AN EMPIRICAL STUDY ON CULTURAL INTRODUCTION TO NON-ENGLISH MAJORS

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Abstract
With the research of the relationship between culture and language teaching developing, people have realized the necessity of introducing culture into language teaching. While providing the opportunity for the students to get a general idea about the target culture, the experiment presented here on cultural introduction to non-English majors indicates that the teaching of culture could become an integral part of foreign language instruction and that introducing culture has a positive impact on their language study and is really productive and rewarding to the college students.

Key words
cultural introduction, non-English majors, English teaching

1 Introduction
The world is getting smaller and smaller. Improvement in transportation technology and developments in communication technology and globalization of the economy have made intercultural communication more necessary than ever. Language learning is therefore an important element for intercultural communication, whereas communicative competence includes not only the linguistic knowledge but also appropriateness, that is, the knowledge of when and where to use sentences and to whom. Richards & Platt / Webber 1985 (49). In this sense, culture learning is essential for better communication.

2 Background of the present research
Although teaching culture has been considered important in foreign language instruction for almost one century, it is not until more recent years that teaching culture in language courses has been widely emphasized. It has become clear that foreign language learning is often foreign culture learning and the contributions done by the foreign language educators have helped more and more foreign language teachers in China realize that cultural competence is an integral part of communicative competence. Many courses on culture have been introduced for language learners which have brought striking improvement in their cultural awareness. But it is also the case that almost all the progress is limited within the advanced language learners and that the situation of college students in general is far from satisfactory. Zhong Hua et al. (2001). Specifically, the non-English majors feel that the contemporary foreign language teaching methodology gives them only fragmentary information about the target language culture and there is little evidence that teachers introduce intercultural communication strategies as part of a planned curriculum. And this reveals the necessity and significance of the present research.

3 Research methodology

3.1 Subjects
This quasi-experiment is conducted amongst the biology students of Shandong Normal University on cultural introduction to 60 Chinese undergraduates in their English classes for about 19 weeks.
3.2 Objectives

One of the objectives of the study is to provide the students with more information about the target culture to promote their awareness and appreciation of it. A second objective of the study is to illustrate if it is possible and productive to integrate cultural introduction into the college intensive reading class. Furthermore, because the subjects involved are a group of general students for whom to fulfill graduation requirements is one of their major tasks, the present study specifically seeks information and analysis on how the introduction of culture knowledge affects students' desire to study English and their achievements, which is our central concern in this paper.

3.3 Procedure and instrument

During the process of language learning, the students in the experimental class are given the opportunity of being exposed to English culture during and after the class whereas the students in the control class are not. In the end of that semester, a questionnaire on culture is distributed to 60 students with 30 students being selected randomly from the experimental group and 30 from the control group. The questionnaire adapted from the "A Sociocultural Test" by Wang Zhenya (1990) consists of four parts, two of which are appropriate or inappropriate questions on nonverbal and verbal behavior in intercultural interaction. The third part is constituted by twenty incomplete sentences with five choices which concern geographical, political, religious and literary knowledge about the USA and Germany. The last part contains three Likert-scale items and two open-ended questions designed to measure the students' implementation of the reading materials concerning culture, their feelings and acknowledgment towards the introduction of culture knowledge. The results in the Sociocultural Test hereafter it is called the Culture Test, and the students' scores in the final examinations of that term are also used as the data in the analysis which is done by SPSS.
Reasoning and organization

English discourse emphasizes logical reasoning and clear organization of ideas with the main idea clearly stated. Facts provided to support the main idea and references cited. Different ideas are clearly and logically organized to ensure that the finished essay is cohesive and explicitly unified. While Chinese reasoning does not emphasize logical argument. In general, Chinese essays offer assertions rather than proofs with fewer references cited.

