourage gender-biased learning.” (QS-14) (For details see Appendix 1.5)

Question No.6: To what extent do the materials prepare students to talk and behave appropriately with the members of other culture(s)/countries?

Table 6.6
Results of Question No. 6 of the Questionnaire Survey

Sl. No.	To a great extent	To a fair extent	Average	Partially / To some extent	To Not sufficient	Not at all
Q6	9	7	2	1	1	0

Nine (45%) of the teachers think the materials will prepare students ‘to a great extent’ to talk and behave appropriately with the members of other culture(s)/countries. Seven (35%) of them think they will do it ‘to a fair extent’. One (5%) of the teachers thinks it can work ‘to some extent’ while one (5%) feels it is ‘not sufficient’. Two (10%) of them say it is

‘average’. However, a number of suggestions have come out from them. They say “The materials are helpful to a great extent, if all the exercises are practiced” (QS- E8) and “The situations developed in different units and the lessons are pretty well. However, more aspects on cultural traits could be included. Situational settings could be enriched as well” (QS- E6) while need of teacher training has been emphasized. It is also felt that though the materials are helpful to talk and behave appropriately with people from other culture(s) or countries, “accuracy can be attained only through interactions among the students of various cultural backgrounds” (QS- E3). (For details see Appendix 1.6)

Question No. 7: To what extent do the materials help students compare the foreign culture with their own?

Table 6.7
Results of Question No. 7 of the Questionnaire Survey

Sl. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
Q7	7	9	3	1	0	0

Seven (35%) of the teachers say learners will get scope to compare the foreign culture with their own through the materials ‘to a great extent’. Nine (45%) of them think it will do so ‘to a fair extent’ and three (15%) think it is ‘average. One (5%) of them thinks it helps ‘to some extent’. They suggest that “more lessons focusing on conversation between partners from different cultural groups/ countries/nations can be added” (QS- E6). (For details see Appendix 1.7)

Question No. 8: To what extent do the materials offer mutual representations and images of the students’ own and the foreign culture?

Table 6.8
Results of Question No. 8 of the Questionnaire Survey

Sl. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
Q8	3	8	6	3	0	0

Three (15%) of the teachers hold the materials offer representations of images of the students’ own and the foreign country ‘to a great extent’. Eight (40%) of them think it ‘to a fair extent’. Six (30%) of them think it is ‘average’ and three (15%) think it has been done ‘to some extent’. They think there is a balance in it. (For details see Appendix 1.8)

Question No. 9: To what extent do the designed materials help students learn linguistic means to express their ideas appropriately in different cultures?

Table 6.9
Results of Question No. 9 of the Questionnaire Survey

Sl. No.	To a great extent	To a fair extent	Average	Partially / To some extent	To Not sufficient	Not at all
Q9	0	12	6	2	0	0

Twelve (60%) of the teachers say the materials will help students ‘to a fair extent’ to learn linguistic means to express their ideas appropriately in different cultures. Six (30%) think it is ‘average’. Two (10%) think it does ‘to some extent’. One of them thinks “In this regard, the materials seem satisfactory” (QS-8) while other says “Only printed materials is not sufficient to help students learn linguistic means in different cultures” (QS-E3) and “Some tasks could still be developed on different skills of language stressing on different situation and functions”(QS-E6). They think that addition of some more notional, functional and situational tasks will help students improve their linguistic means to express ideas appropriately in different cultures. (For details see Appendix 1.9)

Question No. 10: To what extent do the designed materials teach students’ to communicate in both formal and informal settings of different contexts?

Table 6.10
Results of Question No. 10 of the Questionnaire Survey

Sl. No.	To a great extent	To a fair extent	Average	Partially / To some extent	To Not sufficient	Not at all
Q10	5	9	3	2	1	0

Five (25%) of the teachers think the materials teach students’ to communicate in both formal and informal settings of different contexts ‘to a great extent’. Nine (45%) of the teachers give their opinion that it does ‘to a fair extent’; three (15%) professionals go for ‘average’. Two (10%) of them think it has been done ‘to some extent’ while one (5%) of them thinks it is not sufficient. (For details see Appendix 1.10)

Question No. 11: Are the texts suitable for developing intercultural communicative competence?

Table 6.11
Results of Question No. 11 of the Questionnaire Survey

Sl. No.	To a great extent	To a fair extent	Average	Partially / To some extent	To Not sufficient	Not at all
Q11	7	8	3	2	0	0

Seven (35%) of the experts think the materials are suitable ‘to a great extent’ for developing intercultural communicative competence. Eight (40%) of them think it is suitable to a fair extent. Two (10%) give opinion that it is suitable ‘to some extent’. Three others (15%) go for ‘average’. On the whole, they think it is suitable with scopes for development, as “situations depicting individuals coming from different cultures and coping with the differences will be more helpful for the students to develop intercultural communication” (QS-E7). (For details see Appendix 1.11)

Question No. 12: Do the materials help learners understand how people speak or write on the same topic differently in different cultures?

Table 6.12
Results of Question No. 12 of the Questionnaire Survey

Sl. No.	To a great extent	To a fair extent	Average	Partially / To some extent	To Not sufficient	Not at all
Q12	12	6	1	0	1	0

Twelve (60%) of the experts hold that the materials help learners understand how people speak or write on the same topic differently in different cultures ‘to a great extent’. Six (30%) say it helps ‘to a fair extent’, one (5%) says in an ‘average’ and one (5%) thinks it is not sufficient. Some of them think, “For oral practice, it is sufficient but it needs more development in the writing part” (QS-E6, E7) (For details see Appendix 1.12)

Question No. 13: To what extent do the designed materials ensure practice of basic language skills in culturally appropriate ways in cross cultural settings?

Table 6.13
Results of Question No. 13 of the Questionnaire Survey

Sl. No.	To a great extent	To a fair extent	Average	Partially / To some extent	To Not sufficient	Not at all
Q13	9	7	2	2	0	0

Nine (45%) of the experts think the materials ensure practice of basic language skills in culturally appropriate ways in cross cultural settings ‘to a great extent’. Seven (35%) of them think it can do so ‘to a fair extent’. Two (10%) of them think it can ensure the practice ‘to some extent’ while two (10%) others think it is ‘average’. They think “Situations can be created” (QS-E3) and others say “They are helpful to good extent. In the writing section, more tasks, newspaper report and articles from different cultures and

on different events can be a good addition” (QS-E6, E7) and “They are helpful but some more tasks on listening can be included” (QS-E8, E10). (For details see Appendix 1.13)

Question No. 14: Are the designed materials adequate for developing students’ cross-cultural communication skills?

Table 6.14
Results of Question No. 14 of the Questionnaire Survey

Sl. No.	To a great extent	To a fair extent	Average	Partially / To some extent	To Not sufficient	Not at all
Q14	5	8	7	0	0	0

Five (25%) of the teachers opine that the materials are ‘greatly’ adequate for developing students’ cross cultural communication skills. Eight (40%) of them say it is adequate ‘to a fair extent’. Seven (35%) of them think it is ‘average’. (For details see Appendix 1.14)

Question No. 15: Are the materials interesting enough to engage the students?

Table 6.15
Results of Question No. 15 of the Questionnaire Survey

Sl. No.	To a great extent	To a fair extent	Average	Partially / To some extent	To Not sufficient	Not at all
Q15	11	8	1	0	0	0

Eleven (55%) of the experts think the materials are interesting ‘to a great extent’. Eight (40%) of them say they are interesting ‘to a fair extent’ and one (5%) thinks they are interesting in an ‘average’ level. There are some suggestions also. One says as “More or less the materials appear to be interesting. It would be better had the researcher suggested language teaching method to implement these lessons in the classroom” (QS-E6) and “The situations are diverse. The researcher could bear the age of the students in mind while developing materials” (QS-E7). (For details see Appendix 1.15)

Question No. 16: Do the existing materials in Bangladesh help students develop intercultural communicative competence?

Table 6.16
Results of Question No. 16 of the Questionnaire Survey

Sl. No.	To a great extent	To a fair extent	Average	Partially / To some extent	To Not sufficient	Not at all
Q16	0	0	0	2	11	7

The experts think that the existing materials in Bangladesh are not suitable enough for students to develop intercultural communicative competence. Seven (35%) of them think there is no material at all to help this. Eleven (55%) of them say they are ‘not sufficient’. Two (10%) of them think they can work ‘partially’. They say, “The existing materials hardly include any text or lesson that would be termed effective in enhancing intercultural communicative competence” (QS-E6, E8) and “The existing materials do not quite help students develop intercultural communicative competence” (QS-E10). (For details see Appendix 1.16)

Question No. 17: Do you think these materials will be useful to develop intercultural communicative competence?

Table 6.17
Results of Question No. 17 of the Questionnaire Survey

Sl. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
Q17	16	4	0	0	0	0

Sixteen (80%) of the experts think that the materials will be useful to develop intercultural communicative competence ‘to a great extent’ while four (20%) of them think they will do moderately as they hold “Despite some shortcomings, I think these materials will be useful to develop intercultural communicative competence” (QS-E6). (For details see Appendix 1.17)

Question No. 18: Overall feelings of the experts about the pack of materials

Table 6.18
Results of Question No. 18 of the Questionnaire Survey

Sl. No.	Very good	Good	Average	Not so good
Q18	10	8	2	0

Ten (50%) of the teachers say, they are very good and eight (40%) of them say that the materials are good. Two (10%) of them say it is ‘average’. (For details see Appendix 1.18)

6.4 Overall results of the Questionnaire Survey at a glance:

Table 6.19

Question-wise Result of the Questionnaire Survey

Q. No	Questions	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all	Total teachers
Q.1	To what extent do the materials reflect the life and society in foreign countries?	5	10	5	0	0	0	20
Q.2	To what extent do the materials reflect the cultural aspects of foreign societies?	6	9	2	2	1	0	20
Q.3	To what extent do the materials offer insight into a variety of cultures (for example, Western, European, Middle and Far Eastern etc.)?	4	11	3	2	0	0	20
Q.4	To what extent do the materials offer insight into a variety of sub-cultural groups and their appropriate ways of communication?	1	8	5	4	1	1	20
Q.5	To what extent do the materials offer insight into the cultural/racial/gender stereotypes?	0	8	7	4	1	0	20
Q.6	To what extent do the materials prepare students to talk and behave appropriately with the members of other culture(s)/countries?	9	7	2	1	1	0	20
Q.7	To what extent do the materials help students compare the foreign culture with their own?	7	9	3	1	0	0	20
Q.8	To what extent do the materials offer mutual representations, images and stereotypes of the students' own and the foreign culture?	3	8	6	3	0	0	20
Q.9	To what extent do the materials help students learn linguistic means to express their ideas appropriately in different cultures?	0	12	6	2	0	0	20
Q.10	To what extent do the materials teach students' to communicate in both formal and informal settings of different contexts?	5	9	3	2	1	0	20
Q.11	Are the texts suitable for developing intercultural communicative competence?	7	8	3	2	0	0	20
Q.12	Do the materials help learners understand how people speak or write on the same topic differently in different cultures?	12	6	1	0	1	0	20

Q. No	Questions	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all	Total teachers
Q.13	To what extent do the materials ensure practice of basic language skills in culturally appropriate ways in cross cultural settings?	9	7	2	2	0	0	20
Q.14	Are the materials adequate for developing students' cross - cultural communication skills?	5	8	7	0	0	0	20
Q.15	Are the materials interesting enough to engage the students?	11	8	1	0	0	0	20
Q.16	Do the existing materials in Bangladesh help students develop intercultural communicative competence?	0	0	0	2	11	7	20
Q.17	Do you think these materials will be useful to develop intercultural communicative competence?	16	4	0	0	0	0	20
Q.18	What is your overall feeling about the pack of materials?	10	8	2	0	0	0	20

Question no. 19: What are the suggestions for improving communicative competence?

In response to the question no. 19, teachers offered a number of suggestions. The major suggestions are as follow-

- There should be sufficient exposure to foreign cultures and use of language in them
- Some more social and cultural aspects in the materials will be helpful
- Interaction among different cultures through using video and audio materials can be helpful
- Telephone and internet mediums can be used
- Real conversation with people from other cultures can be included
- Reasons behind failure of communication can be addressed in the materials
- Lot of images and drawings should be included in the materials
- Some literary writings can be included
- The materials will match the present trend of the world
- Teaching and learning techniques should be modified to develop students' ICC.
- New teaching materials should be designed and produced to help the learners.
- Designed materials should be effectively used in classroom activities
- Students will be let to listen to and watch the materials from other cultures for improving ICC
- Speaking practice should be encouraged more in the class
- ELT materials will be used more that address intercultural issues
- Teachers should be provided with orientation and training on intercultural issues.

6.5 Results of Section-3 of the Questionnaire Survey

Question no.1: How much important it is for the students to achieve intercultural communicative competence?

Table 6.20
Result of the Question no. 1 of Section 3

Question	Very important	Quite important	Somewhat	Not important at all
1.How much important it is for the students to achieve intercultural communicative competence?	8	11	1	

40% of the teachers give opinion that to achieve intercultural communicative competence is 'very important'. 55% of them think it is 'quite important' and 5% of them say it is somewhat important. (For details see Appendix 2.1)

Question no.2: How much focus of appropriate intercultural communication is there in the present ELT course books followed at the undergraduate level?

Table 6.21
Result of the Question no. 2 of Section 3

Question	Not at all	Some	Good	Very good
2. How much focus of appropriate intercultural communication is there in the present ELT course books followed at the undergraduate level?	3	16	1	

15% of the teachers think that focus of appropriate intercultural communication is completely absent in the present ELT course books followed at the undergraduate level. 80% of them think there is some focus while 5% of them think there is a good focus. (For details see Appendix 2.2)

Question no.3: How sufficient is the collection of ELT books in your library that provide inter cultural knowledge?

Table 6.22
Result of the Question no. 3 of Section 3

Question	Not at all	Tolerably well	Well
3. How much sufficient the collection of ELT books in your library that provide ideas and experiences about intercultural communicative competence?	12	8	

60% of the teachers say that there is not at all any ELT book in their library that provide inter cultural knowledge. 40% of them think that the collection is tolerably well. (For details see Appendix 2.3)

Question no.4: Do you personally try to give any intercultural information in ELT classes?

Table 6.23
Result of the Question no. 4 of Section 3

Question	Never	Sometimes	Often	Very Often
4. Do you personally try to give any intercultural information regarding ICC in ELT classes?		9	10	1

45% of the teachers say that they sometimes try to give intercultural information in ELT classes. 50% of them say that they often try to do that and 5% of them say that they very often do that. (For details see Appendix 2.4)

Question no.5: If yes, what do you use?

Table 6.24
Result of the Question no. 5 of Section 3

Question	Tape recorder	Video player	Multi media projector	Books and magazines	Pictures/ charts/ tables/ graphs	Others
5. If yes, what do you use?	1	2	15	9	6	i. Acting in own voice ii. References iii. Giving references to cultural differences and movies that indicate those differences

The results show that teachers use different types of instrument and follow different methods to give intercultural information in the class. Most of them like to use multi media projector, books and magazines. Some of them use pictures/charts/tables /graphs. Tape recorder and video player are also chosen by some of them. Many teachers choose

their own methods and aids being innovative. Acting, giving references to various sources like books, films etc. are used by them. (For details see Appendix 2.5)

6.6 Data Collected from the Key Informant Interview (KII)

In the KII, the experts were interviewed individually. The responses of the interviewees are recorded question-wise in the section below:

Question No. 1: How and in which aspects the designed materials reflect the lives, societies and cultures of some foreign countries?

In response to question no.1, teachers gave various comments. Some of them are quoted below—

“I think it is alright. You have included various aspects of life, society and culture in the materials like eating habits, what do people say while meeting each other, shaking hands etc. in different foreign countries. The socio-cultural conditions are reflected through them. They all are related to behaviors and it is true that behavior is reflected through the language and the language that you have used is representative of the behavior of those people. But one can not get a complete picture from it; they can some partial picture of them which might encourage them to know more about those cultures and countries” (KII-1).

“They do. I have gone through the materials and I felt they are really very good and very interesting. There are some parts I liked most and I felt that what we should do for our students is to make them interesting. Yes they do reflect, but they do it partially-the partial aspects of their lives. But I think, there are lots of things in a life. You talked about their eating habits, their greetings, etc. but there are other things like attending lecture, a classroom, being in a market, talking to a banker- so many other parts of life and I think, each of them varies from that of other culture. I find those are missing. Yes the learners will get stuck but they are getting half information. But your focus is communicative competence in English. So, from that angle, it is ok, you can not put all those things together in a single shape of research” (KII-2)

“They are short in description though, in the synopsis form, they introduce the respective societies--their people, their behavior, their dress, their attitude and what is important, you put it in your paper-the food habits. It is said that to know about a nation is to know about their food habit. Because food habit gives an idea, not only of their appetite but also of

their life and lifestyle, likings, disliking etc. and this was an important part of your materials in my findings. In this way they are reflecting the life and society of different foreign cultures and countries” (KII-3)

“You have covered many things that does reflect them .But if you want to understand the culture of different countries, you need to go beyond the too typical representation; like the way we express few things--is typically cultural, or politeness –how politeness can be implemented? Some things like varying issues of pragmatics could have been added though it is true that you can not accommodate all those things. It is not lacking at all.” (KII-5)

“Of course the materials reflect the culture, life and society of different countries. You have covered almost all the continents like European, Latin American, etc. in some units and you have probably taken some countries and their cultural aspects of Asia as well. Your focus is not only the native speakers but also all other societies, who use English either as their second language or foreign language or even as first language sometimes. This is very significant that how NS speak to NNS and how NNS speak to NNS. The reason I feel that you have accepted this research to show how people should behave in different cultures considering their individual or local aspects. From that point of view, I think that you have successfully done it.

It reflects their social life because the units and lessons you have included, they focus on their social lives. Probably they are more focused in functions and situations. More or less, the units and lessons are functioning as functional English or situational English. It is very tough to include all the aspects of culture in units and lessons and that, I think, is not you motive or objective either. Because when you go to design something in that way, you have to focus on the situational and the purpose is important” (KII-6)

“I think there are scopes because if you are trying to introduce the cultures of different societies then it should have expanded a lot more. Typically they are English speaking countries but the regions are different, the Mid Eastern countries or Middle Europe-- the English is spoken there, then American, then Latin American. It could have been expanded more, think. But you could have limitations of time and resource also.” (KII-7)

“In the specific boundary of the thesis, this is more than enough. But it will be more helpful if more variations are added to it with consistency” (KII-8)

“Yes, I think they considerably reflect the life, society and culture of some foreign countries. They are showing the differences of manners, customs and culture of western society, eastern society, and other societies of this world and they are significantly different from each other. So each material is clarifying the ideas of cultural variation, differences and also giving us insight about the use of English language in different cultures and society.

They are important. Because I think, our culture is quite different from western culture and our students suffer mostly because of the materials prepared by western experts and writers. They can not connect properly with those ideas and topics developed in their coursebooks. If their materials are designed specially for their benefit, focusing on our culture, Bengali culture, they will understand the language better and they can use the language more effectively.” (KII-9)

“I think the reflection is more or less ok. If it is language-specific, it will be much helpful” (KII-10).

“I think the materials reflect the life and society of foreign countries to a good extent.” (KII-11)

“The materials are well organized and reflect almost every sphere of life and society of foreign countries and cover the significant sides of them. I think Islamic culture should be discussed in details. Habit formation in different cultures can also be described.

Consoling in funeral ceremony can be added in the discussion.” (KII-12)

“I think, the life and society of foreign countries are reflected significantly in materials. It is not clear why some countries are selected but others are not. The reasons behind your choice of such countries could have been clearly indicated.” (KII-13)

“The materials reflect a varied aspect of foreign societies. However, some special events and festivals could be covered in addition.” (KII-14)

“Though food as a cultural aspect has been covered in two Units, other such aspects like clothes, family relationships, educational/campus behaviour, social bonding, sports and leisure are not represented fairly. If some of these aspects could be covered even though

partially instead of too much focus on food and mealtime etiquettes, it could have been much better.” (KII-17)

“I think the materials reflect the life and society of foreign countries sufficiently by displaying their life styles, their festivals, religions, etiquettes, manners, language and other related matters of their cultures.” (KII-19)

Question No. 2: Do you think the materials offer insight into the variations of different cultures (for example, Western, European, Middle and Far Eastern etc.)?

