Peter Neff and John Rucynski Jr.
JAPAN

Tasks for Integrating Language and Culture Teaching

What is the role of culture in language teaching? Many educators and professionals argue that it is not feasible to teach language without teaching culture as well; the role of the language teacher has been described as that of a "professional mediator between foreign languages and culture" (Byram and Risager 1999, 58). Vernier et al. (2008, 268) consider the teaching of culture as a fifth skill for language learners that "enhances students' overall learning experience." Kramsch (1993, 1) argues that the role of culture in language teaching is even more central, calling it not just a fifth skill, but rather something that is "always in the background, right from day one."

Why is such an emphasis placed on culture? One important argument is that it is not enough just to have linguistic competence when communicating with someone in a foreign language. Specific cultural references from geography, occupations, pastimes, and historical events and personalities always appear in language, and each culture follows special rules regarding formal and informal address and conversational routines. In addition to memorizing vocabulary and grammar, anyone becoming proficient in a foreign language must know the sociocultural rules native speakers use when they communicate with one another. Not knowing the cultural component of language is problematic. For example, a common error of language learners is to translate each word or expression literally. Considering how culture-bound language is, this tendency can cause confusion. As Sun (2007) notes, when a Chinese speaker asks, "Have you eaten supper?" it is a conversation starter rather than an inquiry into someone's eating habits. This is similar to the trouble English as a foreign language (EFL) students have responding to "What's up?" Students often struggle with the fact that there is actually no fixed answer to such a question and that it serves merely as a way to begin a conversation.

Our own language learning experiences reinforce the fact that just knowing the language is not enough. As an illustrative example, soon after one of the authors of this article began working at an English school in Japan, he noticed that all the Japanese workers were addressing their colleagues each time they entered and exited the office. Wanting to fit in, when he left for the night he stood at the doorway and said, *Mata ne* ("See you later"). His language was grammatically correct but culturally inappropriate. A Japanese worker would never leave the office for the night with such a casual greeting, but with the more polite *Osaki ni shitsurei shimasu* (literally: "Excuse me for leaving before you"). Again, this anecdote shows that linguistic competence goes only so far. In order to truly communicate effectively, students of a foreign language need both linguistic and intercultural competence.

The issue of the importance of culture, however, becomes more complicated when we consider the teaching of English. Depending on the context, location, and instructor, teaching English could entail teaching the cultures of, for example, the United States, Canada, the United Kingdom, or Australia, where English is considered the de facto language. After all, when our students have the opportunity to use English outside of the classroom, it is just as likely to be with someone from Australia or India as from the United States. Or, to expand this further, it could also refer to one of the dozens of cultures such as those of India, Singapore, or the Philippines, where English is both a non-primary official language and widely used by the populace. In an attempt to define the role of culture in the context of so many varieties of English, Cates (2004, 31) argues that English education means much more than just the study of a linguistic system; it can also be seen as "an international language for communication with people from around the world" and a subject for "learning about the world's peoples, countries, and problems." Even if two non-native speakers are communicating in English, cultural familiarity on the part of each interlocutor is still of great importance, due in part to what Ziesing (2001) contends is the link between cultural literacy and language fluency. In other words, the more we know about one another's world, the more smoothly we can communicate, whatever the language we are speaking. To go back to our own language learning experiences, we feel that our ability to communicate in Japanese has been greatly enhanced by a deepening knowledge of famous Japanese people, places, and foods. Also, referring to the aforementioned Japanese "mistake," when the co-author of this article now leaves the office in Japan with the appropriate expression, it shows that he is more carefully considering the cultural context when attempting to communicate in Japanese.

Activities to introduce culture in the classroom

Because no textbook perfectly integrates language and culture education, teachers need to build up supplemental activities to make culture learning a consistent component of their language classes. Ideally, these activities will reflect real language use while providing the instructor with the opportunity to assess the learners' efforts.