Models of expression

English rhetoric prefers a deductive discourse style of “five Ws and one H” and emphasizes originality and individuality. So the main point is explicitly presented, and writers are encouraged to use their own words in their own unique ways to express their views. But Chinese rhetoric prefers an inductive mode of expression in which there is a delayed introduction of the main idea. Chinese students seem to prefer quotation and paraphrase of others’ words or the use of set phrases or what is socially shared rather than the free expression of personal views. Wu 1999. Knowledge of the differences between English and Chinese writing will help students to find an effective way of approaching the writing task.

Nonverbal communication

An important area that can affect the intercultural communication process is nonverbal communication. It is generally advisable to use the nonverbal behavior that goes with that particular language for a slight difference in making the gesture itself can mean something quite different from the intended.

Cultural differences in everyday conversation

Greetings and farewells, ways of address, compliments, and miscellaneous social amenities have been dealt with respectively in the course of English language teaching. According to Deng 1989, for example, the Chinese term “please” is usually regarded as equivalent to “Please.” However, in certain situations, the English phrase would not be used. When offering or urging another person to be first in going through a door or getting in a car, the expression is generally after you, not you go first. At the meal table, help yourself is customary when urging someone to start eating or to take more of the food.

The main approaches applied in the experiment

The approaches to cultural introduction here are mainly inspired by some experts, such as Brian Cullen 2003, Oxford 1994, Dammen 1987. They suggest a range of techniques and some tips that help to make the teaching of culture a better experience for the teacher and students.

A. Contrast

This involves systematic examination of the contrastive qualities of the target culture and students’ native culture through reading materials or videos. Understanding one’s own culture is important for appreciating different cultures because the successful intercultural understanding is based on recognizing the ways in which two cultures resemble one another as well as the ways in which they differ.

B. Cultural capsules and cultural clusters

These are short explanations of differences between two cultures. In this exercise, students are required to answer questions relating to the material, which is about a typical incident or event in the target culture.

C. Culture quizzes

Quizzes are one of the more successful activity types that can be used to test material previously taught. The students are asked to answer true or false to each of the questions in pairs or groups. It is not important whether students get the right answer or not, but by predicting, students will become more interested in finding out the right answer.

D. Cultural problem solving

This is yet another way to provide cultural information. Singhal 1998. In this case, learners are
presented with some information that presents a problematic situation. As long as students have certain knowledge and skills to cope with conflicts, they will be better prepared to handle the problems to some degree for themselves. Critical incidents and cultural assimilator are two of the forms.

E. Cognitive approach

Discussion and Student research are two valuable forms of learning in culture. Reformulation simply means “Explain what you just learned to your partner in your own words” and can be used to check what they have learned and to reinforce it by retelling it to a partner. Readings can provide students with background information about the target culture. Readings include novels, magazines, newspapers and history books, etc. Visited in the Global Village, Straddling Cultural Divides with Ease, Tian Dexin 2000 and Culture and Communication, Zhao Li 1999 and English Language Learning are the main culture reference books the students are expected to read. Guest speakers and Mass media can provide students with their own perspectives about foreign society and culture and can bring real-life exposure to the target culture.

3. Examples of combining culture with intensive reading

One way of combining cultural introduction with the intensive reading class effectively is to take the culturally loaded words or phrases as clues and ask the students to do some research work. Sometimes the researcher does the research and adds more information in that respect. An example of which is cultural aside by Gui Shichun 1988 138. For example, in one of the in-class readings “blue vocabulary” is mentioned and noted as indecent or improper words. Ying 2001 80. The researcher takes advantage of this and asks the students to find the differences in the “colorful” words including red, white, black, blue and yellow between English and Chinese. From their reports the researcher finds that the students have focused on almost all the differences of these words in one way or another.

Take blue as example; they found that in English blue is usually associated with unhappy feelings. In a blue mood or having the blues means a sad, gloomy or depressed mood. Similar in meaning is a blue Monday — the first day of work or school after a pleasant, happy weekend. And Blues in music is another example.