In response to question no.2, one of the teachers (KII-1) said, “Certainly. There are variations in aspects of different cultures chosen in the materials and they offer insight” (KII-1).

Opinions of other experts are as follow:

“Yes they do and this is why I found it interesting because there are lot of things , I think ,the students may not know about; so if you do not inculcate in them , they won’t feel interested to read them and do not do the activities and there is not developing the competence. So, there are two sided objectives here. On the one hand, they are learning about different cultures, not only one specific culture. And on the other hand they are developing communicative competence which is intercultural.

“There so many different cultures in the world and you can’t know the variations of all cultures. But the focus you have tried to bring them in that is enough and it’s very good because reading them they will become able to tackle and handle different situations” (KII-2)

“The contents were, to me, adequate to get ideas about different cultures in different parts of the world. Therefore, such contents are sufficient to introduce the cultures and sub-cultures in different parts or countries in the world. A longer reading of the materials will help one get an insight, I think, from the reader’s point of view. It will give a clear idea about those things or aspects of life that are elaborated, explored in your paper as well as an insight about the variation of cultures.” (KII-3)

“Yes, I think so. They will offer an insight about variations of cultures. Students will be aware of it by reading the materials.” (KII-5)

“I feel it focuses more on the Asian Culture, but there are passages on Latin American, European Middle-Eastern cultures also. There are so many countries in the world that use English as their first language. I did not find any passage about Australian culture. But as far I understood, it is more important to focus on between and among NNS and NNS communication in English. From that regard, it is not mandatory to cover all the countries and cultures where English is the first language. It is better to focus on Asian, African, and Latin American etc. what you have done. The materials offer an insight how English is used among them in such varying styles and it is all right.” (KII-6)

“Yes, students will be aware after studying these that there are variations in cultures. At least it will get them curious to know more about them and pursue them further.” (KII-7)

“According to my observation, as I have seen the materials, they offer insight giving us ideas about the variations of different cultures in different societies, different countries and this is very important also for using a language.”(KII-9)

“I think to some extent it may help offering insight into a variety of culture because it is not very easy and possible for the teaching materials to cover up all the variety of cultures in the globe”. (KII-11)

“We get insight of different cultures here in a surface level. The ideological identity and philosophy of the people of different cultures should be explained. Myth and history can be incorporated with the cultural insight.” (KII-12)

“They do that sufficiently. More Bangladeshi or sub-continent’s culture could be included.” (KII-13)

“They do it to a satisfactory level. Afterall, ELT is not teaching culture.” (KII-14)

“There is variation of cultures but some more major cultures of the world could have been included and the selection of the cultures will be more logical.” (KII-17)

“I think it may help offering insight into a variety of culture partially. But it is not very easy and possible for the teaching materials to cover up all the variety of cultures in the globe.” (KII-19)

Question No.3: Do you think the materials offer insight into the sub-cultural groups and their appropriate ways of communication with different cultures?

In response to question no.3, the opinions of the teachers are—

“Yes, certainly they do. When there are multicultural groups together, when they sit or discuss something together, there will be certain exchange of views and language and through the mutual exchange of language and knowledge of their culture; they will be benefited in a multicultural society. If you include more, then it will be better.” (KII-1)

“This is a very complicated thing. Even in Bangla, they are mingled with the culture and we can not separate them, how can we know about sub-cultures in other communities, nationalities, cultures or countries? But it is difficult to accommodate it there and I don’t find there’s any need of that. As long as the culture is visible, other than Bangladeshi culture, as while English is concerned, how it is being used in other cultures, knowing that is enough. They can use it with much confidence and the way the materials focus on it is enough. And it will be difficult to deal with if there is no limitation of it” (KII-2)

“In the narrow sense, you preferred to introduce the cultures of different countries or nations. Within a country or nation, there may exist different sub-cultural groups. I think, it is an infinite number to locate or introduce those groups. As far I have read your introduction of the paper I was given, I think it is ok that you touched the cultural behaviors of the sub-cultural groups in a society, or in a nation or in a country at the possible or available level. For example, there are hundreds of thousands of sub-cultural groups in Bangladesh. It is not possible for you to reach or accommodate them all in your thesis. And when you are working with different cultural groups or societies, it is not possible to include each and every sub-cultural group in your research. Rather I will advice as a senior , if it’s possible ,you just identify the major sub-cultural groups and use the term ‘major’ in your thesis; that will make it more clear to the readers. (KII-3)

“There are not so many but I don’t think they are missing. If you want to accommodate numberless cultures and their sub-cultures in the thesis, then it will be unlimited, futile. So, as far as materials development is concerned, I don’t think they were indispensable. The way you tried to focus on cultures, is successful. As a learner, when I will read your

materials I'll find few such things. So, it will at least give me some awareness about the issue, certainly.” (KII-5)

“Sub-culture is that much important for a country which may surpass even the main culture. Then it should be accepted .In many countries as well as in cultures, there are so many sub-cultures. In some cases they can be generalized, but in cases you can not; they are so varying. For example, in India or Latin America, the life-style, language, behavior etc. are different in the sub-cultures. If you could include at least the main sub-cultural groups or aspects, if not many, it could be better. I don't think it is that much important, but if you feel that some sub-cultural groups and their expressions should be valued, then you might include some.” (KII-6)

“In some way, yes. Because when there are sub-cultural groups, they draw attention. And by drawing attention they get people interested and as you are mentioning them, the sub-cultural groups in your study and it is getting familiar to the students, they will have something in the disposal to know about them. Yes, I think, the materials does offer insight about it.” (KII-7)

“It is difficult to accommodate aspects of sub-cultural groups. When you are introducing aspects of other cultures, students may get knowledge about the variations. If they are interested they may pursue for sub-cultures. I don't think it was that much necessary to include them in the research. ” (KII-8)

“Yes. You have designed some materials about some sub-cultural groups but it is not holistic or total. I think partially it covered those ideas. (KII-9)

“I think the exposure of varieties of culture will do the same; adding sub-cultures will not cause any great change in impact” (KII-10).

“It has done to a fair extent as the purpose of these teaching materials is to communicate, not introducing all the cultures and sub-cultures in the world.” (KII-11)

“Here interlingual communication can be focused with more practical evidences. How do they maintain proxemics is an issue which can be added.” (KII-12)

“To a fair extent they offer this insight.” (KII-13)

“To a workable extent, I think.” (KII-14)

“To a fair extent, I think, as the purpose of the teaching materials is designed to communicate with each other. There are ample scope for the learners to practice and imitate the mode of life, language and life style of the sub cultural group.” (KII-19)

Question No.4: Do you think the materials prepare students to talk and behave appropriately with the members of other culture(s)/countries?

Teachers’ comments in response to question no. 4 are quoted below—

“I think they will” (KII-1)

“Yes very much; they are good but it depends on how many activities will be practiced in the class. The designed materials are good but the concern is its implementation. If the implementation is perfect, the learner will be able to learn and communicate properly.” (KII-2)

“When someone has some idea about the realia of people belonged to a particular society or culture that will definitely help the students to have a better interaction with the persons belonging to different cultures. In that sense, the formation set in the paper will help the students a lot I think.” (KII-3)

“Yes. But it could have been in a detailed way” (KII-5).

“There is a standard in it which is accepted all over the world and there are some specific behaviors which are to look up, in a particular context. So, it will work up to that limit. There are some passages in the materials from which the reader will get quite a clear idea about any specific country or culture and he will have a kind of competence or intercultural competence that’s what you are saying. if he visits the country, the passage of their behavioral patterns or their expressions, if that is included in your materials, will help. So, it will work up to that extent. But in case of other cultures, it does not work. If it involves or includes the cultural aspects of a particular country or nation, then it has done a very good job. There is absence of some groups or cultures, not lacking. But you have included the major countries, more or less, which use English as second or foreign language, all of them where English is necessary, and if visitors go there they will be able

to make a kind of successful communication with people there. In that regard, the materials will help learners to talk and behave appropriately where the focus lies.

It is not possible for a person to understand a culture by reading only a few passages. You have focused on their eating habits, their addressing pattern, their regular expressions, behavioral patterns, greetings and different kinds of behavior in different situations. So, you have done it.” (KII-6)

“Frankly speaking, I don’t think that the way we are dealing with communicative English in our country, it does not make our students free and confident to deal with people from other culture while communicating in a foreign language. It is in total, everywhere. But at least when they are faced with the cultural differences, they will have some prior knowledge and that will help them to at least stand up and ask few questions, if not make able to communicate properly and at least they will get a platform on which they can stand and start a communication. I can not say that they can communicate in a better way but at least they will have the confidence that I know a bit about this and I can say a few words to them. They can express that they know something about the culture, though not a frequent learner of that. They can seek for explanation and they can advance with that.” (KII-7)

“I think if such kinds of materials are used in our schools and colleges, they can communicate better with people of other cultures. I think there should have been more materials focused on Bengali culture” (KII-9)

“It is helpful to a great extent as it deals with situational English that is used in everyday life in different cultures.” (KII-11)

“I think the materials would be helpful for them but motivation is important. In their courses, sessional work on the role playing would be helpful.” (KII-12)

“They will help learners sufficiently.” (KII-13)

“Supposedly to a great extent; because preparing students does not depend on materials alone and other factors are involved too.” (KII-14)

“These materials will certainly make it easy for the students to learn talking and behaving in certain situations and in certain cultural contexts.”(KII-17)

“To a great extent. As it deals with situational English that is used in everyday life in different cultures. There are different critical situation too, e.g. “how to cope with the airport if anybody is in danger.” There are lots of ideas of social etiquettes presented in the materials. That’s why I think if the learner read and practice the materials appropriately, they can be able to interact with the members of other cultures and countries.” (KII-19)

Question No.5: Do you think the materials help students compare the foreign culture with their own?

Teachers replied to the question no. 5 in the following way—

“Yes. They know what’s happening in their country and how they’re using the language in their society. They are coming across the multi-cultural aspects of the societies and they know what they say or do in what situation through the materials. In this way they are getting enlightened about their language and social behaviors by the materials. So, they will be able to compare between their own cultural aspects and the aspects of other countries and it will be helpful for developing intercultural communicative competence.” (KII-1)

“I think so. It is necessary because if the learners do not know about the differences of cultures, do not have insight about that, they will not be able to know the culture also and will fail to realize the difference of the styles of language also. The activities designed here in the materials, if there is enough practice, I think they can help. They were very informative.” (KII-2)

“It is seen in our everyday life that we sometimes try to compare great singers, poets or great people of two different cultures. We try to find out the similarities and dissimilarities among them. This is very natural that whenever someone gets an idea or information about different cultures he would try to compare it with his own culture.

These materials will encourage the comparison, in my consideration. It will initiate and encourage such comparisons but the comparison is not presented very clearly. It depends on how far the comparisons will be effective and acceptable; it depends on how far the comparer, I use the term, ‘comparer’, use the materials available in the paper.”

I mean you do not find each and every reader's intellect at the same level. Someone may understand the things very well and he can compare better than those who fail to get the insight more clearly or elaborately. It depends on who is comparing" (KII-3)

"Yes, of course. When they are reading about various elements, cultures, how they greet, how they eat etc., they are also discussing and thinking what they do in their culture. So, comparison is there. Actually without having the insight of differences of different cultures of the world, you can not be interculturally competent in communication. It will help this thing" (KII-5).

"Partially it does because I think that knowing a culture is a very difficult or intricate thing. I have noticed that it will do, will help in comparing, once they read the text. You have compared Bangladeshi culture with another culture using two or three passages; it will work over there, of course. But the focus is to make a successful communication, not to learn the culture. It means being aware of the culture, to be a part of their culture, if not in all aspects, in basically the important and essential issues of everyday life. You have done it in your materials." (KII-6)

"Yes, definitely. Unless you are aware about the differences of your own and other cultures, you will not have communicative competence, because, communication is a part of culture." (KII-7)

"They do sufficiently." (KII-8)

"Understanding different contexts and cultures are important because when we are open to the people of other cultures, we may need to communicate with them. We have to use appropriate words, expressions, and appropriate gestures to communicate with them. We have to know their culture, their manner, their mode of life and you have shown so much variations and differences in different societies and cultures. If we don't know these things we might behave very oddly with the people of other countries. They might think us uncultured, unsophisticated or rude. So, this is very important to have knowledge about culture, manners and gestures for proper communication.

“I think the comparison will be better if there are more comparisons or comparative study or materials focused on Bengali culture, and western culture, eastern culture or Asian or other culture. So scope of comparison could have been expanded more.” (KII-9)

“To a great extent, I think. As there is the introduction of different cultures and their way of life through dialogues, pictures, charts etc. the students will be inspired to compare them to those aspects of their own culture. It will make the communication easier for them.” (KII-11)

“I think they will be able to compare easily.” (KII-12)

“The materials are helpful in this regard. More conversations based on Bangladeshi culture could have been included for the Contrastive Analysis Hypothesis.” (KII-13)

“To a good extent, I must say.” (KII-14)

“Mainly food has been the area where Bangladeshi learners are asked to compare their own culture with other cultures. That is good. Next comes writing. Other aspects of culture or other situations could be used in the Units, and the Lessons as well, where the learners could be asked to notice the similarities and the differences.” (KII-17)

“To a great extent, I think. As there is introduction of different cultures and their ways of life through dialogues, pictures, charts. etc. For example, Lesson 1 of Unit 7 in the text, some cultural misunderstandings have been shown. It will make the learners able to compare and contrast their own culture with the foreign cultures. Again, Lesson 5 of Unit 6 gives the learners vast ideas on writing in different cultures and they can compare them.” (KII-19)

Question No.6: Do the materials offer mutual representations and images of the students’ own and the foreign cultures?

In response to question no. 6, the teachers said—

“This is a question of their attitude. How do they see the Western culture? Sometimes they are influenced by the bad things and sometimes by good things. It’s good that the materials do not promote any bad thing of their societies. You’ve possibly deliberately left those things alone and I think it is better to give them better idea about relationships so

that they can understand and respond to that culture better if they are acquainted with their norms of behavior.” (KII-1)

“If the students belong to either of the cultural groups, presented in the paper, certainly they will reflect their own culture. But I think, the balance about representation in the materials is adequate and reliable.” (KII-3)

“I noticed that things in your materials. There is a balance. You tried to make equilibrium.”(KII-5)

“I found the mutual representation there in your materials and didn’t notice any discrimination there. But what is accepted in one culture may be termed or considered as harsh or cruel in another culture, sometimes ridiculous as well. So it doesn’t mean that one culture is superior and another is inferior. British people are reserve, but they are not unfriendly; that is how they behave. It is also true about our country. We are famous for our hospitality, but sometimes foreigners may consider it as too much interference in anyone’s personal affairs though there is no pernicious intention behind. It may seem ridiculous but this is the type of Bangladeshi people. If we are known about these disparities, we may not misunderstand these behaviors. And when we are aware about somebody’s cultures, we also expect that they should be aware of our culture. That is a kind of mutual understanding, respect and mutual awareness. It is the responsibility of a person to represent his culture. The materials work in that respect.” (KII-6)

“If I am allowed to talk a bit liberally, I will mention a lesson in our intermediate text. I can not recall the unit or lesson but the chapter was, ‘Samba Dancing’. This one is completely alien. But now, if you promote it in context with your ‘Pohela Baishakh’ festival, then it gains some wealth. You have tried to do that but I think there are reasons, the students of the present time are not much serious in their pursuit though they have internet and other sources. If you want to give them information about any particular culture then you will have to extend them to show the similarities with the students’ own culture. They should realize that this is the extension of their own culture, another variation or another version of it. The designed materials create that scope for students to practice a mutual representation of their images and the images of other cultures.” (KII-7)

“They do it nicely and nowhere it is felt that any culture is being depicted superior or inferior” (KII-E8, E10).

“In your materials, I think, they are almost equally presented. There is no superiority or inferiority in the manner of presentation of different people of different cultures. This is sharing almost an equal status.” (KII-9)

“There are intercultural and intra-cultural communications in the materials and the mutual representation of the foreign cultures and the culture of the learners is nicely balanced.” (KII-11)

“It will work in an excellent way.” (KII-12)

“For mutual representations, more reflection of Bangladeshi students’ culture is essential”. (KII-13)

“If the target learners are supposed to belong to Bangladesh culture, then some more representations of the learners’ culture are needed.”(KII-14)

“Representations, images and stereotypes of the foreign cultures are good. More materials representing Bangladeshi students’ own culture are required ” (KII-17)

“The materials on various notions offer mutual representation of the students own and foreign culture. For example, unit five on Culture and Foods provides much scope for cross cultural activities.” (KII-19)

Question No.7: Do you think the materials help students learn words, expressions and norms of behavior to communicate appropriately in different cultures?

Teachers’ reply to the question no. 7 are quoted below—

“Yes, certainly. You are giving the ideas of language they use; you are giving the vocabulary they use in particular situations and they will be certainly benefited by learning them in the way. The materials are contributing to their developing knowledge” (KII-1)

“Yes, they do; they do satisfactorily.” (KII-2)

“Of course it does. When someone has some prior idea about one who belongs to a different culture that will definitely help him to have a better conversation or better interaction with the persons belonging to a different culture. Words, expressions etc. are important in conversation and if students are already familiar with those of any language, it will help them to communicate with others in that language” (KII-3)

“It does, but in a limited way because generally, it needs real expressions. By reading few such things or by doing some tasks, it is difficult to go so far.” (KII-5)

“It does, I have noticed. I found there different kinds of expressions. Shaking hands or the way of doing that might seem very significant in one whereas it might not bear that importance in another culture. Raising hands also have different implications in different cultures. So being aware of the expressions or gestures of another culture is very important.” (KII-6)

“That is quite good, because you have presented them in a lucid language, and colloquial terms also used in different situations. So, I think that the students will learn about expressions and behavioral norms of different cultures.” (KII-7)

“They do sufficiently. They will feel comfortable in cross-cultural communication after knowing them. Adding links, names of books and more pictures for further reading and browsing will help the learners more” (KII-8,10)

“I have a very positive view about the materials you have proposed and propounded. I think they will help the students to behave and communicate properly with the people of other cultures. Besides hard materials, textbook or supporting materials, we could have use audio-visual materials like CDs or DVDs or we could make our students watch TV and listen to the texts of any drama or some poems from different culture. This could have helped them to use the language more properly, at the same time this could have entertain them and make the learning process more interesting because something which is stiff and something which is running –it is more capturing to the students.” (KII-9)

“There is the introduction of different cultures and their way of life through dialogues, illustrations, video clips etc. I think, they will help students learn words, expressions and norms of behavior of those cultures and they will know how to communicate appropriately in different cultures.”(KII-11)

“Definitely it will help them. But for better communication pronunciation of a foreign language is important. They have to learn the target language first.” (KII-12)

“There are sufficient materials to help students learn words, expressions and norms of behavior to communicate appropriately in different cultures” (KII-13)

“Supposedly, to a good extent.” (kII-14)

“Quite enough, for the cultural aspects/situations represented in the materials.” (KII-17)

“The text offers some charts, a menu of a Japanese restaurant, etc. Lots of dialogues are also available for oral practices. Different types of letters like personal, business and academic letters help students learn many linguistic expressions that serve the role of communication to the learners of other cultures too.” (KII-19)

Question No.8: Do you think the materials teach students’ to communicate in both formal and informal settings of different contexts?