With these issues in mind, we devised an action research project for the first-year university English classes that we teach in Japan. Our goal was to improve the English-speaking abilities of our students while making them more aware of the importance of intercultural proficiency and stimulating their interest in foreign cultures. To achieve this goal, we have constructed three activities with an outward cultural focus that represent a balance between our own society and that of other English-speaking cultures. Those teachers with circumstances different from our own (such as instructors who are from the same culture as their students), or who have different intercultural education goals or learners with more specific needs, may find it in their best interest to adjust the cultural focus to suit their situation while maintaining the overall structure of each activity.

As Americans teaching in Japan, we want to not only serve as a bridge between our students and American culture, but also to stress the potential of the study of English as a gateway to becoming a global citizen. In addition to describing the steps of the three extended production tasks that we carried out in our courses, this article will offer suggestions on

the language points that can be practiced and the intercultural points that can be addressed.

Teaching context

Before introducing the three activities, we would like to take a moment to discuss our particular teaching context so that readers can consider how it might differ from theirs and thus adapt the tasks for their own learners and classroom environment. We carried out these activities in a total of eight required freshman English classes at a university in Japan. Each teacher taught four classes, with class size ranging from 30 to 40 students. Classes met once a week for a 90-minute lesson over the course of a 15-week semester. Although there are exceptions, our students generally come to us with a solid foundation of English grammar and vocabulary—thanks to the rigorous nature of university entrance exams—but often need more practice developing their spoken fluency. Additionally, although a small number of our students have experienced overseas homestays or taken trips abroad, a majority have never visited a foreign country. For many of them, foreign culture is something they may have seen on TV or in movies, but authentic cross-cultural interaction has been limited. These circumstances make our setting perfect for designing an introductory curriculum that integrates the teaching of language with culture.

Methodology to integrate culture

Both instructors applied a topic-based approach to their classes. In other words, each unit revolved around speaking and listening activities based on a topic of interest to students, such as travel, food, hobbies, clubs, and work. One teacher used a textbook and one teacher did not, indicating that the projects can be used as a supplement to course book topics or, alternately, the course can be designed around independently developed activities.

For each new unit, students worked in groups of three or four. We designed our English courses to include the following PPP (Presentation, Practice, Production) sequence of activities: (1) the Presentation phase used warm-up activities to stimulate student interest about the topic. To show students what we would be building towards, we explained the final speaking activity we would be assessing them on at the end of the unit. Students were then given handouts that highlighted sample language needed for building their vocabulary, grammar, pronunciation, and fluency related to the topic; (2) in the Practice phase students used these handouts and were given opportunities to practice the situations with their group members while we carefully monitored group work to ensure that they were staying on task and meaningfully practicing in English; (3) during the Production stage students were assessed on their performance as they engaged in different communicative tasks.

In deciding on the tasks best suited to meet our pedagogical objectives, we initially created the following checklist of essential attributes for any task, which should do all of the following:

- focus on interactional spoken communication
- involve practical language knowledge, including commonly used phrases and expressions
- allow for personal expression on the part of the learners
- be easily assessed
- be completed over one or two class sessions (not including preparatory work)
- expand learners' intercultural knowledge

For activity options, we relied on Purpura's (2004) categorization of tasks for the purposes of language assessment, specifically those activities classified as "extended production tasks," which entail full language production, in contrast to "selected response tasks" (such as multiple-choice responses) and "limited production tasks" (such as cloze exercises and sentence completion). Extended production tasks tend not to focus on discreet language knowledge but rather on naturalistic language use and, to varying degrees, involve performance in the target language.

Purpura (2004) further categorizes extended production tasks into three sets of activities: (1) performance-focused (e.g., simulations, recasts, practice activities); (2) product-focused (e.g., presentations, essays, portfolios); and (3) process-focused (e.g., observations, discussions, reflection activities). Due to time constraints, we adapted one activity from each set into our curriculum: a role-play simula-

tion, a poster presentation, and an interview-discussion.

As we previously stressed, each activity can be modified to suit students' English levels and interests. Teachers with advanced students, for example, can add more complex sentence structures or vocabulary items to the class handouts. Additionally, those who are preparing their students to study abroad will obviously want to focus the tasks on the destination culture.