One of the teachers (KII-1) said in response to question no. 8,

“You have shown how language differs in formal and informal situation both in speaking and writing. In our country many highly educated people even do not know what informal language is and they use literary kind of bookish English even in their conversation and everyday communication. There are grammars also for formal and informal language. Certainly it will be a good thing to acquire” (KII-1)

Other teachers said—

“You have set the materials that will certainly enable the students or learners to get ideas about different cultures so that they may use them in different situations. I think that will help both in formal and informal expression and behavior.” (KII-3)

“They will do sufficiently” (KII-5)

“Your materials are, I think, very effective in formal and informal speaking and reading. It will also work in informal writing. But I have something to say how much it will work in formal writing. This is the area where we still maintain a kind of standard though the language may vary. Your materials have less part on formal writing. Knowing this standard will help you if you are to write something formal in a cross-cultural setting also.”(KII-6)

“I think these are mostly formal. I may be wrong as I could not read it thoroughly.”(KII-7)

“I have seen that you have shown both formal and informal situation in conversation and yes, it can help.” (KII-9)

“They will help to a large extent. There are both formal and informal situations in the text and the language in use.” (KII-11)

“It will help them in a significant way.” (KII-12)

“Yes, there are formal & informal conversations but some more could have been included. For example, Students’ attending seminar or workshop in a university.” (KII-13)

“If other factors remain appropriate, then to a good extent.” (KII-14)

“Students will learn sufficiently about both formal and informal communication in different contexts.” (KII-17)

“There are units in the materials like Cultures and foods, Interview across culture, Meal time etiquettes, Shopping, Travelling which show both formal and informal way of communication where necessary. There are also verbal and non verbal communication in unit 2 that gives proper scope for the students’ to communicate in both formal and informal settings of different contexts.” (KII-19)

Question No.9: Do the materials help learners understand how people speak or write on the same topic differently in different cultures?

Teachers replied to the question no. 9 in the following way—

“You have shown how people write essays and how plagiarism is treated differently in different cultures. This is a good thing how you have handled the speaking and writing styles in different cultures like students and teachers’ attitude towards plagiarism, styles of academic writings etc”. (KII-1)

“They give the idea how people speak or write to communicate in different contexts. If the information are understood well only then such hypothesis can be effective or real.

One might express himself by speaking or writing in a foreign culture when the cultures as well as the styles of its writing or speaking are internalized by him. Internalization is very

much important. It is something which is related to intellectual ability and if anything is learned very sensually, it gets automatically internalized. In that way, when the learners sincerely learn about the culture/s, internalization will happen automatically. (KII-3)

“Yes. You elaborated in the materials with illustrations even. But theoretically there remains a question. The teacher is an important issue. You could have good materials but if the teacher is not competent enough to differentiate between different discourses or genres of writing then it’s not going to help” (KII-5)

“About speaking, I am confident that they will work. But about writing, I am not that much confident. Both speaking and writing are productive skills. Being aware of one culture does not give you the assurance that you can write it well. It involves lots of things other than that. In most cases, writings are formal. So, when you are aware of the expressions of one culture, you are aware of their behavior, it doesn’t give you the assurance that you can proficiently according to their culture. It needs massive, intensive reading on that area.” (KII-6)

“Yes, I think, they will help to speak and write.” (KII-7)

“For different oral styles, it is sufficient. But for writing, it needs more tasks and practice” (KII-8)

“I have seen a segment on academic writing in your materials and also informal writings. Yes it can help them to develop their formal and informal writing and speaking skills” (KII-9)

“Nicely. Specially, there are some specimens that the learner can use as a model and get idea how people speak and write on the same topic differently indifferent cultures.” (KII-11)

“Yes it will help.” (KII-12)

“To a fair extent. As lessons on food taking etiquettes and academic writings have been used to show such speaking and writing context on the same topic.” (KII-13)

“Yes, they do.” (KII-14)

“Definitely. Learners will be well equipped with materials for the skill of writing. More speaking tasks could be introduced, for speaking is the most important activity a learner in a foreign context is required to do. The speaking activity for the Bangladeshi learners,

who are still staying in Bangladesh and not yet exposed to foreign cultures abroad, could be imitation and role playing, which nonetheless would help.” (KII-17)

“To a fair extent. There are some specimens that the learner can use as a model. There are ample scopes for the learners to understand how people speak or write on the same topic differently in different cultures. For examples, the notion and function of each language are set in different situations- greetings, how to make a request, apologizing, asking for suggestion, giving advice, asking for direction, etc. in different perspectives. I think this will definitely help learners understand how people speak or write on the same topic differently in different cultures.” (KII-19)

Question No.10: Do the materials ensure practice of basic language skills in culturally appropriate ways in cross cultural settings?

Teachers’ responses to the question no. 10 are—

“There are sufficient exercises for practicing speaking and writing .They will obviously increase their writing skills. But I think, they have less practice of reading and listening. There should have been more reading materials; greater, bigger passages in order to develop their reading skills” (KII-1)

“It depends on personal initiative. But as far as the materials development is concerned, I think, yes, they ensure it” (KII-2)

“This arrangement of materials from cross-cultural setting will determine how far it is possible for the learners to learn the cross-cultural behavior. It depends on the practice and exercise and also on the environment, the necessity etc. Most of the students in Bangladesh would never learn English unless there is necessity of passing the examination. For example, I myself learned English not for sake of this language or for its culture. I learned it to understand the articles of the sports magazine when I was a student of class seven or eight. So, necessity determines the level of intensity of learning. These materials will be more helpful to those who are more interested to know them” (KII-3)

“I think so”. (KII-5)

“On the surface level they touched the four basic language skills and I think they can be practiced in culturally appropriate ways in cross-cultural settings.” (KII-6)

“Yes, because cultural variations are interesting topics. Now, what we face in the classroom that we can not make the students comply with our demands and requires because they don’t feel interested. Whatever texts have been designed for them, they are so much remote from the reality and they do not feel any connection with themselves. Now, if we make them interested in about what they are talking about or what they are working on, then only they will easily come up to work with it under four skills. If I teach my students on American politics, they know nothing about it, but cultural differences that is interesting , that is akin to their own knowledge, then they will come up to talking, or listening or writing. I think this will be a good one.”(KII-7)

“For reading and writing, I think they are sufficient, it will be better if more listening practices are included though they have been covered to a fair extent” (KII-10)

“I think they’re helpful” (KII-8)

“I think it focuses more on reading and writing and it could have added some more activities or practice on listening and speaking. Yes, it can help speaking to a certain extent but without listening, without real perception of the language in the vocal form they can not develop the skill of speaking also. They are interrelated. So, I will suggest, if you could have added some listening and speaking practices more, it could have been more beneficial. “(KII-9)

“There is a wide variety of subjects. It ensures practice of basic language skills in culturally appropriate ways in cross cultural settings. It has been made more realistic by using body languages and other paralinguistic features.” (KII-11)

“Of course, they will. Sociolinguistics can be highlighted here for better performance.” (KII-12)

“To a good extent.” (KII-13)

“To a good extent they will do that.” (KII-14)

“They do it substantially.” (KII-17)

“Appropriate use of language is shown in numerous situations. It ensures practice of basic language skills in culturally appropriate ways in cross cultural settings by showing other paralinguistic features also.” (KII-19)

Question No.11: Are the materials adequate for developing students' cross-cultural communication skills?

In response to the question no. 11, teachers said—

“It is a matter of practice and students in Bangladesh do not get much scope to communicate with foreigners. Visit to other countries, mix with foreign students can ensure mutual correspondence or interaction. Until and unless they're experiencing real life situations for cross-cultural communication, they can not be tested whether they are able to communicate or not. But they can get idea at least about those things from the materials.” (KII-1)

“Yes, the materials are sufficient to encourage the learners to get some ideas of cross-cultural communication skills, I think.” (KII-3)

“I think they are adequate” (KII-5).

“I have already mentioned. I have no confusion about the three communicative skills; but in formal writing I am not sure. But it is also true, that as your focus is on communicative competence, you need not give much emphasis on formal writing in your thesis, I think. This is not obligatory for your thesis.” (KII-6)

“There are limitations and cultural differences are vast. To some scale, it will be helpful, as the students will grow up, the designed materials will raise curiosity in the students. So, it can be said that they will make them curious to expand their knowledge that may help develop cross-cultural communicative skills.” (KII-7)

“In this short boundary, it is adequate, I think. But it can be expanded if it is needed. There are scopes” (KII-8)

“For undergraduate students, to certain extent it can help. But the level of difficulty for the materials should be a little bit heightened or increased. Because they are reading difficult texts and they have to interact in more complex situations. They should be forced to more difficult texts and materials.” (KII-9)

“Popular cultures are focused on; any body can expand if required” (KII-10).

“Yes. Quite sufficient in this level.” (KII-11)

“They are suitable in this level.” (KII-12)

“On the whole, students can sufficiently learn cross cultural communication skills from the materials.” (KII-13)

“Yes, they are.” (KII-14)

“Adequate in some cases.” (KII-17)

“Yes. Quite sufficient in this level. Communication in different cultures is presented in the book in adequate space. Besides presenting communication in global setting, there are also some specific cross cultural skills and sub skills in the book. Meal time etiquette, interview across the cultures, etc. are presented well in the book. That’s why, I think the materials that is presented in the text are adequate for developing students’ cross cultural communication skills.” (KII-19)

Question No.12: Are the materials interesting and engaging enough to the students?

Teachers’ responses to the question no. 12 are as follow—

“Many of those themes are very interesting. Students can learn and they can enjoy doing these things. I myself learned some interesting things and enjoyed it.” (KII-1)

“I found it very interesting. Some visual contents will make the learners more interested because they are much eager to learn from pictures than the texts. You can make a suggestion to the teachers or users for implementing the materials with the ideas related to that that they can use the video clips” (KII-2)

“The more materials are provided, the students will get more interested to learn cross – cultural manners, behaviors etc. For an elementary understanding of different cultures in the world, I think, this will be sufficiently helpful.

Students in Bangladesh are very less interested to learn culture or anything else other than the syllabus related things because they are not interesting enough. In language classes they come not to learn the language but to learn the subject actually. Even in the higher level, I find they are very few who are interested to learn the language. They are interested to learn it as a subject. That’s why, it is important that the course materials should be interesting and at the same time the teachers should develop the policy of teaching to draw the attention and interest of the learners.”(KII-3)

“Certainly the learners will be interested. For example, the ways you introduce the issue of greeting, that are certainly interesting. Adding some more audio-visual contents will make them more interesting” (KII-5).

“Yes, the materials are interesting. If they are implemented, I feel, the learners will get interested.” (KII-6)

“For the students of undergraduate they are interesting because they are not familiar with such type of things. Obviously it will grow interest because when you are facing something unfamiliar, either you are curious or you are afraid. Now as the topic is culture oriented, there is no scope of being afraid. So, I think the students will be interested.” (KII-7)

“Yes they are quite interesting. Audio-visual contents will make it more interesting but it is needed for implementation of those materials” (KII-8, 10).

“I have seen some of the texts and tasks. I found them interesting and quite enjoyable” (KII-9)

“Yes. Much interesting. The text provides different easy situational language practices and some mock show that may appear interesting in this level.” (KII-11)

“Yes, interesting. But more pictures and information should be included.” (KII-12)

“Yes, they are interesting enough”. (KII-13)

“Yes, I think they are interesting enough to engage the students”.(KII-14)

“ They are fairly interesting.”(KII-17)

“Yes. They are interesting. Besides, video clips inserted in the materials offer novelty, fun and entertainment. Necessary eye- catching supplements, like colourful pictures, graphs, charts, tables etc. peeping through the text offers a lovely discourse for the young learners in this level that will certainly entertain them.” (KII-19)

Question No.13: Do the existing materials in Bangladesh help students develop intercultural communicative competence?

In response to the question no. 13, the teachers said—

“Very limited. There are not adequate materials in the books. It is directed that Bangladeshi culture should be more reflected in them, not the foreign cultures. Most of

them are based on Bangladeshi culture. But in the global world where people are visiting other countries more and there are cross-cultural communications, it is necessary to learn about foreign culture when you go abroad or mix with others” (KII-1)

“Not much. It is much more culture sensitive. In that way materials are being designed in the SSC and HSC levels.” (KII-2)

“As far developing intercultural communicative competence is concerned, I think the materials are sufficient but the problem is that there are not adequate trained teachers and prepared learners who are ready to accept and properly use those materials. Of course, they are not sufficient, they are adequate and they can at least make up a low level of our reach and will do to a good extent to understand cross-cultural behavior. An extensive and advanced reading is required. But this level of materials in books or syllabus should be utilized and internalized properly. I don’t think that there is a problem with materials or there is a shortage of materials.” (KII-3)

“I don’t think so. But the communicative competence is necessary, with others,” (KII-5).

“I don’t think so. Intercultural communicative competence is the sole goal of a language course, that is not so. This should one of the parts of the course. If we look at SSC and HSC textbooks, there are some passages which will give you some ideas about British, Chinese, and Latin American or about Middle Eastern culture. But the number of lessons or paragraphs is few, but it exists. And the number could have been increased. It would be better. The Intercultural communicative competence covers around 2%to 3% of the course. I feel that it should be 15% or 20% of the whole text. Then it will be better.”(KII-6)

“I don’t think they will help the students because we are still dealing with the materials old of around about 12 or 13 years. I was tutoring when I was a student and then it was introduced. Now, I am teaching for seven years and it has not been developed. So, I think that still students get much knowledge from different sources like television and newspapers, the existing materials can not cope with the fast pace with the information era.” (KII-7)

“Hardly any, because English is taught here completely as an academic subject, not as a language. But you have to know some other things like their body language, non-verbal expressions etc. to know the language accurately” (KII-8)

“As far I have seen, I didn’t find actually any thing that can develop intercultural communicative competence. It’s a new idea in our country and though it’s very important worldwide, it is not given much important in our country and our students are totally ignorant about this idea and it is not suggested in the present teaching materials. Teachers are also ignorant about this and we are not teaching our students on the basis of this idea. This should be done but it is not done at present.” (KII-9)

“No. I think in the context of Bangladesh, where the basic vocabulary and style of communication is not very up to the mark, the existing materials are not much useful. They can not help the students of universities adequately to develop intercultural communicative competence” (KII-11)

“I don’t think so.” (KII-12)

“There are some materials but they can not help students effectively to develop Intercultural Communicative Competence. More materials are needed.” (KII-13)

“No and Yes. Most of the locally developed materials do not. However, there are some good foreign materials which address intercultural issues, and they definitely do.” (KII-14)

“Universities as a whole do not aim to educate students for intercultural communicative competence. Different Departments based on different languages and literatures, for example, English or Arabic, seek to initiate students to such intercultural knowledge, where that particular language and literature/ culture are emphasized. Seldom is a student in Bangladesh exposed to multicultural contexts. And those who go abroad and find themselves in intercultural contexts are rarely university graduates. The situation must change, and then universities can take more steps and better steps in this regard.” (KII-17)

“The existing materials used in Bangladesh cannot cope with the present need in an age of globalization. Besides, the existing materials are not at all helpful for the students to develop their skills. It is based on theory and requires memorization from the learners. That’s why after completing higher education from the reputed universities, the learners can not be able to communicate well in English with people from other nationalities.

So, more research should be administered on material development so that the students might develop intercultural communicative competence.” (KII-19)

Question No.14: Do you think the designed materials are useful to develop intercultural communicative competence?

Some of the replies of the teachers to the question no. 14 are quoted below—

“I think, they will.” (KII-1)

“Yes of course. They are really good.” (KII-2)

“I think not only the materials are concerned; it is the policy also—how we want to teach our students English. The view of language is also important—how do you want to see it.” (KII-5)

“I think so.” (KII-6)

“They will help develop intercultural communicative competence.” (KII-7)

“I would appreciate using these materials in my class” (KII-9)

“Yes, if implementation is perfect” (KII-10)

“Yes, I think the designed materials will be useful to a great extent to develop intercultural communicative competence” (KII-11)

“Yes. They are quite suitable. But we should inspire them to watch drama, cinema of the target culture.” (KII-12)

“Yes, but it would be better if you include something more.” (KII-13)

“Supposedly yes.” (KII-14)

“To some extent, of course.” (KII-17)

“The text from Unit-1 to Unit-7 is designed very systematically giving emphasis on the communicative skills of the learners both written and spoken. It covers many situations in our everyday life. Understanding the language in this entire situation, the learner can be able to cope with such situations. The easy flown lucid language used in each of the conversation will be very helpful, I think, for the learners to develop intercultural communicative competence.” (KII-19)

Question No.15: What is your overall feeling about the pack of materials?

Teachers responded to the question no. 15 in the following way—

“It is good and will certainly help to go a long way to help our students and I appreciate it. But it could have been better if you could include more things but there is time constraint also” (KII-1)

“When I was going through it, I found it very interesting though I did not get enough time to read all the materials. Because I found well that I am trying to look into the intricacies of the language and I found that yes, I have been using it in this way without realizing that this can be the difference, that how actually one can be different from others. It will be interested. If it can engross me as a teacher, I am sure it will engross the students also and they will find it very engaging. I’m hopeful about it.” (KII-2)

“It gave me an idea that lot of effort has been offered to gather as much materials and information as possible. From that point of view I think it has reached the level of a good research plan.” (KII-3)

“This is good and worth implementation in the class if it undergoes some editing. It can be shaped as a course after that.” (KII-6)

“If it is taken as a course material, as a teacher, I would expect some more examples. But there is a limit also. It is very much reading and speaking based. Students are not communicating. Some more activities are needed and if it is a bit more interactive, it will be better.” (KII-7)

“We did not find this type of materials before. So, the concept is very new and it is an important issue, the ICC. I feel happy with this” (KII-8).

“I am very positive about the materials. I have noticed lot of effort, labor and I appreciate that.” (KII-9)

“It is rich but there should have more digital content” (KII-10)

“They are very good. More cultural varieties can be included. Importance can be given to the culture of the less developed countries. Audio visual materials can be introduced. Speaking test can be introduced in the exam to encourage the students to speak” (KII-11)

“Very good” (KII-12)

“Good” (KII-13)

“They are good” (KII-14)

“Between Average and Very good.” (KII-17)

“ They are good”(KII-19)

Question No.16: What is your suggestion about the pack of materials?

Teachers' responses to the question no. 16 are quoted below—

“Students should have sufficient exposure to foreign cultures and the use of language in them. Exchange of ideas between local students and foreign students can be helpful. This can be done through telephone, internet, facebook and video conference and so on.” (KII-1)

“I found the materials interesting as well as informative and captivating. A little extra effort is required on both the sides. Some other aspects of social behavior should be focused too like treating strangers, dealing with servants, shopkeepers, neighbors and so on. Materials on opinion giving, argumentation can also be helpful.” (KII-2)

“Interaction among different cultures is the most important thing. Yet video and audio materials also can be used to achieve the goal.” (KII-3)

“All the lessons should have more meaningful, free and contextualized ‘production’ stage.

- Notes for the teachers and transcripts of video clips should be given in a different chapter
- Lessons on telephone, e-mail even chatting using internet could be added
- Some audio clips could be added.” (KII-4)

“Exposure of various cultures, real conversation with the people from different cultures, to understand the importance of intercultural communicative competence and to understand the reason of communication failure due to the lack of knowledge in varied intercultural issues—these things can be addressed.” (KII-5)

“Designing of lessons and units is very good. But some other cultural aspects can be included like, dress and manners of dressing, games, movies, literature, national events and festivals and occasions , family ties, entertainment pattern and venue, behavior in office and family, everyday shopping, education and health, gender parity and media. Some more units and lessons could be developed on these issues.” (KII-6)

“The following situations and cultural aspects can be added for improving the students’ ICC:

- I. Entertainment: sports, music, movies
- ii. Occasions: national festivals, religious and social functions

- iii. Education and literature:
- iv. Family and social bonding and structure
- v. Everyday activities (office behavior, business, shopping etc.)
- vi. Relationships
- vii. Paper and print media
- viii. Political ideologies and economics” (KII-7)

“Non-verbal behavior could be specified by using proper jargons (such as kinesics, proxemics etc.)

- More images or drawings are expected
- Some old ideas (such as ‘pen friend’) can be replaced (by, say, ‘e-friend’, ‘face book friend’ etc.)
- Some literary writings can be included” (KII-8)

“Teaching and learning techniques should be modified to develop students’ ICC. New teaching materials should be designed and produced to help the learners. These materials should be effectively used in classroom activities.” (KII-9)

“My suggestion for improving the students’ ICC is to let them listen to and watch the materials from other cultures more and read less. “Watch and learn” should be the strategy.

Speaking skill should be focused beside other three macro skills.” (KII-10)

“More cultural varieties can be included. Importance can be given to the culture of the less developed countries. Audio visual materials can be introduced. Speaking test can be introduced in the exam to encourage the students to speak” (KII-11)

“We have to analyze the needs of our students first. Then different documentary, films, plays, books, newspapers etc. of the target culture must be provided to the students.” (KII-12)

- “1. Using ELT materials that address intercultural issues
- 2. Providing ELT practioners with training/orientation on intercultural issues
- 3. Formulating a National Language Policy incorporating intercultural issues” (KII-14)

“A clear rationale behind selections of cultures.

Not emphasizing particular countries only, especially when they represent (nearly) similar cultures.

Selection of more cultural aspects like leisure activities, family relationships, religion, education and the like.

Introduction of more speaking activities for the Bangladeshi learners.

More images/photos for further enlivening of the materials.” (KII-17)

CHAPTER SEVEN

Interpretation of Results of the Empirical Study

7.1 Introduction

The results of the empirical survey presented in chapter 6 are discussed and interpreted with reference to the objectives of the present study and the features of the intercultural materials discussed in the literature review chapter (chapter 2&3) and in terms of its implications for English teaching and learning in Bangladesh.

7.2 Interpretation key

For the convenience of interpretation, the first of the categories ‘to a great extent’ will be considered ‘highly positive’, ‘to a fair extent’ will be considered ‘positive’; the third category ‘average’ will be considered ‘tolerably acceptable/positive’. The next two categories (‘partially’/ ‘to some extent’ and ‘not sufficient’) will be considered ‘somewhat negative’ and the last category ‘not at all’ will be considered ‘entirely negative’.

7.3 Interpretation of item-wise results of the questionnaire survey is presented in the following table:

Table 7.1
Item-wise Results of the Questionnaire Survey

Q. No	Questions	Highly Positive (category1)	Positive (category 2)	Tolerable (category 3)	Somewhat negative (category 4+5)	Entirely negative (category 6)	Total
Q.1	To what extent do the materials reflect the life and society in foreign countries?	25%	50%	25%	0%	0%	100%
Q.2	To what extent do the materials reflect the cultural aspects of foreign societies?	30%	45%	10%	10% +5%= 15%	0%	100%
Q.3	To what extent do the materials offer insight into a variety of cultures (for example, Western, European, Middle and Far Eastern etc.)?	20%	55%	15%	10%	0%	100%
Q.4	. To what extent do the materials offer insight into a variety of sub-cultural groups and their appropriate ways of communication?	5%	40%	25%	20%+5%=25%	5%	100%
Q.5	To what extent do the materials offer insight into the cultural/racial/gender stereotypes?	0%	40%	35%	20%+5%=25%	0%	100%

Q.6	To what extent do the materials prepare students to talk and behave appropriately with the members of other culture(s)/countries?	45%	35%	10%	5%+5%=10%	0%	100%
Q.7	To what extent do the materials help students compare the foreign culture with their own?	35%	45%	15%	5%	0%	100%
Q.8	To what extent do the materials offer mutual representations, images and stereotypes of the students' own and the foreign culture?	15%	40%	30%	15%	0%	100%
Q.9	To what extent do the materials help students learn linguistic means to express their ideas appropriately in different cultures?	0%	60%	30%	10%	0%	100%
Q.10	To what extent do the materials teach students' to communicate in both formal and informal settings of different contexts?	25%	45%	15%	10%+5%=15%	0%	100%
Q.11	Are the texts suitable for developing intercultural communicative competence?	35%	40%	15%	10%	0%	100%
Q.12	Do the materials help learners understand how people speak or write on the same topic differently in different cultures?	60%	30%	5%	5%	0%	100%
Q.13	To what extent do the materials ensure practice of basic language skills in culturally appropriate ways in cross cultural settings?	45%	35%	10%	10%	0%	100%
Q.14	Are the materials adequate for developing students' cross-cultural communication skills?	25%	40%	35%	0%	0%	100%
Q.15	Are the materials interesting enough to engage the students?	55%	40%	5%	0%	0%	100%
Q.16	Do the existing materials in Bangladesh help students develop intercultural communicative competence?	0%	0%	0%	10%+55%=65%	35%	100%
Q.17	Do you think these materials will be useful to develop intercultural communicative competence?	80%	20%	0%	0%	0%	100%
Q.18	What is your overall feeling about the pack of materials?	50%	40%	10%	0%	0%	100%

7.4 Discussion of the Results of the Questionnaire Survey

The results show that in response to question no. 1, 75% (50%+25%) teachers are positive and 25% of them are tolerably positive. In response to question no. 2, 75% (30%+45%) of the teachers are positive and 10% of the teachers are tolerably positive. 15% (10%+5%) of them are somewhat negative in their response. 75% (20%+55%) of the teachers are positive and 15% are tolerably positive in response to question no. 3. 10% of them are somewhat negative. In response to question no. 4, 45% teachers are positive and 25% are tolerable in their response. 25% teachers are somewhat negative while 5% of them are entirely negative in their response.

Teachers are not highly positive but 40% of them are positive about question no. 5. 35% of them are tolerably positive and 25% of them are somewhat negative. In their response to question no. 6, (45%+35%) 80% teachers are positive. 10% of the teachers are tolerably positive while 10% (5%+5%) teachers are somewhat negative. In response to question no. 7, (35%+45%) 80% teachers are positive. 15% of them are tolerably positive while 5% teachers are somewhat negative in their response. About question no. 8, (15%+40%) 55% teachers positive. 30% teachers are tolerably positive and 15% of them are somewhat negative. 60% teachers are positive in their response to the question no.9. 30% teachers are tolerably positive and 10% of them are somewhat negative about it. In response to question no.10, (25%+45%) 70% teachers are positive in total. 15% teachers are tolerably positive in their response while 15% (10%+5%) teachers are somewhat negative. In response to question no. 11, 75% (35%+40%) of the teachers are positive. 15% are tolerably positive and 10% of them are somewhat negative in their response. 90% (60%+ 30%) teachers are positive.5% teachers are tolerably positive and 5% are somewhat negative. In response to question no. 13, 80% (45%+35%) teachers are positive and 10% of them are tolerably positive. 10% teachers are somewhat negative. 65% (25%+40%) teachers are positive in response to question no.14. 35% teachers are tolerably positive in their response. In response to question no. 15, 95% (55%+40%) teachers are positive and 5% of the teachers are tolerably positive. In response to question no. 16, 65% teachers are somewhat negative and 35% of them are entirely negative. In response to question no. 17, 80% teachers are highly positive and 20% of them are positive in their response. 90% (50%+40%) teachers are positive in their response to question no. 18. 10% teachers are tolerably positive in response.

7.5 Question-wise interpretation of the results of Section 2 of the Questionnaire survey

The results of table no. 6.1 show that half of the teachers (50%) think that the materials reflect the life and society of foreign countries to a fair extent. But most of the teachers think that more representation of various cultures through their social aspects and behaviors will enrich the materials. They have suggested some other cultures and their aspects also.

The results of table no. 6.2 show that 45% teachers think the materials fairly reflect the cultural aspects of foreign societies and inclusion of more societies will be more helpful for the students to know about various societies and their cultures. Some of them (30%) think it has been done to a great extent.

The overall results of the two tables above (table nos. 6.1 & 6.2) imply that the teachers think that reflection of the social and cultural aspects of different foreign countries or societies are reflected enough in the materials though more inclusion of them will impart more knowledge to the students.

The overall results of table no. 6.3 show that more than half (55%) of the experts think the materials offer insight into a variety of cultures to a good extent. Some of them (20%) opine it will work greatly to offer insight while others' opinions range from 'partial' to 'average'. Some of them think that variations of cultures have been presented in the materials that will certainly offer insight about it but the representation could have been widened while others think that they are enough to develop insight and there is scope for learners who are interested in it, to explore more for more information.

The results of imply that the teachers, more or less, think the materials will sufficiently help the learners to develop an insight about the variations of different cultures in the world.

The results of table. no. 6.4 show that the teachers are divergent in their opinions about the representation of sub-cultural groups in the materials. Though many of them (40%) it will work fairly, some others feel this part should be developed more.

The overall results imply that the teachers think more representation of sub-cultural groups in the materials will add variation and knowledge about the cultural diversity of the world.

The results of table no. 6.5 show that many of the teachers (40%) give their opinion the materials offer a good amount of insight into the cultural/racial/gender stereotypes while many of them (35%) think they do it partially. Few of them think the gender-biased learning could have been more elaborate in the materials.

The overall results imply that the teachers have mixed expectation and idea about the representation of different types of stereotypes in the materials.

The results of table no. 6.6 show that nearly half of the teachers (45%) observe that the materials will prepare students 'to a great extent' to talk and behave appropriately with the members of other culture(s)/countries. Some of them (35%) think they will work fairly well.

It is clear from the analysis of the results of this table that the teachers hold that the materials are helpful enough for the learners to learn how to talk and behave appropriately with the members of other cultures or countries but the exercises are need to be practiced perfectly and interaction with the students of foreign cultures are essential as well. But practically it is not always easy for students in Bangladesh to have a multicultural or intercultural communication. Using internet can solve this problem to some extent but it can mostly ensure written communication. For other types of communication, face-to- face or telephone conversations are required. Overall, they think that more or less, the materials have achieved an up to the mark rating and with some modification, the materials can successfully prepare students to talk and behave appropriately with the members of other culture(s)/ countries if enough practice can be ensured in that regard.

The results of table no. 6.7 show that nearly half of the ELT practitioners (45%) think the materials are helpful to a good extent to help students compare the foreign culture with their own but more lessons could be added and a good number of them (35%) think they are helpful to a great extent.

The results imply that the materials can contribute enough to create scope for learners to know about different cultures and language patterns by comparing those with their own. Experts think that the materials are helpful in this regard but more examples and more lessons about it will ensure greater success in this aspect.

The results of table no.6.8 show that many of the experts (40%) hold that the materials offer mutual representations and images of the students' own and the foreign culture to a fair extent and some (30%) of them think it is done to some extent.

The results imply that the effort is more or less successful to keep a balance in the representations of the images of the learners' own and the foreign culture and the experts think that no discrimination is felt in them. However, some of them suggest focusing more on representation of Bangladeshi culture will encourage the learners to find themselves on an equal plane.

The results of table no.6.9 show that most of the experts (60%) think that the materials will help students 'to a fair extent' to learn linguistic means to express their ideas appropriately in different cultures but they suggested that some other types of tasks and contents could be added.

The results imply that the materials are satisfactory in this regard though they can be developed more to enhance the learning of basic language skills.

The results of table no.6.10 show that one fourth (25%) of the experts think that the materials teach students 'to a great extent' to communicate in both formal and informal settings of different contexts nearly half of them (45%) think they will do 'to a fair extent'. The overall results imply that generally, experts think that the materials can teach students more or less satisfactorily to communicate in both formal and informal settings of different contexts.

The results of table no.6.11 show that many of the teachers (40%) hold that the materials are suitable in a good way for developing intercultural communicative competence and a good number of them (35%) say, they are suitable 'to a great extent'.

The results imply that the experts think that the materials are much helpful in developing the learners' intercultural communicative competence.

The results of table no.6.12 show that most of the teachers (60%) hold that the materials help learners largely to understand how people speak or write on the same topic differently in different cultures. Many of them (30%) say it helps to a good extent.

The implication of the results is that the teachers believe that the materials will be helpful to a satisfactory level for the learners to know how people speak or write on the same topic differently in different cultures.

The results of table no.6.13 show that many of the experts (45%) think that the materials ensure practice of basic language skills to a large extent in culturally appropriate ways in cross cultural settings and some of them (35%) say it can do so 'to a fair extent'. They suggested the inclusion of more varied sources of texts and more emphasis on listening tasks.

The results imply that the materials can be used for practicing basic language skills in culturally appropriate ways in cross cultural settings with some modification.

The results of table no.6.14 show that one fourth of the teachers (25%) say that the materials are adequate 'to a great extent' for developing students' cross cultural communication skills. A good number of them (40%) think that they are adequate 'to a fair extent' and the rest think they are partially adequate.

From the analysis of the results it is clear that the experts think that the materials are quite adequate for developing students' cross cultural communication skills.

The results of table no.6.15 show that more than half (55%) of the teachers hold that the materials are interesting 'to a great extent' and the opinion of the rest of them range from 'to a fair extent' to 'to some extent'.

The results imply that most of the experts find the materials interesting enough to engage the students.

The results of table no.6.16 show that most of the teachers (55%) do not think that the existing materials are sufficient for students to develop intercultural communicative competence in Bangladesh. Many of them (35%) think there is no material at all to help this. Some of them hold that though there are materials but they are not implemented and practiced properly in the classroom.

It is implied from the results that the teachers do not think the existing materials in Bangladesh are not satisfactory to develop intercultural communication competence and there is shortage of proper practice of the materials in the class.

The results of table no.6.17 show that most of the teachers (80%) say that the materials will help greatly to develop intercultural communicative competence. The rest of them think that they will work moderately and suggested some more inclusion.

The results imply that the teachers are hopeful about the designed materials and they think it will help a lot in this regard.

The results of table no.6.18 show that half of the teachers (50%) think that the materials are very good. A good number (40%) of them think they are good.

The implication of the results is that the teachers are more or less satisfied with the designed materials.

7.6 Question-wise interpretation of the results of Section 3 of the Questionnaire survey

Question no.1

The results of table no. 6.20 show that more than half of the teachers (55%) hold that achieving intercultural communicative competence is quite important for the students and many of them (40%) think that it is 'very important'.

The results imply that teachers feel it necessary for the students to achieve intercultural communicative competence.

Question no.2

The results of table no. 6.21 show that most of the teachers (80%) think that there are some focus of appropriate intercultural communication is there in the present ELT course books followed at the undergraduate level which is not sufficient.

The result implies that the present ELT books used at the undergraduate level do not essentially focus on the appropriate intercultural communication.

Question no.3

The results of table no. 6.22 show that 60% of the teachers say that the collections of ELT books in their library that provide intercultural knowledge is not sufficient at all while 40% of them say that it is tolerably well.

The result implies that most of the libraries of the universities and colleges in Bangladesh do not have sufficient collection of books that can provide intercultural knowledge.

Question no.4

The results of table no. 6.23 show that 50% of the teachers often try to give intercultural information in ELT classes and 45% of them try to do that sometimes.

The result implies that though there are not sufficient ELT books that can provide intercultural information they try personally to provide that in classes.

Question no.5

The results of table no. 6.24 show that the teachers use different types of aids to provide intercultural information to the learners. Most of them use multimedia projector. The other most used aids are books and magazines and pictures/charts/ table/ graphs etc. Besides, they also try to act and give references to books, movies or other sources.

The result implies that the teachers personally try to impart intercultural knowledge to the students by using available aids though there is no integrated arrangement for using those aids.

7.7 Aspect-wise interpretation of the results of the Questionnaire Survey and Interview

A. Cultural Content

In this aspect two questions were set in the questionnaire (nos.1&2) and one (no. 1) in the interview combining the two. The questions were about the reflection of life and society and cultural aspects of foreign societies or countries in the materials. The results from the questionnaire survey and the interview show that the teachers generally think that the materials are representing many foreign societies and countries through their lifestyle, social norms, etiquettes, food habits etc. The experts think that the materials more or less reflect the life, society and cultural aspects of various cultures as well as countries. These things are important for developing intercultural knowledge and awareness that are required for intercultural communicative competence. The more variations presented in the materials, the more the learners will be able to know about

them and their vision will be clearer about intercultural aspects. At the same time they also agreed with the fact that as it is a dissertation, there should have a limit. Some of them suggested elaborating the basis of selecting the cultures in the materials.

Some major or popular cultures have been presented in the materials to give the learners an idea about the variations found in different cultures in the world and the differences in their use of language. The cultures have been randomly selected from different zones of the world like Asia, Europe, America, South America, Middle East, Far East Asia etc. to focus on the variations.

B. Presentation of Content: Knowledge and Insight

Three questions were set in this aspect in the questionnaire survey (nos.3, 4&5) and two questions (nos. 3&4) in the interview. They were about the materials' success in offering insight into the variation of cultures and sub-cultural groups and their appropriate ways of communication and the insight into different types of stereotypes.

For the first question (QS.Q.no.3), both in the questionnaire survey and in the interview, the teachers give opinion that the materials are successful to a good extent. All of the experts think that the materials offer insight into the variations of different cultures. Most of them say that it is adequate to create an insight among learners who will know that there are numerous different cultures in the world and will be curious in the long run to know the specific aspects of those cultures. Though some of them opined that there are many cultures that are major and important that could be included in the materials but others justified the selection holding that the representation is enough as the objective here is not culture teaching rather promoting intercultural communicative competence and it will open scope for interested learners to explore other cultures in the world.

For the second question in this aspect (QS.Q.no.4), in the questionnaire survey the experts give opinion that it will work fairly but more inclusion of sub-cultural groups is needed. In the interviews, most of them say that though not so much representation of sub-cultural groups is in the materials, it is not lacking. Most of them agree that it is difficult to accommodate a number of sub-cultures here and as there is a wide variety of cultures, their exposure will do the same and "adding sub-cultures will not cause any

great change in impact” (KII-10) because “if they (learners) are interested they may pursue for sub-cultures.” (KII-8)

For the third question in this aspect (QS.Q.no.5), in the questionnaire survey the teachers hold mixed opinions about the representation of different types of stereotypes in the materials. However, too much representation of stereotypes has been avoided intentionally to make the generalization easier for the learners which is a pre condition of ICC also and included in the checklist for developing intercultural materials.

C. Presentation of Content: Attitudes

There are four questions (nos.15,16,17&18) under this aspect set for both the questionnaire survey and the interview (nos. 12,13,14&15). The questions are about the teachers’ attitude towards the designed as well as the existing materials in Bangladesh. The results have reflected their experience, expectations, and assumptions about the ELT materials. In this aspect, the teachers gave almost similar opinions in the questionnaire survey and in the interviews.

In response to the first question (QS.q.no.15 & KII.q.no.12), the experts in questionnaire survey and in interview think that the designed materials are quite interesting. The variations of different societies in their cultural norms as well as in their expressions in different situations will get the learners curious to know about them and engage them in pursuing more information about other cultures and their own culture. The teachers think it is an important issue because learners are not motivated to learn if they do not find the materials interesting. As the learners are facing some unfamiliar things that are culture related, they will not get afraid, rather be interested (KII-7). Illustrations, dialogues, and activities have been included in the materials to make them interesting to the students and they will enjoy it.

They suggest the inclusion of more audio-visual contents and also emphasize the development in teachers’ preparedness and proper policy for getting the materials more enjoyable.

For the second question on this aspect (QS.q.no.16& KII.q.no.13), most of the experts agreed with the view that the existing ELT materials used in Bangladesh are not sufficient for developing students’ intercultural communicative competence. According to

them they are mostly culture-sensitive and focus more on Bangladeshi cultures than the foreign ones. But they think it is essential to include in the materials. In the questionnaire survey, many of the teachers hold that there is no material at all to help this. A few of them think that the existing materials that can help in this regard if proper practice and class environment can be ensured. So, it is clear from their views in both the surveys that there are shortage of materials as well as implementation of them in the existing course books of undergraduate level that impede the students' intercultural communicative competence.

In response to the third question on this aspect (QS.q.no.17& KII.q.no.14), most of the teachers say that the designed intercultural materials will be helpful to develop intercultural communicative competence of the learners. 80% of the experts hold in the questionnaire survey that they will be useful to a great extent. The rest of them think they will work moderately and offer some suggestion like inspiring the learners to watch movies, dramas, and listening to songs of other cultures etc.

The experts are hopeful that designed materials will be helpful in achieving intercultural communicative competence if other requirements of implementation are fulfilled. They have appreciated them and expected proper implementation and practice of the materials.

In response to the fourth question on this aspect (QS.q.no.18 & KII.q.no.15), the experts expressed their overall feelings about the pack of materials. In the questionnaire survey, half of them hold that the materials are very good and others say they are good. In the interviews, they say that the materials are interesting and informative; they are suitable for implementation in the class with some editing. They have appreciated the novelty of the pack, as one of them says, "We did not find this type of materials before. So, the concept is very new and it is an important issue, the ICC. I feel happy with this" (KII-8). Some of them suggested inclusion of audio-visual materials and speaking test in the examinations if the pack undergoes implementation.