Activity 1: Restaurant role play

The restaurant role play has been a staple of EFL textbooks for a long time. However, we made subtle changes to add a more explicit intercultural component and make the language production more challenging. The role play is an excellent initial activity for two reasons. First, it is arguably the easiest and most straightforward of the three activities, so it is a good way to bolster student confidence in performing communicative tasks, and second, it also serves as an introduction to intercultural communication and pragmatics. By considering the different behavioral norms required in restaurants in Japan and in other countries, we hoped students would achieve a clear understanding of cultural differences and realize that studying English is about more than just linguistic mastery.

Steps of the activity

1. Divide the class into small groups and introduce the activity by asking students to brainstorm the differences between restaurants in their home country and a foreign country (in this case, the United States). These differences can refer to any aspect of eating out, such as service style, portion size, etc. The teacher then shares some of these interesting ideas with the whole class. To expand this further, the teacher classifies some of the ideas by putting them into categories such as "True," "Somewhat True," and "Not True." The purpose here is not to criticize the students' answers, but to provide them with a realistic image of what restaurants in different countries are like. This information will be necessary for successfully completing the role play.
2. Give the students a handout with a list of useful expressions (a few examples can be found in Appendix A) that can be used when ordering in a restaurant in English. Explain these expressions as needed, going over points such as key vocabulary and pronunciation. Also, explain that this handout is only a study guide and will not be available when students perform the actual role play.
3. Give each group a menu from a real restaurant. These can be found and printed out from the Internet. (We found plenty of examples on Google Images by using search terms such as "menus pdf.") Do not give the same menu to every group, but strive for as much variety as possible.
4. Before the role play, direct the students to take time outside class to study their menu and key expressions and to practice several times with their group members, changing roles between waitperson and customers.
5. Perform the actual role play with the teacher playing the role of waitperson and students that of customers. (An alternative is for students to play both roles as the teacher watches and assesses.) As seen from the expressions in Appendix A, students are expected to communicate in English with both the teacher and fellow group members throughout the role play. The activity is structured this way to better simulate real-world situations, where we interact not only with the waitperson but also with the people we are eating with. Amid all of this activity, it can be a minor challenge for a teacher to also find time to assess students on their performance. We found it best to take a minute or two between role-play sessions to grade the previous group before moving on to the next one.

Language points

A great variety of language forms and functions can be practiced through a restaurant role play. Again, the specific points to focus on will depend on the level of your students and your teaching context, and may include the following:

- food vocabulary and pronunciation (there are many food loanwords, but pronunciation will often differ between the first language and English)
- counters (a *glass* of water, a *piece* of bread, etc.)
- polite requests ("Could I have…?"/ "Would you mind…?")
- listening skills (confirming the order with the waitperson)
- complaining ("I ordered…, but…")
- asking advice ("What do you suggest/ recommend?")

Intercultural points

In addition to the language points, the restaurant role play includes a great deal of potential as a springboard for intercultural understanding. For example, when asked about their ideas of American food, a large majority of our students inevitably mention little else besides "hamburgers" and "hot dogs." By seeing a range of real menus from a selection of American and international restaurants (we used Greek, Mexican, Thai, and vegetarian), our students achieve a more realistic insight into the ethnic and dietary diversity of the United States. Additionally, the restaurant role play reinforces the fact that when interacting in a foreign country, one has to consider not only language accuracy, but also behavior. Although restaurant customs and etiquette will obviously vary from culture to culture, some aspects to highlight in a restaurant role play include tipping, the proper method of asking for a table or paying the bill, rules regarding smoking, and complaining. Many of our students estimated that a typical tip in an American restaurant is just 5–10 percent (currently, tips should be about 20 percent). This again illustrates that it takes more than linguistic mastery to interact effectively in a different culture.