D. Presentation of Content: Intercultural Awareness

Three questions (nos. 7,8&12) both in the questionnaire and the interview (nos. 5,6&9) have been set on this aspect. These questions are about the success of the materials to develop intercultural awareness of the learners through comparing and

observing the aspects of different cultures. Intercultural awareness means the knowledge and awareness about the diversity and difference among cultures and getting accustomed to them and achieving intercultural awareness is an important pre condition for ICC.

In response to the first question (QS.Q.no.7), the teachers give opinion in the questionnaire survey that the materials will help students compare the foreign culture with their own. 35% of the teachers think they will work exclusively while 45% of them think they will work to a good extent. Some of them suggest adding some more lessons to make the comparison more expanded.

In the interviews (KII.Q.no.5), the teachers say that the introduction of various cultures alongside will help students know about them and at the same time they are comparing them with the aspects of their own culture. So, it can create an intercultural awareness. “They (learners) are coming across the multi-cultural aspects of the societies and they know what they say or do in what situation through the materials. In this way they are getting enlightened about their language and social behaviors by the materials.” (KII-1) “You have compared Bangladeshi culture with another culture using two or three passages; it will work over there, of course. But the focus is to make a successful communication, not to learn the culture. It means being aware of the culture, to be a part of their culture, if not in all aspects, in basically the important and essential issues of everyday life. You have done it in your materials.” (KII-6)

Analyzing the comments of the teachers it can be said that the materials are imparting knowledge about some aspects of any specific cultures. If the learners have knowledge, they can compare among things and efficiency in comparison depends on the intellectual ability of them. In the materials, in each and every lesson, aspects of both foreign and those of the learners’ own culture have been set side by side to facilitate the process which, the experts think, will be helpful for successful communication.

In response to the second question (QS.Q.no.8), 40 % of the teachers give opinion in the questionnaire survey that the materials offer mutual representations and images of the students’ own and the foreign culture to a fair extent and 30% of them think it has been done to some extent.

In the interviews (KII.Q.no. 6), the teachers agreed that the representation of the home culture and the foreign culture maintains a balance in the materials. When the materials will be used, the learners will not feel any discrimination among the cultures in the text and their own culture. This balance is necessary, because if it creates any superiority or inferiority complex among them, they will lose interest to know those cultures and to know how they communicate. ICC will deliberately focus on the subject so that learners in all corners of the world will feel akin with the materials. The experts comment, “If the students belong to either of the cultural groups, presented in the paper, certainly they will reflect their own culture. But I think, the balance about representation in the materials is adequate and reliable.” (KII-3) and “In your materials, I think, they are almost equally presented. There is no superiority or inferiority in the manner of presentation of different people of different cultures. This is sharing almost an equal status.” (KII-9) They also say, “There are intercultural and intra-cultural communications in the materials and the mutual representation of the foreign cultures and the culture of the learners is nicely balanced.” (KII-11) Some of them give emphasis on more representation of Bangladeshi culture; “If the target learners are supposed to belong to Bangladesh culture, then some more representations of the learners’ culture are needed.”(KII-14) and “Representations, images and stereotypes of the foreign cultures are good. More materials representing Bangladeshi students’ own culture are required.” (KII-17)

Results from both of the surveys imply that there is a balance in the representation of the images of cultures but as the learners’ culture, Bangladeshi culture need to be more focused in the materials.

In response to the third question (QS.Q.no.12), most of the teachers (60%) say that the materials help learners to a great extent to understand how people speak or write on the same topic differently in different cultures.

In the interviews (KII.Q.no. 9), the experts say that the materials help learners satisfactorily to understand how people speak or write on the same topic differently in different cultures. They think, “Specially, there are some specimens that the learner can use as a model and get idea how people speak and write on the same topic differently indifferent cultures.” (KII-11) and “They will help to a fair extent. As lessons on food taking etiquettes and academic writings have been used to show such speaking and

writing context on the same topic.” (KII-13) They also say, “Definitely they will help. Learners will be well equipped with materials for the skill of writing. More speaking tasks could be introduced” (KII-17)

Styles of speaking and writing differ context-wise. The same topic may be dealt with quite differently in different cultures though the language is same. So, it is important to learn about the variations so that the learners can cope with other cultures. The materials try to focus on the subject.

E. Presentation of Content: Culture and Language Skills

Four questions both in the questionnaire (nos. 9, 10,13&14) and the interview (nos. 7,8,10 & 11) have been set on this aspect. These questions are about the content of language skills in the materials and their relation to culture.

In response to the first question (QS.Q.no.9), most of the teachers (60%) hold in the questionnaire survey that the materials are fairly helpful to students to learn linguistic means to express their ideas appropriately in different cultures but they suggested that some other types of tasks and contents could be added.

In the interviews (KII.Q.no. 7), the experts say that the materials will do satisfactorily. They think, “That is quite good, because you have presented them in a lucid language, and colloquial terms also used in different situations. So, I think that the students will learn about expressions and behavioral norms of different cultures” (KII-7) and “There are sufficient materials to help students learn words, expressions and norms of behavior to communicate appropriately in different cultures.” (KII-13) They also think, “Definitely it will help them. But for better communication pronunciation of a foreign language is important. They have to learn the target language first.” (KII-12)

Knowing words, expressions and behavioral norms of any specific languaculture positively contributes to the effective communication in it. Learners will learn some of them from the materials but in a greater perspective they will know that people in different cultures use different types of words, verbal and non-verbal expressions and they have distinct norms for using the language for communicating with others.

The results of the surveys imply that the materials are satisfactory in this regard but there are scopes to develop them more to enhance the learning of basic language skills.

In response to the second question (QS.Q.no.10), the experts think that the materials will teach the students to communicate in both formal and informal settings of different contexts satisfactorily.

In the interviews (KII.Q.no.8), the experts say that the materials will certainly enable the students to get ideas about the formal and informal expression in different cultures. They say, “In our country many highly educated people even do not know what informal language is and they use literary kind of bookish English even in their conversation and everyday communication. There are grammars also for formal and informal language. Certainly it will be a good thing to acquire” (KII-1) and “Students will learn sufficiently about both formal and informal communication in different contexts.” (KII-17)

Every language has both formal and informal styles in oral and written communication. For accomplishing ICC, learners need to know these different forms of language; otherwise the communication may not succeed. The materials will give them some idea about it.

The overall results of the surveys imply that generally, experts think that the materials can teach students more or less satisfactorily to communicate in both formal and informal settings of different contexts.

In response to the third question (QS.Q.no.13), many of the experts (45%) think that the materials ensure practice of basic language skills to a great extent in culturally appropriate ways in cross cultural settings while others also expressed satisfaction with it. Some of them suggested the inclusion of more varied sources of texts and more emphasis on listening tasks.

In the interviews (KII.Q.no.10), the experts think that the materials can ensure practice of basic language skills in culturally appropriate ways in cross cultural settings if other requirements related to that are fulfilled. They say, “On the surface level they touched the four basic language skills and I think they can be practiced in culturally appropriate ways in cross-cultural settings.” (KII-6) and “For reading and writing, I think they are sufficient, it will be better if more listening practices are included though they have been

covered to a fair extent” (KII-10). One of them says, “There are sufficient exercises for practicing speaking and writing .They will obviously increase their writing skills. But I think, they have less practice of reading and listening. There should have been more reading materials; greater, bigger passages in order to develop their reading skills” (KII-1)

The overall results show that the materials will work “substantially” (KII-17) though there are suggestions to focus more on some of the skills. The materials have been designed to cover the four basic language skills though it could have been better if there were more focus and activities on the skills.

In response to the fourth question (QS.Q.no.14), the teachers give their opinions in the questionnaire survey that the materials are adequate enough for developing students’ cross cultural communication skills.

In the interviews (KII.Q.no.11), the teachers say that the materials are adequate to serve the purpose but with that other scopes are to be ensured to develop their cross-cultural communication skills. Especially for students of Bangladesh, frequent interaction and correspondence with people from foreign cultures and, if possible, visit to those places will facilitate them. They think, without real life situations, it is difficult to develop those skills only through materials. But the materials are helpful for students as they will give them ideas about different issues of cross-cultural communications and there are scopes to practice them while facing the real situations as one of them says, “In this short boundary, it is adequate, I think. But it can be expanded if it is needed. There are scopes” (KII-8)

Developing and improving cross-cultural communication skills basically depend on the scope that learners can experience either at home or abroad. Various cultures are introduced in the materials that will provide them some scope, if not at large scale. They (L) will be interested to practice them and they will progress if they are serious about it. At the same time, it depends on the teachers’ preparedness and proper implementation of the designed materials.

F. Presentation of Content: Intercultural Communicative Competence

Two questions (nos. 6&11) in the questionnaire and one (no.4) in the interview are set on this aspect. These questions are about the success of the materials in developing intercultural communicative competence.

In response to the first question, (QS.Q.no.6), 45% of the teachers think that that the materials will prepare students ‘to a great extent’ to talk and behave appropriately with the members of other culture(s)/countries while 35%) think they will work fairly well. It suggests that the they think the materials will help learners how to talk and behave appropriately with the members of other cultures or countries but they recommend that exercises are need to be practiced perfectly and interaction with the students of foreign cultures are essential as well.

But practically it is not always easy for students in Bangladesh to have a multicultural or intercultural communication. Using internet can solve this problem to some extent but it can mostly ensure written communication. For other types of communication, face-to- face or telephone conversations are required. Overall, they think that more or less, the materials have achieved an up to the mark rating and with some modification, the materials can successfully prepare students to talk and behave appropriately with the members of other culture(s)/ countries if enough practice can be ensured in that regard.

In the interviews (KII.Q.no.4), the teachers agreed that the materials are helpful in preparing students to talk and behave appropriately with the members of other culture(s)/countries. They say, “They are good but it depends on how many activities will be practiced in the class. The designed materials are good but the concern is its implementation. If the implementation is perfect, the learner will be able to learn and communicate properly.” (KII-2) Nearly all of them have emphasized the need of detailed and proper implementation and practice of the materials as the pre condition of achieving proficiency in talking and behaving appropriately with the members of other culture(s)/countries.

It has been marked by the experts that talking and behaving appropriately with the members of other culture or country requires something more, like the real language situation, frequent practice, environment of practice and if it is done by the course book, the proper implementation of the course materials is also required. At the same time, knowledge about other cultures is also essential. From that point of view, they think that the materials will give them an idea how to prepare for talking and behaving appropriately in cross-cultural settings. They will get to know about those aspects of some popular cultures of the world.

In response to the second question, (QS.Q.no.11), the teachers say in the questionnaire survey that the materials are suitable in a good way for developing intercultural communicative competence. The teachers think that the materials will help sufficiently in this regard.

In the interviews (KII.Q.no.14), the teachers give opinion in support of the materials and say that the designed materials are helpful in achieving intercultural communicative competence if other requirements of implementation are fulfilled.

7.8 Theme based discussion of the Major findings

The important findings of the study are as follows:

a) Reflection of life and social aspects of foreign cultures/countries in the materials

It is found that the designed intercultural materials reflect the life and social aspects of foreign cultures /countries and they have been presented through their social behaviors in different situations. Though there are so many aspects in the social and cultural life of people, it is not possible to cover all those in the same study. But teachers think it can not be called the lacking on the part of the materials. They think that the partial presentation of those selected cultures will encourage the learners to know more about those cultures and countries because the cultures selected in the materials are some major and popular cultures of the world.

b) Insight of variation of cultures in the materials

It is important to impart knowledge to students about the different cultures of the world to make them aware of the differences in their use of language as well as the metalinguistic aspects of communication. It has been tried in the materials to give some ideas through some cultural aspects like politeness norms, greetings, food habit and eating etiquettes, speaking and writing norms etc. so that they can have information necessary for communication. The findings of the surveys show that the teachers think they are sufficient as the objective of the study is to promote ICC though some of them suggested inclusion of more cultures.

c) Representation of sub-cultural groups in the materials

It is found that teachers are generally on the opinion that the variations of cultures will give idea about the variation of sub-cultures also. The sub-cultural aspects in the materials include the food habits and eating etiquettes of South Indian culture, the cultural mind set

of Bangladeshi working class people, the foreign students studying in America and their social behavior etc. It is also found that accommodating large number of sub-cultures is difficult in the dissertation and that may make it unusable or futile also.

Though there is not so much reflection of sub-cultural groups and their cultures and language varieties but the experts think that it is not indispensable for the research because many of the important and popular cultures have been focused on and they create scopes for learning about the sub-cultures and they think that it will not create any significant change to the materials; the representation of cultures is adequate to meet the goal.

d) Representation of stereotypes in the materials

The representation of various types of stereotypes seems considerable to the experts.

e) Interesting materials

This is essential that the ELT materials will be interesting enough so that the learners of ESL/EFL can remain engaged with. The findings show that the materials are quite interesting and the teachers feel that the learners will be curious to go through them and if introduced to them, they will enjoy reading it and doing the tasks. However, proper implementation and practice of the materials should be ensured. They think that most of the materials used in Bangladesh are not interesting enough to motivate the learners and they consider it an important factor in materials development to get them interesting.

f) Effectiveness of the existing materials in Bangladesh

The findings show that the existing materials used in Bangladesh are not adequate to fulfill the requirement of ICC though it is the demand of time. The very few intercultural materials there are, they fail to achieve expected impact. Some reasons have been identified behind it like lack of proper implementation of the materials, absence of suitable classroom environment, shortage of interesting information in the materials, failure on the teachers' part to help the learners internalize the contents etc.

Teachers think that there are many sources of current information now and the existing materials can not keep pace with the fast era of information. It is necessary to include these types of materials and the teachers are also need to be trained in this regard. For this sufficient teachers' guideline and proper training of them are essential.

g) Effectiveness of the materials in promoting ICC

It is found that the designed materials will be helpful to promote students' ICC. The experts are hopeful about them and think they will do largely if other criteria are ensured.

h) Sufficient scope for comparison in the materials

Comparison is inspired by knowledge that can influence communicative competence. If the learners have knowledge, they can compare among things and efficiency in comparison depends on the intellectual ability of them. The findings show that students will be able to compare the cultural aspects of foreign countries and societies through the materials that will develop their intercultural awareness and it is a dominant component of ICC. So, introduction to various cultures alongside and the reference of Bangladeshi culture in almost each lesson will facilitate the learners to concentrate on the features of both their home and the foreign cultures. They will know the unfamiliar through the familiar ones and at the same time, will rediscover the known, i.e. their own culture. In the materials, in each and every lesson, aspects of both foreign and those of the learners' own culture have been set side by side to facilitate the process which, the experts think, will be helpful for successful communication.

i) Mutual representation of images in the materials

It is found that a balance in the mutual representation of images has been maintained. When the materials will be used, the learners will not feel any discrimination among the cultures in the text and their own culture. They will not feel superiority or inferiority complex while going through or comparing the cultural aspects because it hinders the learning process if they use those materials with any pre conceived idea about image.

j) Developing cross cultural ability of speaking and writing

The findings show that the materials are helpful to a large extent to give idea about and to practice speaking and writing, the most vital means of communication, and their variation across cultures. It is important to know how they differ and on the same topic how people use these two means of communication differently in other cultures.

Styles of speaking and writing differ context-wise. The same topic may be dealt with quite differently in different cultures though the language is same. So, it is important to learn about the variations so that the learners can cope with other cultures. The materials try to focus on the subject.

k) Usefulness of the materials in teaching linguistic means

It is found that the materials are greatly helpful for teaching linguistic means. Knowing words, expressions and behavioral norms of any specific languaculture positively contributes to the effective communication in it. It has been identified from the empirical study that learners will learn some of them from the materials but in a greater perspective they will know that people in different cultures use different types of words, verbal and non-verbal expressions and they have distinct norms for using the language for communicating with others. It is also found that teachers give priority to learning linguistic means as one of the central goal for any language learning. From that perspective, they find the materials helpful and suggest more practice of them.

l) Helpfulness of the materials in teaching formal and informal styles of communication

Findings show that the materials will satisfactorily teach the learners how to use expressions appropriately in formal and informal settings in different contexts and if not completely, they can at least get some ideas about the difference in those expressions that can reduce the anxiety of being misunderstood.

Every language has both formal and informal styles in oral and written communication. For accomplishing ICC, learners need to know these different forms of language; otherwise the communication may not succeed. The materials are found effective in that regard.

m) Ensuring practice of basic language skills in the materials

The materials have been designed to cover the four basic language skills with activities on the skills. The findings of the study show that the materials can ensure practice of basic language skills in culturally appropriate ways in cross cultural settings if other requirements related to that are fulfilled.

n) Success of the materials in developing cross cultural communication skills

The materials are found adequate enough for developing students' cross cultural communication skills. The teachers think that more presence of real life situations or realistic communication scopes for students with foreign nationals will enhance the effectiveness of the materials. The materials offer scopes for practice communication in

cross-cultural settings that can be expanded if required. They will raise the learners' curiosity to learn.

Developing and improving cross-cultural communication skills basically depends on the scope that learners can experience either at home or abroad. Various cultures are introduced in the materials that will provide them some scope, if not at large scale. They (L) will be interested to practice them and they will progress if they are serious about it. At the same time, it depends on the teachers' preparedness and proper implementation of the designed materials.

o) Teaching appropriate intercultural manners of talking and behaving

It is found that the materials will help students immensely to get prepared to talk and behave appropriately with the members of other culture(s)/countries. Teachers all agree that the materials will be helpful satisfactorily and create a platform for the learners to express themselves.

It has been identified that talking and behaving appropriately with the members of other culture or country requires something more, like the real language situation, frequent practice, environment of practice and if it is done by the course book, the proper implementation of the course materials is also required. At the same time, knowledge about other cultures is also essential. From that point of view, the materials will give an idea how to prepare for talking and behaving appropriately in cross-cultural settings. The learners will get to know about those aspects of some popular cultures of the world.

p) Developing ICC

The materials are found successful to fulfill its main objective which is to develop ICC of the learners. Teachers give opinion that the materials are planned with a completely new idea but the idea is contemporary and significant in the present time and a full pack of materials has not been developed before in Bangladesh based on ICC. In that sense these materials are new, interesting and useful to the learners that will positively motivate them to learn English language and enable them to communicate appropriately in intercultural settings.

q) Implementation of the materials

It is found that the implementation of the materials is equally important as is designing the materials. As the materials are new, they might be interesting to the learners and

informative also. Teachers think they can be implemented in the class with some modification. While implementing, more audio-visual contents can be included to it to make them more interesting and enjoyable. More activities or tasks can also be added to expand the practice of the materials.

r) Teachers' views about the importance of achieving ICC for students

It is found that the teachers think that achieving ICC is quite important for learners in Bangladesh. Though it is not yet a major concern in the fields of syllabus designing or materials development in Bangladesh, teachers feel it necessary and important and for that, they agree that it will be useful to introduce intercultural materials to the text books.

s) Focus of intercultural communication in ELT course books

The findings show that the ELT course books do not provide enough space for practicing appropriate intercultural communication. The books followed at the undergraduate level are not satisfactorily effective in developing the students' communicative competence suitable and practicable in intercultural contexts.

t) Collection of ELT books providing intercultural knowledge

The findings show that there is not sufficient collection of ELT books in the university libraries that can provide intercultural knowledge to the students. Most of the teachers say that there is not at all any book like that.

u) Teachers' personal initiatives for providing intercultural information

It has been identified that teachers are interested to and active in providing intercultural information in their classes. The ELT practitioners feel it essential to introduce the students to intercultural topics and information in the English language classes and they try personally to provide that with the help of available supports and resources though the course books do not have the provision for that.

v) Instruments used by teachers to provide intercultural information in the class

The findings show that teachers use various instruments available to practice intercultural communication and for imparting intercultural knowledge to the students. The findings also identify that it is necessary for the institutions to have enough technical support and scope for using the modern technology where required to practice the intercultural materials as well as to promote ICC.

7.9 Conclusion

The overall results of the questionnaire survey and the interviews are more or less, alike except a few differences. In both of the surveys, teachers expressed their satisfaction and appreciation; they suggested and pointed out the gaps where the materials can be further developed. Though the teachers are divergent in their opinions, generally they are similar in their attitudes to the materials. Their overall feelings about it are also similar.

The effectiveness of the materials has been assessed on the basis of the findings of the empirical study. The results of the study show that the teachers' opinions of the designed intercultural materials are mostly positive and they think the materials can work effectively to reach the intended goal of this research that is, promoting the ICC of the learners in Bangladesh. As achieving ICC is important to them, they feel it is vital to include intercultural materials in the course books.

It also shows that to practice intercultural materials and to achieve ICC, institutional supports are essential like library resources and technical supports to use those materials. Most of the teachers emphasized the point of making the materials more interesting as they feel that is the main reason students can stuck with the materials; for that they support the inclusion of digital contents to match the present trend of time.

In the light of the suggestions of the teachers, some new activities and some video contents have been included in Chapter 4 and another lesson has been included (Unit 1, Lesson 12) that introduces a distinct cultural aspect of a society.

CHAPTER EIGHT

Recommendations and Conclusion

8.1 Introduction

This chapter tries to sum up what the study sought to examine, how it examined the issues under investigation, presents the findings briefly, discusses the complications, makes some recommendations and logically concludes the study. It draws together the findings from the study and sets out a conclusion to find a proper solution to the problem of learners in Bangladesh related to communication in English in multi-cultural contexts by promoting their intercultural communicative competence. The study first develops an argument for developing ‘intercultural communicative competence’ in the learners under the changed global realities of English as an international language used widely, as a medium for cross-border, and cross-cultural communication in the present world. It emphasizes on the need for developing materials that can help develop intercultural communicative competence. It draws some suggestions also for further works of this kind.

The main objectives of this study as mentioned in chapter 1, were to design and develop ELT Materials to Promote Intercultural Communicative Competence of Learners of undergraduate level in Bangladesh. An empirical survey has been done to examine the ELT professionals’ perception about the intercultural materials. The study argues that if learners use intercultural materials, they will be able to communicate appropriately in cross-cultural settings of a global world today. A substantial literature review has been done to build up the theoretical foundation in support of the argument where the important aspects have been discussed, like definition and classification of culture, culture and language interrelation, and issues that determine the relation, intercultural competence and intercultural communicative competence and prepares checklists for developing ELT materials for helping develop intercultural communicative competence. A pack of intercultural materials has been developed based on the checklist. An empirical survey was conducted to collect the opinions of ELT practitioners about the materials with a view to improving the materials accommodating the suggestions made by the teachers and experts, and in the light of the observations and suggestions, some improvements were made in the materials.

8.2 The Main Points of the Study

This study argues that to cope with the present day world, the learners need to know about the norms of behaviors and communication across cultures and develop communicative competence appropriate for different cultures. In that case, intercultural knowledge and awareness are to be present in the ELT materials along with the culture sensitive materials. Sticking merely to culture sensitive materials will help them communicate better in local settings but in the present world we need also to communicate in cross-cultural or global settings and hence we need intercultural communicative competence. So, using intercultural materials in ELT is crucial for Bangladesh. Scopes should be created so that they can know about different cultures and the communicative norms, with what words and expressions are used for what functions, notions and situations in different cultures.

8.3 A Brief Summary of the Chapters

Chapter 1 introduces the topic, discusses the need to develop Intercultural Communicative Competence in Bangladesh and importance of materials that can promote it and discusses the significance of the study. It states the research questions and the objectives of the study, the justification of the research, its methodology in brief and the chapter outline of the thesis.

Chapter 2 discusses the definitions and relation between culture and language and inclusion of culture in different methods of ELT. It has tried to show that most of the former methods of ELT followed Schumann's (1978) acculturation model that basically tried to acculturate the EFL/ESL learners into native-speaker or BANA culture to promote a monoculture Anglo-Australian culture in the world, which is considered as an act of linguistic or cultural imperialism. But the very recent development in the field raises voice against it and demands that ESL /EFL learners will no more switch over to the target culture in the name of language learning. Keeping in line with this dynamics, ESL/EFL learners need to maintain their own identity, but they should be able to communicate appropriately in cross-cultural international settings.

Chapter 3 defines intercultural communicative competence focusing on its growing intensity in the present dynamics of the English speaking world. It examines the arguments for intercultural materials and discusses its components by reviewing the

available related literature. It also discusses how the present trend of world politics of language and culture necessitates the emergence of ICC to resist the neo imperialism. Finally it throws some light on the implication and classroom practice of intercultural communicative competence by using intercultural materials.

In chapter 4, the study has examined the literature in materials development, both for materials in general and intercultural materials. As the idea of ICC is comparatively recent, literature available on it is not abundant. Complete pack of materials for ICC can hardly be found. The existing materials are not also intercultural. For that reason, available checklists for materials development have been discussed and a checklist has been developed for designing materials for this present study. While designing and selecting materials some issues were kept in mind like, the learners' age, their background, and the class environment of universities in Bangladesh, teacher-student relationship and above all, the requirements of the students. However, the things most emphasized were the components that can ensure intercultural communicative competence.

The 5th chapter contains the intercultural materials that have been selected, designed and developed for the study according to the checklist (in chapter 4). The things mainly focused in the materials are the basic aspects of communication like, politeness norms in different countries modes of greetings, apologizing, and requesting, ordering food, requesting someone, academic writings, facing interviews in different cultures, festivals and holidays, and inviting others in different countries. It has been shown how these aspects are observed, in what ways misunderstandings can occur on those issues, how these things vary in different cultures and contexts. Through these information and activities in the lessons, it has been tried to improve learners' intercultural communicative competence.

The 6th chapter discusses the empirical study designed and administered to collect opinions of some ELT experts of the country about the designed materials. The data collected from the survey reflect the teachers' evaluation of the existing as well as the designed intercultural materials. Two methods have been used to collect data from the empirical study—a questionnaire survey and key informants' interviews. The chapter discusses the instruments used for the survey, sampling plan for the survey, administration of the surveys and the process of collecting and analyzing data.

Chapter 7 discusses and interprets the results and identifies the findings of the empirical survey from the results. It discusses the important findings of the teachers' questionnaire survey and the interviews using tables and quotes the opinions of the teachers' collected from the interviews. The results of the survey presented, interpreted and analyzed in this chapter show that the teachers give opinion that intercultural communicative competence is very important for the learners of Bangladesh and to achieve that competence, they justify the inclusion of intercultural materials in ELT course books that will ensure representation of multiple and various cultures of the world. The results show that the teachers are satisfied with the designed materials and they are hopeful about the success of the materials if they are implemented properly in the classrooms of Bangladesh. The important findings of the teachers' questionnaire survey and the interviews are as follows:

- The designed materials sufficiently reflect the life and social aspects of foreign culture(s) or countries.
- The materials highly reflect the cultural aspects of foreign societies.
- The materials offer insight into a variety of cultures (for example, Western, European, Middle and Far Eastern etc.).
- The materials moderately offer insight into a variety of sub-cultural groups.
- The materials moderately offer insight into the cultural/racial/gender stereotypes
- The materials prepare students satisfactorily to talk and behave appropriately with the members of other culture(s)/countries.
- The materials significantly help students compare the foreign culture with their own.
- The materials offer mutual representations, images and stereotypes of the students' own and the foreign culture.
- The materials help students notably to learn linguistic means to express their ideas appropriately in different cultures.
- The materials teach students' considerably to communicate in both formal and informal settings of different contexts.
- The texts of the materials are suitable for developing intercultural communicative competence.

- The materials help learners understand how people speak or write on the same topic differently in different cultures.
- The materials ensure practice of basic language skills in culturally appropriate ways in cross cultural settings?
- The materials are adequate for developing students' cross -cultural communication skills.
- The materials are interesting enough to engage the students.
- The existing materials used in Bangladesh are not sufficient to help students develop intercultural communicative competence.
- The materials will be useful to develop intercultural communicative competence.
- The pack of materials is practicable.

Chapter 8 examines the thesis by discussing the findings of the study and revisiting the aims and objectives of it and logically concludes it with some recommendation meant for different fields of ELT made in the light of the findings and implications of the study.

8.4 Implications of the Study

The implications of the study are as follows:

8.4.1 Implications of the Findings for Materials Design

More intercultural materials of the type designed in this study should be included in the English textbooks that will help students to learn about appropriate cross-cultural communication in international settings. They should contain enough contents, reading and listening texts, with audio-video materials focusing on cross-cultural norms and expressions of communication.

Some more implications about the materials are as follows:

- i. Some more aspects of life and society of various cultures should be included in the materials
- ii. More tasks/activities on appropriate conversation and behavior need to be included.
- iii. Focus on Bangladeshi culture should be used for comparisons.
- iv. More tasks on linguistic expressions and norms should be added.
- v. Interaction with people from foreign cultures should be ensured to achieve good effect in ICC.

- vi. Audio and videos of intercultural communication should be covered.
- vii. There should be enough practice on all major language skills.
- viii. The materials should be interesting.
- ix. Separate guidelines should be provided for teachers and students to use the materials.
- x. Lots of images and illustrations should be added.
- xi. Some literary writings can be added, excerpts from short and long fiction can be used.
- xii. ELT practitioners should be provided with training/orientation on intercultural issues.
- xiii. Textbooks of English should have more lessons on intercultural communication.
- xiv. Digital sources of communication and information like internet, face book, video conferencing etc. can be used.

8.4.2 Implications for Syllabus Design

The study implies that the syllabus for English language for the undergraduate level in Bangladesh should cover cross cultural perspectives of communication. There will be representation of different cultures of the world as well as some sub-cultures. In selecting the cultures, less known and minor cultures should be chosen besides the major and well-known cultures. As aspects of culture are endless, the vital issues of it should be selected. In selecting them, the subjects will be prioritized according to the requirements of the learners that are related to intercultural communication. This should be done through suggestions about selection of content, situational dialogues / conversations across cultures.

8.4.3 Implications for Methodology

Focus in teaching methodology will be on student- centered learning or learning by doing.

They will be assigned to work in mixed methods like ‘Do it yourself’, ‘Work in groups’ etc. based on the topic and the activity. ‘Learning by memorizing’ method should be replaced by ‘Learning by doing’. Real and semi real or indirect demonstration of objects and related objects and incidents by using multi media projector, tape recorder, video player, pictures, drawings, photographs, charts, graphs etc. will help this method. Teachers’ personal initiatives and experience will be helpful in this.

8.4.4 Implications for Testing

Tests will be administered on all the major skills but focus will be on intercultural communicative competence, appropriate words / expressions and norms of behavior across cultures.

8.5 Research questions revisited

The study started with the question, **what are the arguments for using intercultural materials in language learning and acquisition?** From the analysis (see chapter 2), the thesis has tried to establish an argument that in the present reality of ELT in a global world demands an intercultural communicative competence of the learners and keeping with this demand it is essential to introduce intercultural materials to the course books used for English language learning. It has reviewed the literature that redefines the relation between language and culture and argues for the indispensability of reflection of culture and cultural aspects in language learning process. It has been found that exponents in this field (McLeod 1976; Byram 1989; Schumann 1978; Peck 1998; Lessard-Clouston; 1997; Malinowski 1923; Pulverness 1996) have emphasized the role of culture in second and foreign language learning. Hymes (1972), Chomsky (1965), Sassure (1972) and others have observed this issue from sociocultural point of view. But the study finds it out that all of these arguments were in support of the acculturation of the British-American culture. As most of the ELT materials are produced by the Anglo-European writers till now, it is obvious that they reflect the culture of the native speakers that are usually unfamiliar or less familiar to the non-native learners and teachers. The learners do not find any share of their own culture or cultural practices in the materials and it is done with an intention to support a monoculture. As a result, learners of the non-native regions like Bangladesh fail to internalize those materials and their objectives.

The study identifies it as a major reason behind the poor level of communicative competence of the learners in Bangladesh and this demands a change in the materials and methods of ELT to keep pace with the rapidly changing world. It claims that the cultural aspects included in the materials will have share of different cultures of the world, not only the prominent and most focused cultures, but the less focused and minor cultures also.

Now a day, people need to express and uphold themselves and make their own identity in the world surpassing each kind of borders. For that, they need to develop an intercultural

communicative competence to reach their target. The main focus of the research is on materials development and designing and it argues that using intercultural materials in ELT will prove effective to promote ICC of learners of Bangladesh in response to the first research question.

The second question of the research was, **what will be the principles for developing/selecting/designing materials for improving the learners' intercultural communicative competence?** To response to this question, the thesis discusses the principles for materials designing and its development in theory and practice (see chapter 3). Though much literature on principles for developing and designing ELT materials in general is available, principles for designing intercultural materials are limited. In chapter 3, traditional and changed concepts of materials have been discussed along with the justification of using those materials. But the major focus of the discussion is the principles for developing and designing intercultural materials. A number of famous and well-known literature has been reviewed for that. One of them is developed by Tomlinson (1998b) that shows the principles for materials development against the principles of second language acquisition. The six (6) principles of language acquisition and four (4) principles of language teaching developed by Tomlinson and their implications for principles of materials development have been discussed that provides a guideline for materials development. Then a number of checklists for materials development and selection have been reviewed like, Huhn (1978), Tomlinson (1998), Hutchinson and Waters (1987), McDonough and Shaw(1993), Dubin and Olshtain (1986), Howard and Major (2010) and Kilickaya(2004).

From the literature, checklists meant for developing general ELT materials and those for intercultural materials have been separated and synthesized into another checklist which is specifically for developing intercultural materials. The checklist is the combination of those two that suggests reflection of various cultural aspects in the materials as well as the proper contextualization of them to the needs and experiences of the learners. It demands that the materials will enhance the intercultural communicative competence and develop the basic language skills along with.

The necessary prerequisites for ICC have been ensured in the checklist that includes, Presentation of culture, Authenticity of the materials, Subjectivity of the materials,

Generalization , Illustrations, Social and personal relationships, Representation of social phenomena, Portrayal of women, Ideological tendencies, Portrayal of characteristics, Response on the learners' part and Various aspects of the target culture. The materials (see chapter 4) have been developed, designed and selected in the light of the checklist and the questionnaires used for the empirical surveys also reflect the checklist.

The third research question was, **to what extent the developed/designed/selected intercultural materials be effective in improving the learners' intercultural communicative competence?** The research has administered an empirical study and has collected, presented, interpreted, analyzed, and discussed the results of the survey to answer this question (see chapter 4,5 and 6). The researcher designed a pack of intercultural materials (chapter 4). It was important to introduce the designed materials to the teachers who are practicing ELT at present to get their opinions about its effectiveness. It has been discussed in details how the surveys were planned and conducted (chapter 5). The findings (chapter6) of the survey show that the teachers are quite satisfied with the designed materials and are hopeful about its effectiveness to a great extent. They think that it will help to promote ICC if properly implemented. They offered some suggestions also about further improving the materials.

8.6 Review of the Research Objectives and the Study Outcome

The general objective of the research was to design and develop ELT Materials to Promote Intercultural Communicative Competence (ICC) learners of undergraduate level in Bangladesh. The broad objective was tried to achieve by addressing three specific objectives. Conclusions to those objectives are discussed below:

8.6.1 Objective One

To study the arguments for intercultural materials

This objective is achieved through presenting a comprehensive literature review in chapter two. The researcher critically analyzes literature from various sources such as books, articles, published and unpublished theses to study the arguments for intercultural materials. While studying the literature, it was found that though thinkers in this field agree that culture and cultural aspects should be included in the ELT materials, they are not on the opinion whose culture or what type of culture should be reflected through the

materials. Earlier, when acculturation was the practice in second language acquisition, Anglo-American culture was adopted in the ELT materials. But in the recent time the practice is being refused and infusion of different cultures of the world is being preferred to that monoculture practice. As the present world is the world of communication and international correspondence, it is the demand of the time that people will have to communicate with numerous people from different parts of the world on various reasons and as English is the most influential and popular medium of communication, learners of EFL/ESL need materials that have the reflection of multiple cultures. On this ground, the argument for intercultural materials is established. It is argued in the chapter that intercultural materials will promote the intercultural communicative competence of the learners of undergraduate level in Bangladesh.

8.6.2 Objective Two

To select and design intercultural materials

This objective is the continuation and the production of the discussion and review in chapter 3 done to answer the second research question. The checklist developed in that chapter formulates the foundation for developing the intercultural materials. This objective has been achieved through selecting and designing intercultural materials (see chapter 4) that will promote the ICC of the learners in Bangladesh that addresses the principles of language development as well as the basic requirements of ICC.

8.6.3 Objective Three

To examine the opinions of the ELT professionals about the intercultural materials

To achieve this objective, the researcher has conducted an empirical survey (chapter 5) and presented the results systematically (chapter 6). The empirical survey includes two methods—1) Questionnaire survey of the teachers and 2) Interview of the teachers. It was required to collect opinions and views of the ELT professionals to examine the effectiveness of the materials and also to answer the third research question. The results and findings of the survey were interpreted and analyzed that shows that the materials are satisfactorily effective for promoting ICC. It is also found that the materials fulfill the requirement of ICC presented in the checklist. ELT professionals have made some suggestions also for further improving the materials that have been incorporated in the thesis.

8.7 Presentation of major findings of the Thesis

Researcher discusses major findings of this research in the present chapter in a theme based manner.

It is found that the materials reflect the life and social aspects of foreign cultures and countries and they offer insight of variation of cultures. The representation of sub cultural groups and stereotypes has been balanced as per the checklist. One of the important findings is that the materials are interesting enough that can engage the learners. However, a major finding is that the existing materials used in Bangladesh are not sufficient enough to promote ICC of the learners and teachers have identified some reasons also behind this insufficiency.

The designed materials are found effective in promoting ICC. They offer sufficient scope for comparison that is helpful in cross cultural communication. The researcher identifies that the materials provide a balanced mutual representation of images that is helpful in the learners' understanding. In developing cross cultural ability of speaking and writing the materials prove to be effective.

The major findings include that the materials are useful in teaching linguistic means and in teaching formal and informal styles of communication. They ensure practice of basic language skills and in developing cross cultural communication skills that are the main criteria for language learning programs. The findings also show that the materials are able to teach appropriate intercultural manners of talking and behaving and will help develop ICC that is the goal of the research.

Finally the findings show that the effectiveness and feasibility of the materials broadly depends on the implementation of them. The teachers think that the materials may prove successful only when they are implemented and practiced properly and perfectly.

8.8 Recommendations

Considering the findings and interpretations of the empirical surveys it can be said that teachers who are involved with ELT in Bangladesh are positive about the designed pack of intercultural materials and they are hopeful about its effectiveness. The findings should inspire researchers to further work in this field for theory development and materials designing and also other concerned authorities to take necessary measures for promoting ICC of the learners in Bangladesh.

Designing intercultural materials for the learners of Bangladesh is related to some factors and requires a comprehensive plan that includes syllabus design, awareness building of teachers and learners about intercultural knowledge, exploring the attitudes of teachers and learners to it, ensuring teachers' and learners preparedness for accepting those materials, providing proper guidelines for using the materials, teachers' training, ensuring the technical and digital supports for implementing those materials etc. These requirements should be ensured before implementing these materials to get expected outcome and effectiveness of them. Following recommendations may facilitate implementation of the intercultural materials:

a) Syllabus Design

ELT syllabus for Bangladesh should incorporate intercultural aspects, topics and content to cater for the current needs of the learners. Correct, appropriate and effective communication will be the target of the syllabus. Besides the linguistic aspects, emphasis should be given on the aspects necessary in real life in different cultures and contexts. It will be pragmatic, easily conceivable, interesting and useful so that the learners can have benefit from the courses in their real life communication.

b) Methods

The method of implementing the materials in class should also match with them and ensure the participation of the learners as required. Audio and visual methods should be followed where the materials demand with necessary support. The materials should contain illustrations, images, drawings and photographs that will make the materials more interesting. Authentic and real materials will be used for that purpose.

For implementing the intercultural materials with the goal of achieving ICC, the methods should be communicative and interactive. Teacher centered and lecture oriented methods or the methods that inspire the learners to memorize the lessons will not in fact bring any benefit of these materials.