Activity 2: International city poster presentation

Although in the past we have relied on the traditional one-presenter, many-listeners format, for this project we decided to make substantial changes in order to align it with our pedagogic goals. As with the role play, we wanted to add interaction as well as an intercultural focus and appropriate language skills. To accomplish these aims, we assigned groups of three learners to make poster presentations to other groups in the form of a multi-day tour plan to an international destination. We feel that this works as an appropriate progression from the restaurant role play, which is more structured in terms of context and language use, toward a more open-ended yet still structured explicative task.

One benefit of the inclusion of a poster as part of the presentation was the addition of an expressive, handmade design element into the communication task. The poster, which can include photos or drawings of an international city, an outline of plan activities, and a city map, also acts as a catalyst for the presenters to launch into the key points of the task. The intercultural aspect of the activity derives in part from the focus on a foreign, English-speaking metropolis, and presenters are encouraged to include not only popular tourist sites in their descriptions but also information about the background of the city and its people, local food, the arts, and any other relevant details to color in the cultural landscape of the destination. In the role as tour guides to an exotic locale, each group of student presenters becomes, in a sense, "experts" on a different Anglophone culture, conveying their knowledge to the listeners and interacting with them through impromptu cultural quizzes and question-and-answer sessions. Linguistically, this activity also provides opportunities to explain a process—the travel plan—in stages, describe intended activities in the future tense, and cover factual information, including numbers, dates, and demographic information.

Steps of the activity

1. Divide the class into small groups—we felt three learners per group worked best—and explain the activity. In their groups, students select an international city to present. You can either allow students to choose any city they are interested in or provide a preset list of Anglophone cities from which to choose. We prefer the second option because it allows us to compile a group of international destinations that most of our learners likely know little about, as opposed to having them self-select from a small pool of very famous places, such as London and New York, that

they may already have visited or have extensive knowledge of. In the same class session, after choosing their city, the groups brainstorm anything they know or any preconceived ideas they have about that place as a first step in information gathering.

2. At home, the students independently research the city their group selected. We ask them to focus on background information, including location, population makeup, religions, and languages, as well as initial ideas for their tour plan destinations and activities. For each proposed stop, they must detail why this place should be included in their plan.
3. During the following class session, group members share their research and activity proposals and decide on the best and most relevant ones to include in their tour plan (we also check their homework and give credit). A typical presentation, in addition to being a general introduction to the city, ends up including about six cultural activities. For their presentation script, we explain and again provide a list of useful expressions that will help them describe their city and its attractions in a clear way to their listeners (see Appendix B for examples). As the groups work on their presentation outlines, we also recommend that they sketch out their initial ideas for the poster design so that they consider the verbal and visual elements together. Large posters are encouraged, and we show samples of particularly attractive or innovative posters from previous classes as models.
4. Most of the remaining preparatory work, including finalizing and practicing the presentation script and creating the poster, is done outside class time. While we do not require our students to memorize their entire presentation (although many do), they are also not allowed to simply read their scripts from a piece of paper. We allow them to use note cards for reference but also encourage them to maintain eye contact around 80 percent of the time. We also explain and demonstrate other important elements of presentation techniques, including voice volume, gestures, and interaction with both their poster and audience.
5. Presentations take place over two class sessions. Each day, half of the students play the role of tourist listeners while the other half are presenters playing the role of home country tour guides detailing the tour plan for their customers. Posters are put on the walls around the classroom, and presenting students stand by the poster and talk in turn. Presentations typically last six to ten minutes and are repeated as groups of listeners walk from group to group. We recommend that in addition to presenting information, groups include quiz questions about their listeners' prior knowledge of the city or culture they are presenting to maintain listeners' interest. At the end of the presentation session, listeners are encouraged to ask questions about the place or culture presented. Meanwhile, the instructor walks around and listens to the presentations, assessing the performance and poster quality. One way to keep listeners engaged is to ask them to assess the presentation along with the instructor. This type of peer assessment helps learners contemplate their own performance as it causes them to view others' efforts from a more objective perspective.