Primarily, learners' maximum participation in the class, their easy and unhesitant access to the teachers is necessary for the implementation of the materials. To practice intercultural communications, intercultural settings are essential. If the real situations are not available, virtual or near-real situations should be tried or created. For that, modern

electronic medias for communication can be used like, phone, video-phone, internet etc. Completely printed book based lessons should be lessened; digital contents should be used for teaching as well as testing communicative competence.

c) Testing

Tests should be taken in all four language skills and for communicative skills but with special emphasis on cross-cultural settings and situations. The formats should help assess the intercultural communicative competence of learners. Assignments, tutorials or projects can be given as tasks both as individual and group or pair work. For reading and writing tasks, teachers can select multicultural websites for internet surfing or select classic literatures partially or whole that reflect intercultural aspects. For listening test, teachers can select excerpts from any conversation, song or dialogue of other cultures. For speaking test, it is better to select any foreign national as the counterpart if possible; if it is not possible, the teacher him/herself can be an alternative. The students' competence should be assessed separately as well as comprehensively, in all skills. Separate rating scales can be used for that as followed in IELTS or other standardized language tests.

d) Teachers' Training

Awareness about intercultural aspects, materials and their implementation are crucial on the part of the teachers. They need to be well informed about them before teaching in the class and should have ability to serve information beyond the materials if required. Teachers should be up to date about the current issues worldwide and at the same time will have the expertise to select them for presenting in the class. In that way, he/she can expand the materials. They should be properly trained for that.

Proper guidelines should be prepared and provided both to the teachers and students for using the intercultural materials. They should be served separate guidelines. Special trainings should be arranged or that. It can be incorporated with the national teachers' training programs also.

e) Technical Supports

For implementing the intercultural materials that contain audio-visual contents, there should be sufficient aids in the class like multi media projector, tape recorder and sound system in the classroom. Students should have enough access to modern technology like

computers and internet facilities in the institutions which they can use to explore the intercultural world. But teachers should monitor their browsing regularly.

f) Learners' Training

Learners will have to be prepared for the classes with intercultural materials. They should be more active, participative and interactive. Their quick response to the tasks and activities, spontaneous participation in the role play and speaking activities, cooperation with the teachers, inquisitiveness and intention to better themselves can help in achieving ICC.

Frequent exposure of the learners to foreign nationals and foreign cultures should be enhanced. Telephone conversation, video conferencing, the popular mediums of internet based social communication can be helpful in this. Exchange programs with foreign academic institutions can be introduced so that the learners can have scope to experience bi-lateral get-togethers. Learners of universities should be inspired to work as travel guides of visitors to Bangladesh from foreign countries. Arrangements for showing films, dramas, songs and other programs of different cultures and contexts should be there in the classroom. The libraries should have sufficient resource of ELT books that will provide intercultural materials and scope for practicing intercultural communication skills.

Learners should be trained up with basic communication skills and to be aware of enriching and upholding their cultural originality and pride. At the same time, they will be informed of the culture of their communication, behavioral and expressional norms etc. whom they are going to meet. Both government and private organizations can initiate awareness building and training programs targeting the learners of universities so that cultural beliefs and norms are not distorted rather preserved and enriched and communication is practiced with that. In that case, the whole class can be divided into sections.

8.9 Contribution of the Thesis

Contributions of this thesis with respect to theory and practice are presented in the following segments-

8.9.1 Contribution to theory

This research contributes to the discipline of Materials development of ELT research in generating new body of knowledge regarding developing principles for developing intercultural materials. There is no previous study in Bangladesh that attempts to develop

a complete pack of intercultural materials or a set of principles for developing the materials that the research attempts to. It is noteworthy that most of the researches focus on the materials that either follow the acculturation models or work from a culture sensitive perspective.

An important contribution of this research is that the study and some of the findings of it may contradict with existing literature like with the inclusion of foreign culture in the materials. However, these contradictions have been addressed with the arguments and the findings of the study as mentioned earlier in this chapter while reviewing the research questions and objectives of the study.

In Bangladesh this area of study is noticeably unexplored so far; therefore the research makes an original contribution to the body of knowledge in research on development of ELT materials. In this thesis researcher develops some intercultural materials and a checklist for developing those materials that if successfully implemented and practiced, might be considered as significant contribution to theory.

8.9.2 Contribution to Practice

The pack of intercultural materials designed in this study is a contribution to the practice of materials in class and the findings of it may help those authorities involved with materials development and designing. One of the exclusive contributions of this thesis is the findings that reflect that the teachers are interested and positive about introducing intercultural materials to the curriculum. They gave emphasis on the importance of ICC also which may play significant role in the development of ELT in Bangladesh.

Another important contribution of the thesis is that it identifies the causes behind the failure of the existing materials currently used in Bangladesh to help students communicate with cultural appropriateness. Lack of interesting contents, absence of modern technological support, and lack of reflection of cultural aspects that the students may feel interested to, lack of authentic materials and real life situations for practicing practical situational communications are some factors that work in regard of the materials. On the other hand, it has been identified that lack of proper implementation and appropriate methods, lack of teachers' orientation and training, absence of suitable class environment and lack of students' motivation are some reasons that are responsible for that failure.

Findings from the survey identify these reasons. In the light of these findings, the researcher suggests some recommendations to follow in the policy making for ELT that are mentioned in the present chapter. Therefore, findings and recommendations, if utilized may help government policy makers and curriculum developers of the country and thus can contribute to the practice.

8.9.3 Contribution to Methodology

The study contributes to the methodology of implementing the materials by adding some information drawn from the findings of the empirical investigation in it. It reveals that for implementing ELT materials, appropriate methodology should be followed and it should be ensured that the teachers as well as the learners follow that. It will be communicative to meet the goal of ICC. The methodology recommended some measures like ensuring learners' participation, creating real situations for communication, using audio and visual contents etc. that will help the learners practice ICC in a more authentic way. In that sense, the study will add to the methodology of ELT also.

8.10 Opportunities for Further Research

This research topic is an unexplored issue in Bangladesh context and while reviewing literature it is found that previously few initiatives was taken to examine the specific research questions of this research. Therefore most findings in relevance to those research questions are creating scopes for further addition to this body of knowledge.

There are ample scopes for further research in different areas of ELT and specifically in intercultural perspective apart from materials development. Scopes are there to develop intercultural materials from different points of view also and it is suggested so that more materials of this type for all levels will prove useful for Bangladesh. An experimental study can also be done to see the effectiveness of intercultural materials for developing intercultural communicative competence.

8.11 Conclusion

Based on the interpretation and discussion of the findings presented in the previous chapter, major findings are identified and synthesized in this chapter. Findings are discussed with titles in a theme based manner so that reader can make an idea about the issue that will lead to a clarified understanding. Researcher also makes some recommendations and presents those in different issue.

In this chapter researcher discusses major findings related to reflection of life and social aspects of foreign cultures/countries, insight of variation of cultures, representation of sub-cultural groups, representation of stereotypes, interesting materials, effectiveness of the existing materials in Bangladesh, sufficient scope for comparison, mutual representation of images, developing cross cultural ability of speaking and writing, usefulness in teaching linguistic means, helpfulness in teaching formal and informal styles of communication, ensuring practice of basic language skills, success in developing cross cultural communication skills, teaching appropriate intercultural manners of talking and behaving, developing ICC and implementation of the materials.

The idea of intercultural awareness and intercultural communicative competence are recent inclusion to ELT programmes and to accomplish them, intercultural materials are essential though experiments are still going on to develop acceptable theories and checklists for developing intercultural materials. This study develops an argument for ICC for learners of Bangladesh to cope with the demands of the time. It selected and designed materials to promote the learners' ICC. In the light of the findings of the empirical study, the materials were further improved. With the global demand on world Englishes, the learners need to learn how to communicate in a culturally appropriate ways in cross-cultural interaction. The materials developed in this study will help develop learners' intercultural communicative competence along with their fluency and accuracy on English.

Bibliography

- Alptekin, C. (1993). 'Target language culture in EFL materials'. *ELT Journal*. 47(2).
- Appadurai, A. (1994). 'Disjuncture and difference in the global cultural economy'. Retrieved from <http://justinlewis.me/?p=366>
- Brown, H.D. (1994). *Principles of Language Learning and Teaching*. The USA: Prentice Hall Regents.
- Byram, M & Feng, A.W. (2004). *Culture and Language Learning: Teaching, Research and Scholarship*. Cambridge: Cambridge University Press.
- Byram, M, Gribkova, B. and Starkey, H. (2002). *Developing the Intercultural Dimension in Language Teaching: A practical introduction for teachers*. Strasbourg: Language Policy Division, Council of Europe.
- Byram, M. (1986). *From Foreign Language Education to Education for Intercultural Citizenship: Essays and reflections*. Clevedon, UK: Multilingual Matters.
- Byram, M. (1989). *Cultural Studies in Foreign Language Education*. Clevedon, UK: Multilingual Matters.
- Byram, M. (1997a). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
- Byram, M. , Morgan, C. and colleagues. (1994). *Teaching-and-Learning Language-and-Culture*. Clevedon: Multilingual Matters.
- Byram, M. and Risager, K. (1999). *Language Teachers, Politics and Cultures*. Clevedon: Multilingual Matters.
- Byram, M. and Grundy, P. (2003). *Context and Culture in Language Teaching and Learning*. Clevedon: Multilingual Matters.
- Cakir, I. (2006). 'Developing cultural awareness in foreign language teaching'. *Turkish Online Journal of Distance Education-TOJDE*. Volume: 7 Number: 3 Article: 12
- Canagarajah, A.S. (1999). *Resisting Linguistic Imperialism in English Teaching*. Oxford: Oxford University Press.

- Canale, M. (1983). 'From communicative competence to communicative language pedagogy'. In J. C. Richards and R. W. Schmidt, (eds.) *Language and Communication*. New York: Longman
- Canale, M. and Swain, M. (1980). 'Theoretical basis of communicative approaches to second language teaching and testing'. *Applied linguistics 1*.
- Carrel, P.L. (1987) 'Context and formal schemata in ESL reading'. *TESOL Quarterly*.21/3.
- Carter, R.& Nunan, D. (eds.) (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- Chastain, K.(1988). *Developing Second-Language Skills*, the USA: HBJ Publishers.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, Mass.: MIT Press.
- Clandfield, L. (2008). 'Culture in ELT: Which C? Whose C?' *Contact : Teachers of English as a second Language of Ontario*, 34(3).
- Cohen, L. , Manion, L. & Morrison, K. (2000). *Research Methods in Education*. London: Routledge Falmer.
- Conlon, R. (1995). *English Works: Teaching English to Non-native Speakers in the Work place*. Colorado. US Department of Education.
- Corbett, J. (1997). *An Intercultural Approach to English Language Teaching*. Clevedon: Multilingual Matters Limited.
- Corbett, J. (2003). *An Intercultural Approach to English Language Acquisition*. Clevedon: Multilingual Matters Limited.
- Corbett, J. (2010). *Intercultural Language Activities*. Cambridge: Cambridge University Press.
- Crystal, D. (1997). *English as a Global Language*. Cambridge: Cambridge University Press.
- Csize`r, K and Kormos, J. (2008). 'Modelling the Role of inter-cultural contact in the motivation of learning English as a foreign language'. *Applied Linguistics*, 30(2). Oxford: Oxford University Press.

- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford, England : Macmillan Heinemann ELT.
- Dubin, F. & Olshtain, E. (1986). *Course Design: Developing Programs and Materials for Language Learning*. Cambridge : Cambridge University press.
- Duranti, A. (1997). 'Facts and meanings in British cultural studies'. In S. Bassnett (ed.) *Studying British Cultures*. London: Routledge.
- Eggins, S. and Slade, D. (1997) *Analysing Casual Conversation*. London: Cassell.
- Ellis, R. (1986). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1998). *Second Language Acquisition*. Oxford: Oxford University Press.
- Erdmenger, M. & Istel, H. (1973). *Didaktik der Landeskunde*. Tübingen: Max Hueber Verlag.
- Fairclough, N. and Wodak, R. (1996). 'Critical discourse analysis'. In T. van Dijk (ed.). *Discourse Analysis*. London: Routledge.
- Fairclough, N. (ed.) (1992). *Critical Language Awareness*. London: Longman.
- Fleet, M. (2006). 'The role of culture in second or foreign language teaching: Moving beyond the classroom experience'. Retrieved from http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/23/53/f8.pdf
- Flores, M. M. (1995). 'Materials development: A creative process'. In A. C. Hidalgo, D. Hall, & G. M. Jacobs (eds.). *Getting Started: Materials Writers on Materials Writing*. Singapore: SEAMEO Language Centre.
- Fortez, G. E. (1995). 'Developing materials for tertiary level expository writing.' In A. C. Hidalgo, D. Hall, & G. M. Jacobs (eds.). *Getting Started: Materials Writers on Materials Writing*. Singapore: SEAMEO Language Centre.
- Galtung, J. (1971). 'A structural theory of imperialism'. *Journal of Peace Research*. 8(2).
- Genc, B. and Bada, E. (2005). 'Culture in language learning and teaching.' *The reading matrix* 5(1).

- Graddol, D. (1997). *Future of English: A Guide to Forecasting the Popularity of the English Language in the 21st century*. London: The English Company (UK) Ltd.
- Gramsci, A. (1971). Selections from the prison notebooks of Antonio Gramsci (ed. and trans by Q. Hoare and G. Nowell Smith). London: Lawrence and Wishart.
- Green, A. (2008). 'English profile: Functional progression in materials for ELT'. : *Esol Examinations. Issue 33*, 19-25. Cambridge: Cambridge University
- Guilherme, M.(2002). *Critical Citizens for an Intercultural World: Foreign Language Education as Cultural Politics*. Clevedon: Multilingual Matters.
- Hannerz, U. (1990). 'Cosmopolitans and locals in world culture'. *Theory, Culture and Society*. 7 (2), 237-251.
- Hinds. J. (1984). 'Retention of information using a Japanese style of presentation'. *Studies in Language*, 8/1.
- Honna, N. (2010, September 16). 'Make English a true multicultural language'. *The Japan Times Online*. Retrieved from <http://ewresearch.wordpress.com/2011/11/21/make-english-a-true-multicultural-language-2>.
- Hooks, B. (1989). 'Talking back; Thinking feminist, thinking black'. Boston: South End Press.
- Howard, J. & Major, J. (2004). 'Guidelines for designing effective English language teaching materials'. *The TESOLANZ Journal*, 12.
- Huda, M. E. (2006). 'Learners' Culture in the Contents of ELT Materials: Arguments and Practicability'. *Journal of the Institute of Bangladesh Studies*. (29), 137-48.
- Hughes, A. (1989). *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: A Learning- Centred Approach*. Cambridge: Cambridge University Press.
- Hymes, D. (1972). 'On communicative competence.' In J. B. Pride and J. Holmes (eds) *Sociolinguistics*. Harmondsworth: Penguin.
- Johnson (1982). *Communicative Syllabus Design and Methodology*. Oxford: Pergamon.

- Kachru, B. B. (1986). *The Alchemy of English: The Spread, Functions and Models of Non-native Englishes*. Oxford: Pergamon Press.
- Kachru, B. B. (1988). 'Teaching world Englishes'. *ERIC/CLL News Bulletin*, (12).
- Kemp, P. (2005). *Verdensborgeren som pædagogisk ideal*. Copenhagen: Hans Reitzels Forlag.
- Kerr, P. (2004). *Thinking about Culture in Language Teacher Education*.
- Kilickaya, F. (2006). 'Guidelines to evaluate cultural content in textbook'. *The Internet TESL Journal*. Vol.10 (12). Retrieved 10-12-2010 from [http://itself.org/Techniques/kilickaya-cultural content](http://itself.org/Techniques/kilickaya-cultural%20content).
- Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.
- Kramsch, C. (1995). 'The cultural component in language-teaching'. *Language, Culture and Curriculum*. 8: 83-92.
- Kramsch, C. (1998). *Language and Culture*. Oxford: Oxford University Press.
- Krashen, S.D. (1981). *Second Language Acquisition and Second Language Learning*. S. California: Pergamon Press Inc.
- Lado, R. (1957). *Linguistics Across culture: Applied Linguistics for Language Teachers*. Ann Arbor: University of Michigan Press.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Lazar, I. (2003). 'Incorporating intercultural communicative competence in language teacher education.' Strasbourg Cedex: Council of Europe Publishing.
- Lessard-Clouston, M. (1997). 'Towards an understanding of culture in L2/ FL education'. *The internet TESL journal* 3(5).
- Levine, D. R. & Adelman, M.B. (1982). *Beyond Language: Intercultural Communication for English as a Second Language*. New Jersey: Prentice Hall Regents, Englewood Cliffs.
- Loveday, L. (1981). *The Sociolinguistics of Learning and Using a Non-native Language*. Oxford: Pergamon.

- Luzares, C. E. (1995). 'Scientific writing: Developing materials without reinventing the wheel'. In A. C. Hidalgo, D. Hall, & G. M. Jacobs (eds.). *Getting Started: Materials Writers on Materials Writing*. Singapore: SEAMEO Language Centre.
- Maley, A. (1995). 'Materials writing and tacit knowledge'. In A. C. Hidalgo, D. Hall, & G. M. Jacobs (eds.). *Getting Started: Materials Writers on Materials Writing*. Singapore: SEAMEO Language Centre.
- Malinowski, B. (1923). 'The problem of meaning in primitive languages'. In C.K. Ogden & I.A. Richards. *The Meaning of Meaning*. London: Routledge and Kegan Paul.
- McDonough, J., & Shaw, C. (1993). *Materials and Methods in ELT*. Oxford: Blackwell Publishing.
- Mckay, S. L. (2002). *Teaching English as an International Language: Rethinking Goals and Approaches*. Oxford: Oxford University Press.
- McLeod, B. (1976). 'The relevance of anthropology to language teaching'. *TESOL Quarterly* 10(2).
- Murray, D.E. (ed.) (1992). 'Diversity as resource: Redefining cultural literacy'. Alexandria, VA: TESOL.
- Nunan, D. (1985): *First Language Learning and Language Acquisition*. National Curriculum Resource Centre. Canberra.
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge : Cambridge University Press.
- Oxford guide to British and American culture : Teacher's handbook*. Oxford: Oxford University Press.
- Paige, M. R. (1986) *Cross-cultural Orientation. New Conceptualizations and Applications*. Yarmouth, ME: Intercultural Press.
- Peacock, M. (1997). 'The effect of authentic materials on the motivation of EFL learners'. *ELT Journal*, 51(2). Oxford: Oxford University Press.
- Peck, D. (1998). *Teaching culture: Beyond language*. Yale: New Haven Teachers Institute.

- Penafiorida, A. H. (1995). 'The process of materials development: A personal experience.' In A. C. Hidalgo, D. Hall, & G. M. Jacobs (eds.) *Getting Started: Materials Writers on Materials Writing*. Singapore: SEAMEO Language Centre.
- Pennycook, A. (1994). *The Cultural Politics of English as an International Language*. London: Longman.
- Pennycook, A. (2001). *Critical Applied Linguistics: A Critical Introduction*. NJ: Lawrence Erlbaum Associates.
- Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.
- Prodromou, L. (1988). 'English as cultural action.' *ELT Journal*. 42(2).
- Prodromou, L. (1992). 'What culture? Which culture? Cross-cultural factors in language learning.' *ELT Journal*, Volume 46/1, Oxford: Oxford University Press.
- Pulverness, A. (1996). 'Worlds within words: Literature and British cultural studies'. In David A. Hill (ed.) *Papers on Teaching Literature from the British Council's conferences in Bologna 1994 and Milan 1995*. The British Council, Italy.
- Raley, R. (2010). *Global English and the Academy*, Santa Barbara: University of California.
- Richards, J. C. (1995). 'Easier said than done: An insider's account of a textbook.' . In A. C. Hidalgo, D. Hall, & G. M. Jacobs (eds.). *Getting Started: Materials Writers on Materials Writing*. Singapore: SEAMEO Language Centre.
- Richards, J.C. (1985). *The Context of Language Teaching*. Cambridge: Cambridge University Press.
- Risager, K. (2007). *Language and Culture Pedagogy: From a National to a Transnational Paradigm*. Clevedon: Multilingual Matters Limited.
- Roberts, C., Davies, E. and Jupp, T (1992). *Language and Discrimination: A Study of Communication in Multi-ethnic Workplaces*. Harlow: Longman.
- Rose, C. (2004). 'Intercultural Learning.' Italy. British Council. Retrieved from <http://www.techingenglish.org>.
- Rose, C. (2004). 'Intercultural learning.' Retrieved from, http://inserv.math.muni.cz/comenius/docs/conference_papers.prendargast.pdf.