Language points

In comparison to the role play, the presentation activity involves more describing places and explaining procedures and less back-and-forth interaction. As such, we emphasize these linguistic forms:

- explaining demographic information and the differences between a place and people from that place (Canada/Canadian), a religion and the people who practice that religion (Islam/Muslim), and a place and its primary language (India/Hindi)
- using large numbers and rounding ("The population of New York City is around 8.4 million")
- presenting sequential activities ("Our first/second/next/last destination is…")

- drawing listeners' attention to poster elements ("If you look at this picture, you can see…")
- introducing and concluding the presentation and asking and soliciting questions

Intercultural points

The cultural learning components of this activity are more explicit and academic than they are in the role-play assignment. We encourage students to take their roles seriously, and we clearly state from the beginning that we do not want presentations that are merely blocks of dry information copied and read without thought given to structure or cohesion—what we term "Wikipedia presentations." While it is natural that the learners will use resources such as homepages, guidebooks, and tour pamphlets, they should combine the information from these sources in a unique and holistic manner that fits into a well-thought-out tour plan. This plan should provide not only a series of stimulating activities but also a sense of the culture they are presenting. Learners can even develop tours and posters to cover a particular theme for their intended destination such as an art form, a cuisine, or architectural landmarks, so long as they broaden the listeners' view and knowledge of that place.

Activity 3: Intercultural interview-discussion

Toward the end of the term we move onto the last of our intercultural communication projects, an interview-discussion activity. Once again we start with the format of a standard EFL speaking task—a student interview—and alter it to add interaction and an element of cross-cultural learning. Typically, one thinks of an interview as being a one-on-one, unidirectional type of communication activity, but we made the task bidirectional—hence the "discussion" component added to the description. Because instructors sometimes hail from a different culture than those of their learners, we exploit this distinction so that both sides might learn and educate at the same time. To this end, we feel that the interview-discussion activity can strengthen intercultural understanding while correcting (or confirming) preconceived notions we may have of one another's culture.

Steps of the activity

1. As with the role-play and presentation tasks, the interview-discussion activity begins with an explanation followed by forming groups. Again we preferred groups of three, although pairs or groups of four may be equally effective. However many learners make up each group, it is important that, as far as possible, the learners have new group members for each of the three projects, thus avoiding complacency and lack of interest.
2. The first task is for students to develop questions they wish to ask about the instructor's culture and society, in our case the United States. Each student creates four or five questions that first make a cultural comment—or describe an idea or set image the student has—about America before asking about something specific that relates to this theme. For example, one common type of question relates to food: "It seems to me that people in the United States eat a lot of fast food. Can you tell me about a typical meal in America?" Alternatively, students may use points of comparison between cultures to phrase their questions: "In Japan we normally get together with our families on New Year's Day to celebrate and eat special food. What do Americans usually do on this day?" After making several of these questions individually, students share them with their group members in the next class and together choose the ones they consider the best or most interesting.
3. The instructor takes home the selected questions and, without answering them, makes response questions related to the same theme. In the food example above, we might respond by asking, "Is it more common in Japan for people to eat a mix of Japanese and non-Japanese food or only Japanese food at meals? Please explain with some examples." These response questions are given to the groups in the next class session, and the original questions are returned.
4. The learners are then encouraged to research information about the query topics in order to answer suitably and to practice in their groups outside

class time. We emphasize that a fitting response is not simply one that is well rehearsed. Students should provide answers that are insightful and personal, specific and concrete. We look for answers that include facts and examples and not simply generalities and stereotypes. In fact, one of the goals of this activity is to help our learners rethink stereotypes about their own culture.

5. On the interview day, each group comes to class during its allotted time slot (we spend about 15 minutes per group). Students begin by asking us their questions, and we in turn answer these before asking our response questions. Although they know the questions in advance, they do not know who will be asked each question. We also try to include some follow-up questions that are not foreknown in order to add spontaneity and naturalness to the discussion and thus de-emphasize overly scripted responses. If the performances are being assessed, this evaluation can be done by the instructor between group sessions.

Language points

As the final task in the term, the interview-discussion is the most open-ended of the three activities, and as such we put less emphasis on fixed expressions for this activity, although we do still provide some helpful phrases and speaking tips (some can be found in Appendix C). Of greater importance is the content and thoughtfulness of the responses. One thing we explain throughout the term is that productive discussion arises when both sides put thoughtfulness and effort into their questions and answers, and we will sometimes model this in class through mini-discussions with students or explain it in handouts. One option to prepare for this activity is to spend ten minutes of class time every week or two having students engage in their own interview-discussions with one or two other learners, focusing on that day's lesson topic. At these times, we explain how to produce what we consider "good" instead of "bad" questions in English, the latter being those that are overly simplistic, general, or obvious, as well as replying with suitable answers. We highlight several points:

- using suitable answer length—i.e., avoiding overly quick or simple responses
- providing enough detail to make answers concretely understood
- using illustrative examples to explain a concept or idea
- maintaining a natural pace while avoiding long pauses or excessively fast speech

Intercultural points

One of the strengths of the intercultural interview-discussion is the dual role of educator and learner carried out by both the instructor and the student. Each has something to learn and express about culture. It can also be a great activity for confounding stereotypes, as one's initial ideas of the other's culture become the touchstone from which a deeper reality is learned. We have both lived in Japan for over ten years and consider ourselves to be fairly well versed in terms of our insights into Japanese culture. Nonetheless, each time we carry out this activity, we are amazed at how much we learn from our students about the society we live in. In turn, it is enlightening and at times amusing (or occasionally disturbing) to hear learners' assumptions about our own culture, and we are more than happy to try and correct what we consider cultural misconceptions or to add nuance to the overly broad ideas our students might hold about American life and people.

There are also modifications that teachers who come from the same culture as their students can make to carry out this task. If the teacher has lived or traveled extensively in an English-speaking country, the students could ask about the teacher's impressions of that country. (Sometimes this approach is even more motivating for students, as the teacher can serve as an intercultural role model.) Other options are to invite a guest speaker to be the interviewer (allowing the teacher to focus solely on assessment) or set up a Skype exchange with speakers from the target culture.

Learner reactions

We were interested to learn what our students' reactions were to each of the three extended production tasks. Therefore, after completing all of the activities, we asked stu-

dents to respond to a brief survey and select the intercultural project they thought was the best overall and to explain why. Table 1 contains the results of the survey.

15.4%	49.3%	35.3%

Table 1. Student preference for extended production tasks

We can see that the poster presentation activity was the most popular, although each one had its proponents. The comments we received reflect the mix of language, intercultural, and social components in the activities. Nonetheless, some patterns of response based on task preference emerged in the data. Those who selected the role play often focused their comments on the practical and realistic aspects of this task compared to the others. Many comments about the poster presentation, on the other hand, noted the students' enjoyment of working with their group members and the stimulation of interest in foreign cultures, both the one they presented as well as those covered in other groups' presentations. Finally, those who liked the interview-discussion best often expressed a deeper consideration of their own and another culture. Additionally, many of these students mentioned how much it stimulated them to work hard at communicating better in English.

Conclusion

As instructors, we were gratified to read these survey results, as they confirmed what we suspected in developing the projects—namely that the different context and focus of each task bring varying benefits to learners even though all three are communicatively oriented and involve both intercultural and language education. Through these three extended production tasks, we feel that EFL learners can better understand the nuances of culture that may not be immediately obvious in their daily lives or in the English-learning resources they typically rely on, such as video or textbook materials. The preparation involved also puts learners more in control of what they learn, and the performance element allows them to interact with the instructor and other students to a greater degree than they may ordinarily be used to.

Many of our learners commented that these tasks exposed them to a style of language learning that was new for them, and while this change was unexpected and challenging for some, most of them also appreciated that the activities closely mimicked real-world communication. We hope this approach can also serve as a springboard for helping students view English as not just a series of grammar rules to memorize for tests, but also as "a language of world citizenship for learning about our global village" (Cates 2004, 32).