- Rozul, R. H. (1995). ESP materials: The writing process. In A. C. Hidalgo, D. Hall, & G. M. Jacobs (eds.). *Getting Started: Materials Writers on Materials Writing*. Singapore: SEAMEO Language Centre.
- Rubdy, R. (2003). 'Selection of materials'. In B. Tomlinson (Ed.). *Developing Materials for Language Teaching*. London. New York: Continuum.
- Saluveer, E. (2004). *Teaching Culture in English Classes* (Unpublished Doctoral Dissertation).
- Sapir, E. (1958). *Culture, Language and Personality*. Berkeley: University of California Press.
- Saraceni, (2003). 'Adapting courses: A critical view.' Tomlinson, B. (Ed.). *Developing materials for language teaching*. London. New York: Continuum.
- Schumann, J.H. (1978). 'The acculturation model for second -language acquisition'. In R. Gringas (ed.), *Second language acquisition and foreign language teaching*. Washington, DC; Center for Applied Linguistics.
- Seelye, H. N. (1993). *Teaching Culture: Strategies for Intercultural Communication (3rd ed.)*. Linkolnwood, IL: National Textbook Company.
- Sellami, A.B. (2000). 'Teaching towards cultural awareness and intercultural competence: From What through How to why culture is?' Paper presented at the Annual Teachers of English to Speakers of Other Languages. Retrieved form http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/23/53/f8.pdf
- Sercu, L. (1998). 'In-service teacher training and the acquisition of intercultural competence.' In M. Byram and M. Flemming (eds.), *Language learning in intercultural perspective: Approaches Through Drama and Ethnography*. Cambridge: Cambridge University Press.
- Shahidullah, M. (2000). 'Norms in ELT : Shifts in focus and implications for Bangladesh.' *ELT 2000: Directions and Orientations*(Proceedings of a seminar held at the Department of English, Rajshahi University, 30-31 January, 2000) Rajshahi: Rajshahi University.
- Shahidullah, M. (2010). ' ELT and the Empire: Writing / talking back. '(seminar paper).

- Smith, E. L. (1985). 'What is the difference and what difference does the difference make.' *In Forum*. vol.22.
- Sorensen,C.& Thunander, R. (1980). 'Das deutschlandbild in schwedischen deutschlehrwerken.' *LMS-Lingua 2*.
- Starkey, H. (1988). 'Foreign languages.' In Graham Pike and David Selby (ed.) *Global Teacher, Global Learner*. London: Hoddor & Stoughton.
- Stern, H.H. (1992). 'Issues and options in language teaching.' (ed.) P.allen and B. Harley. Oxford: Oxford University Press.
- Tang, R. (1999). 'The Place of "Culture" in the Foreign Language Classroom: A reflection. *The Internet TESL Journal, Vol. V, No. 8*. Retrieved form, URL:<http://iteslj.org/Articles/Tang-Culture.html>.
- Thanasoulas, D. (2001). 'The importance of teaching culture in the foreign language classroom.' *Radical pedagogy*.
- Tomalin, B. & Stempleski, S. (1993). *Cultural Awareness*. Oxford: Oxford University Press.
- Tomlinson, B. (Ed.) (1998). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Tomlinson, B. (Ed.). (2003). *Developing Materials for Language Teaching*. London. New York: Continuum.
- Tomlinson, B. (Ed.). (2010). 'Principles of effective materials development'. London. New York: Continuum.
- Tomlinson, B. (2005). 'The future for ELT materials in Asia'. *Electronic Journal of Foreign Language Teaching*. 2(2). Retrieved form, <http://e-flt.nus.edu.sg/v2n22005/tomlinson.pdf>
- Valdes, J.M. (2001). *Culture Bound: Ridging the Cultural Gap in Language Teaching*. Cambridge: Cambridge University Press.
- Verma, S.K. & N. Krishnaswamy. (1989). *Modern Linguistics: An Introduction*. Oxford: Oxford University Press.
- Vilches, M.L.C. (2010). 'English language learning materials: A critical review'. Oxford: Oxford University Press. *Online Oxford ELT Journal*, 64(1).

- Whorf, B.L. (1956). 'Language, thought and reality'. Cambridge, Mass: MIT Press.
- Widdowson, H.G. (1996). *Linguistics*. Oxford: Oxford University Press.
- Wilkins, D.A. (1976). *Notional syllabuses*. Oxford: Oxford University Press
- Willis, J. (1996). *A framework for task-based learning*. Harlow: Longman.
- Wodak, R. (1996). *Disorders of Discourse*. London: Longman.
- Yassine, S. (2006). 'Culture issues in foreign language teaching'. *Annals du Patrimoine*. Retrieved form, <http://annales.univ-mosta.dz/index.php/archives/106.html>.
- Zakaria, M.H & Rinyod, R.A.D.B. (2010). 'Analyzing ethnic and cultural materials: Insights into ELT materials.' Retrieved form, http://eprints.utm.my/10162/1/Bernadine_Dorin_Anak_Ridis_Rinyod2.pdf.

Unpublished Dissertations

- Haque, M.A. (2006). Analysis of English language needs for higher education in Bangladesh. (Doctoral dissertation. Institute of Bangladesh Studies. Rajshahi University, 2006)
- Huda, M. E. (2003). Culture sensitive material design for English language teaching in Bangladesh. (Doctoral dissertation. Institute of Bangladesh Studies. Rajshahi University, 2003).
- Verbova`, L. (2006). Developing cultural awareness in ELT. (Department of English and American Studies, Faculty of Arts and philosophy, University of Pardubice.)

Appendices

Appendix A-1 Questionnaire for the Questionnaire Survey

Dear Sir/ Madam

This questionnaire is designed as part of a PhD research on “**Developing English Language Teaching Materials to Promote Intercultural Communicative Competence of Learners in Bangladesh**” at the Institute of Bangladesh Studies, Rajshahi University. It is meant to find out teachers’ view of the designed materials. Your comments, opinions and suggestions are extremely important for this research. Your answers will be kept confidential and the data obtained from the survey will be used for the purpose of this research only. Your co-operation will be highly appreciated.

Yours sincerely

Shayla Sharmin Snigdha
Ph.D researcher
Institute of Bangladesh Studies (IBS)
Rajshahi University

Section 1: Personal Details

1. Name:

2. Age:

3. Designation (Please tick as it applies to you): Lecturer/ Assistant Professor/ Associate Professor / Professor

4. Name of the University/ College:

5. Last Degree: BA (Pass)/ BA (Pass) and MA (English)/ BA Honors with MA

(English)/M Phil/PhD (Tick whichever applies to you)

6. How long have you been teaching English at the Tertiary Level? :

Less than 5 years

5-10 years

10-15 years

More than 15 years

Section 2: Evaluation of the Accompanied Materials Pack

1. To what extent do the materials reflect the life and society in foreign countries?
2. To what extent do the materials reflect the cultural aspects of foreign societies?
3. To what extent do the materials offer insight into a variety of cultures (for example, Western, European, Middle and Far Eastern etc.)?
4. To what extent do the materials offer insight into a variety of sub-cultural groups and their appropriate ways of communication?
5. To what extent do the materials offer insight into the cultural/racial/gender stereotypes?
6. To what extent do the materials prepare students to talk and behave appropriately with the members of other culture(s)/countries?
7. To what extent do the materials help students compare the foreign culture with their own?
8. To what extent do the materials offer mutual representations, images and stereotypes of the students' own and the foreign culture?
9. To what extent do the materials help students learn linguistic means to express their ideas appropriately in different cultures?
10. To what extent do the materials teach students' to communicate in both formal and informal settings of different contexts?
11. Are the texts suitable for developing intercultural communicative competence?
12. Do the materials help learners understand how people speak or write on the same topic differently in different cultures?
13. To what extent do the materials ensure practice of basic language skills in culturally appropriate ways in cross cultural settings?
14. Are the materials adequate for developing students' cross cultural communication skills?
15. Are the materials interesting enough to engage the students?
16. Do the existing materials in Bangladesh help students develop intercultural communicative competence?
17. Do you think these materials will be useful to develop intercultural communicative competence?
18. Your overall feelings about the pack of materials.
a) Very good b) Average c) Not so good
19. What are your suggestions for improving the students' intercultural communicative competence? (Please write in the space below)

Section 3: General Information (Please tick the option that you consider appropriate)

1. How much important it is for the students to achieve intercultural communicative competence?

i) Not important at all ii) Somewhat iii) Quite important v) Very important

2. How much focus of appropriate intercultural communication is there in the present ELT course books followed at the undergraduate level?

i) Not at all ii) Some iii) Good iv) Very good

3. How much sufficient is the collection of ELT books in your library that provide intercultural knowledge?

i) Not at all ii) tolerably well iii) well

4. Do you personally try to give any intercultural information in EL classes?

i) Never ii) Sometimes iii) Often iv) Very often

5. If yes, what do you use?

i) Tape recorder ii) Video player iii) Multi media projector iv) Books and magazines
v) Pictures/charts/ tables/graphs vi) Others (Please mention)

Appendix A-2 Results of the Questionnaire Survey

Section-2

Question No.1: To what extent do the materials reflect the life and society in foreign countries?

Table 1

Results of Question No. 1 of the Questionnaire Survey

SL. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
E1		X				
E2		X				
E3		X				
E4			X			
E5			X			
E6			X			
E7			X			
E8		X				
E9	X					
E10	X					
E 11		X				
E12		X				
E 13		X				
E14	X					
E15		X				
E16	X					
E17			X			
E18		X				
E19		X				
E20	X					

Question No. 2: To what extent do the materials reflect the cultural aspects of foreign societies?

Table 2

Results of Question No. 2 of the Questionnaire Survey

SL. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
E1		X				
E2		X				
E3		X				
E4				X		
E5			X			
E6			X			
E7					X	
E8		X				
E9	X					
E10	X					
E 11	X					
E12		X				
E 13	X					
E14	X					
E15		X				
E16		X				
E17				X		
E18		X				
E19		X				
E20	X					

Question No. 3: To what extent do the materials offer insight into a variety of cultures (for example, Western, European, Middle and Far Eastern etc.)?

Table 3
Results of Question No. 3 of the Questionnaire Survey

SL. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
E1		X				
E2			X			
E3			X			
E4				X		
E5	X					
E6		X				
E7		X				
E8	X					
E9	X					
E10		X				
E11			X			
E12				X		
E13		X				
E14		X				
E15		X				
E16	X					
E17		X				
E18		X				
E19		X				
E20		X				

Question No. 4: To what extent do the materials offer insight into a variety of sub-cultural groups and their appropriate ways of communication?

Table 4
Results of Question No. 4 of the Questionnaire Survey

SL. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
E1				X		
E2	X					
E3		X				
E4					X	
E5				X		
E6				X		
E7						X
E8				X		
E9		X				
E10			X			
E11		X				
E12			X			
E13		X				
E14		X				
E15			X			
E16			X			
E17			X			
E18		X				
E19		X				
E20		X				

QuestionNo.5: To what extent do the materials offer insight into the cultural/racial/gender stereotypes?

Table 5
Results of Question No. 5 of the Questionnaire Survey

SL. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
E1		X				
E2			X			
E3		X				
E4				X		
E5		X				
E6			X			
E7					X	
E8				X		
E9		X				
E10		X				
E11		X				
E12				X		
E13		X				
E14		X				
E15			X			
E16				X		
E17			X			
E18			X			
E19			X			
E20			X			

Question No.6: To what extent do the materials prepare students to talk and behave appropriately with the members of other culture(s)/countries?

Table 6
Results of Question No. 6 of the Questionnaire Survey

SL. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
E1		X				
E2	X					
E3			X			
E4					X	
E5			X			
E6		X				
E7		X				
E8	X					
E9		X				
E10	X					
E11	X					
E12				X		
E13		X				
E14	X					
E15		X				
E16	X					
E17	X					
E18		X				
E19	X					
E20	X					

Question No. 7: To what extent do the materials help students compare the foreign culture with their own?

Table 7
Results of Question No. 7 of the Questionnaire Survey

SL. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
E1		X				
E2	X					
E3			X			
E4				X		
E5	X					
E6			X			
E7			X			
E8		X				
E9		X				
E10	X					
E11	X					
E12		X				
E13		X				
E14		X				
E15		X				
E16	X					
E17		X				
E18		X				
E19	X					
E20	X					

Question No. 8: To what extent do the materials offer mutual representations and images of the students' own and the foreign culture?

Table 8
Results of Question No. 8 of the Questionnaire Survey

SL. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
E1	X					
E2		X				
E3		X				
E4				X		
E5			X			
E6				X		
E7				X		
E8			X			
E9		X				
E10		X				
E11	X					
E12	X					
E13			X			
E14			X			
E15		X				
E16		X				
E17			X			
E18			X			
E19		X				
E20		X				

Question No. 9: To what extent do the materials help students learn linguistic means to express their ideas appropriately in different cultures?

Table 9
Results of Question No. 9 of the Questionnaire Survey

SL. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
E1		X				
E2		X				
E3			X			
E4				X		
E5			X			
E6			X			
E7			X			
E8		X				
E9		X				
E10		X				
E11		X				
E12				X		
E13		X				
E14		X				
E15			X			
E16		X				
E17		X				
E18		X				
E19			X			
E20		X				

Question No. 10: To what extent do the materials teach students' to communicate in both formal and informal settings of different contexts?

Table 10
Results of Question No. 10 of the Questionnaire Survey

SL. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
E1		X				
E2		X				
E3					X	
E4				X		
E5				X		
E6			X			
E7		X				
E8		X				
E9		X				
E10		X				
E11	X					
E12			X			
E13			X			
E14		X				
E15		X				
E16	X					
E17	X					
E18		X				
E19	X					
E20	X					

Question No. 11: Are the texts suitable for developing intercultural communicative competence?

Table 11
Results of Question No. 11 of the Questionnaire Survey

SL. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
E1		X				
E2		X				
E3				X		
E4			X			
E5			X			
E6		X				
E7		X				
E8	X					
E9		X				
E10	X					
E11	X					
E12			X			
E13				X		
E14		X				
E15		X				
E16	X					
E17		X				
E18	X					
E19	X					
E20	X					

Question No. 12: Do the materials help learners understand how people speak or write on the same topic differently in different cultures?

Table 11
Results of Question No. 12 of the Questionnaire Survey

SL. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
E1	X					
E2	X					
E3					X	
E4			X			
E5		X				
E6	X					
E7	X					
E8	X					
E9	X					
E10	X					
E11		X				
E12		X				
E13		X				
E14	X					
E15		X				
E16	X					
E17	X					
E18		X				
E19	X					
E20	X					

Question No. 13: To what extent do the materials ensure practice of basic language skills in culturally appropriate ways in cross cultural settings?

Table 13
Results of Question No. 13 of the Questionnaire Survey

SL. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
E1			X			
E2	X					
E3	X					
E4				X		
E5			X			
E6		X				
E7		X				
E8	X					
E9		X				
E10	X					
E11	X					
E12				X		
E13		X				
E14		X				
E15	X					
E16	X					
E17	X					
E18		X				
E19		X				
E20	X					

Question No. 14: Are the materials adequate for developing students' cross- cultural communication skills?

Table 14
Results of Question No. 14 of the Questionnaire Survey

SL. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
E1		X	X			
E2			X			
E3						
E4		X				
E5	X		X			
E6						
E7		X	X			
E8						
E9	X					
E10	X		X			
E11						
E12		X				
E13	X					
E14	X		X			
E15						
E16		X				
E17		X	X			
E18						
E19		X				
E20		X				

Question No. 15: Are the materials interesting enough to engage the students?

Table 15
Results of Question No. 15 of the Questionnaire Survey

SL. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
E1	X					
E2	X					
E3	X					
E4		X				
E5	X					
E6		X				
E7		X				
E8	X					
E9		X				
E10	X					
E11			X			
E12		X				
E13		X				
E14	X					
E15	X					
E16	X					
E17		X				
E18		X				
E19	X					
E20	X					

Question No. 16: Do the existing materials in Bangladesh help students develop intercultural communicative competence?

Table 16
Results of Question No. 16 of the Questionnaire Survey

SL. No.	To a great extent	To a fair extent	Average	Partially / To some extent	Not sufficient	Not at all
E1					X	
E2						X
E3					X	
E4				X		
E5					X	
E6						X
E7					X	
E8						X
E9					X	
E10						X
E11					X	
E12					X	
E13					X	
E14				X		
E15					X	
E16						X
E17						X
E18					X	
E19					X	
E20						X

Question No. 17: Do you think these materials will be useful to develop intercultural communicative competence?

Table 17
Results of Question No. 17 of the Questionnaire Survey

SL. No.	Yes	To a fair extent	Average	Partially	Not sufficiently	Not at all
E1	X					
E2	X					
E3	X					
E4	X					
E5	X					
E6		X				
E7		X				
E8	X					
E9	X					
E10	X					
E11	X					
E12		X				
E13	X					
E14	X					
E15	X					
E16	X					
E17	X					
E18		X				
E19	X					
E20	X					

Question No. 18: Overall feelings of the experts about the pack of materials

Table 18
Results of Question No. 18 of the Questionnaire Survey

SL. No.	Very Good	Good	Average	Not so good
E1		X		
E2		X		
E3		X		
E4			X	
E5	X			
E6		X		
E7		X		
E8			X	
E9	X			
E10	X			
E11	X			
E12	X			
E13		X		
E14	X			
E15		X		
E16	X			
E17	X			
E18	X			
E19		X		
E20	X			

Appendix A-3 Results of the Questionnaire Survey

Section-3

Question no.1: How much important it is for the students to achieve intercultural communicative competence?

Table 19
Result of the Question no. 1 of Section 3

SL. No.	Very important	Quite important	Somewhat	Not important at all
E1	X			
E2		X		
E3	X			
E4		X		
E5		X		
E6		X		
E7			X	
E8		X		
E9		X		
E10	X			
E11	X			
E12		X		
E13	X			
E14	X			
E15	X			
E16	X			
E17		X		
E18		X		
E19		X		
E20		X		

Question no.2: How much focus of appropriate intercultural communication is there in the present ELT course books followed at the undergraduate level?

Table 20
Result of the Question no. 2 of Section 3

SL. No.	Very Good	Good	Some	Not at all
E1			X	
E2			X	
E3			X	
E4			X	
E5			X	
E6			X	
E7			X	
E8			X	
E9			X	
E10			X	
E11		X		
E12			X	
E13			X	
E14			X	
E15				X
E16			X	
E17			X	
E18				X
E19				X
E20			X	

Question no.3: How sufficient is the collection of ELT books in your library that provide inter cultural knowledge?

Table 21
Result of the Question no. 3 of Section 3

SL. No.	Not at all	Tolerably well	Well
E1		X	
E2		X	
E3	X		
E4		X	
E5	X		
E6		X	
E7	X		
E8		X	
E9	X		
E10	X		
E11		X	
E12	X		
E13		X	
E14	X		
E15	X		
E16	X		
E17		X	
E18	X		
E19	X		
E20	X		

Question no.4: Do you personally try to give any information regarding intercultural communicative competence in ELT classes?

Table 22
Result of the Question no. 4 of Section 3

SL. No.	Never	Sometimes	Often	Very often
E1		X		
E2			X	
E3		X		
E4		X		
E5				X
E6		X		
E7			X	
E8			X	
E9		X		
E10			X	
E11			X	
E12			X	
E13			X	
E14		X		
E15		X		
E16		X		
E17			X	
E18			X	
E19		X		
E20			X	

Question no.5: If yes, what do you use?

Table 23
Result of the Question no. 5 of Section 3

SL. No.	Tape recorder	Video player	Multi media projector	Books and magazines	Pictures/charts/table/graphs	Others
E1				X		
E2	X			X	X	
E3				X	X	
E4			X			
E5			X	X	X	
E6			X			
E7			X		X	
E8			X			
E9			X			
E10			X			
E11			X	X	X	
E12		X	X	X		
E13			X		X	
E14				X		
E15		X	X	X		
E16			X			
E17				X		
E18			X			
E19			X			
E20			X			