References

Byram, M., and K. Risager. 1999. *Language teachers, politics and cultures*. Clevedon, UK: Multilingual Matters.

Cates, K. 2004. Becoming a global teacher: Ten steps to an international classroom. *The Language Teacher* 28 (7): 31–35.

Kramsch, C. 1993. *Context and culture in language teaching*. Oxford: Oxford University Press.

Purpura, J. E. 2004. *Assessing grammar*. Cambridge: Cambridge University Press.

Sun, S. 2007. From linguistic knowledge to cultural awareness. *Intercultural Communication Studies* 16 (3): 192–97.

Vernier, S., S. Barbuzza, S. D. Giusti, and G. D. Moral. 2008. The five language skills in the EFL classroom. *Nueva Revista de Lenguas Extranjeras* 10: 263–91.

Ziesing, M. 2001. Cultural literacy and language fluency. In *A collection of academic papers: In celebration of the 20th anniversary of the Thai Chamber of Commerce*, 1–14. Bangkok, Thailand: University of the Thai Chamber of Commerce.

PETER NEFF is an assistant professor in the Faculty of Global Communications at Doshisha University in Kyoto, Japan. He received an MA from Teachers College, Columbia University, and is currently pursuing his doctorate in TESOL through Temple University, Japan.

JOHN RUCYNSKI JR. has taught ESL/EFL for more than 15 years in the United States, New Zealand, Morocco, and currently Japan. He is the co-author of *Surprising Japan*, an EFL textbook that explores Japanese culture.

Appendix A Restaurant Role Play Useful Expressions

W = waitperson **C** = customer

1. ENTERING RESTAURANT/ASKING FOR A TABLE

W: Hi, welcome to [John's Bar and Grill]./Do you have a reservation?
C: Yes, I made a reservation for [Jackson].
C: We don't have a reservation, but can we get a table for [3]?

2. ORDERING MAIN DISHES

W: Are you ready to order?
C: Yes, I'd like…/I'll try…/Can I have…?

3. COMPLAINING ABOUT THE FOOD

W: How's everything with your meal?
C: My [steak] is [overcooked/undercooked/burnt/cold]./This isn't what I ordered./I ordered [a salad], but it hasn't come yet.

4. SPEAKING WITH OTHER GROUP MEMBERS

- What are you going to get?
- [The lasagna] sounds good./I'm in the mood for…
- How's your [steak]?
- My [burger] is [delicious/great/awesome/wonderful/bland].

Appendix B City Presentation Useful Expressions

1. LOCATION

[Melbourne] is located in [northern/southern/eastern/western/central] [Australia].

2. POPULATION

The population of [Glasgow] is about [700,000].

3. LANGUAGE

The official language is [English]. Other common languages are…

4. EXPLAINING DESTINATIONS

Our [first/second/next] destination is…

We would like to explain more about this place.

5. EXPLAINING THE POSTER

If you look at this picture, you can see…

Please look at the map. This place is…

6. QUIZ QUESTIONS

We have a quiz question for you about [our city/destination #1/this picture].

7. CONCLUSION/Question and Answer

That's all for our presentation, but we'd be happy to answer any questions.

Appendix C Culture Interview-Discussion Questions and Answers

Question Style/Topics: When developing your questions, first phrase a comment or idea you have about American life, people, society, or culture. Or you can make a comment about your own culture before asking about the instructor's.

Example Sentence Patterns (explaining your idea)

My idea/image is that…

In [my country] we typically…

Example Question Patterns (confirming your idea)

Is my idea/image correct?

What is normally done in your country in this case?

Answering Questions: There is no one correct way to answer questions about your culture. Instead, please answer as completely and with as much detail as you can. Here are some suggestions:

- A complete answer will generally be about 30 seconds to one minute long.
- Be specific. Use facts, details, and examples to support your ideas.
- If you have some personal experience with the topic, include that as part of your explanation.
- If you are not sure about the topic, do a little research about it to find out more.
- It helps to practice together with your group members before the interview (but do not *over*-practice).