As to the Chinese word 黃, literally means yellow; they find that although it usually appears in such expressions as pornographic pictures, obscene movies, filthy books, vulgar music, it could be used neutrally and 黃. Yellow Pages is one of them. Yellow Pages is a book with the telephone numbers of different shops, businesses, organizations, etc., arranged according to different categories. Its pages are yellow, but it is not a 黃 in the Chinese sense. Deng Yanchang 1989 114.

Another way is to provide the students with some relevant reading material. One of the passages in a book is about business strategy and the following story is given.

A member of a delegation sent to China by a large American corporation complained about the Chinese. He said the Chinese had asked them three times if they would be willing to modify some proposals, though each time the American had said “no” clearly and definitely. And he was incensed that the Chinese had not taken their word the first time.

How would you help to clarify the situation?

1. The American delegation member became angry because the Chinese could not understand him.
2. The Chinese take pride in modesty but the Americans in straightforwardness. And the Chinese politeness calls for three refusals before one accepts an offer and the Americans take a “no” to mean “no” whether it is the first, second, or third time.

Tian Dexin 2000 114.

4. Results and discussion

4.1. Quantitative analysis

4.1.1. Comparing the different parts in the questionnaire

Comparing the scores of the three parts in the questionnaire, see Table 1; we can see that in either
group the mean of part one is the highest $143$ and $1493$ while that of part three is the lowest $143$ and $80$ One fact that could explain this phenomenon is that the biology students contribute most of their time to science therefore they have little chance to gain knowledge on literature religion and politics in English speaking countries whereas the knowledge about verbal or non-verbal behavior in English is more or less familiar to all the English learners.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>The statistics of scores in the three parts of Culture Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>$143033$</td>
</tr>
<tr>
<td>Std Deviation</td>
<td>$408580$</td>
</tr>
</tbody>
</table>

Note E experimental group C control group

4412 Comparison of the scores in the Culture Test between the two groups

From Table 1 it can be found that the Standard Deviation in Culture $E$ is a little higher than that in Culture $C$ which implies that the scores in Culture $E$ are more deviant away from the central point in the distribution. One possible explanation according to the researchers understanding is that during the process of cultural introduction the majority of the subjects in the experimental class are willing to invest more time and effort in culture learning. Therefore they have obtained a lot more information and have made rapid progress on that Some of the subjects however might not be interested in the project and read little materials or pay little attention to that.

From Table 2 we can also find that the mean of Culture $E$ is much higher than that in Culture $C$. According to the Independent Samples Test of the scores in the Culture Test from two groups the significance of t-value is $046$ Therefore we could draw the conclusion that the experimental group and control group do show significant difference in their scores in the Culture Test and that the difference is significant at the level of $05$. The indication of this great distinction is clear that the experiment of culture knowledge introduction is really rewarding.

<table>
<thead>
<tr>
<th>Table 2</th>
<th>The statistics of the scores in the Culture Test and the Independent Samples Test of the scores in the Culture Test from two groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>mean</td>
</tr>
<tr>
<td>culture $E$</td>
<td>$345667$</td>
</tr>
<tr>
<td>culture $C$</td>
<td>$347667$</td>
</tr>
</tbody>
</table>

Note culture $E$ culture scores from experimental group culture $C$ culture scores from control group

4413 Comparison of the scores in the final examination between the two groups

According to the data in Table 3 one of the most striking features of the data analysis is that the mean of TEST E is $746$ is much higher than that in TEST C is $67067$. And according to the Independent Sample Test the significance of t-value is $001$ which means the difference is significant at the level of $001$. Therefore we could say that the two groups show a significant difference in their scores in the final examination.

But some may argue how could they improve the scores in the examination since there is no particularly added culture element in the final examination and the experiment occupies part of the students' time for language skill practice. The most possible reason which will also be mentioned in the following analysis is that the experiment motivates the students' interest in learning English and interest is one of the most important factors in learning a foreign language. Hence they may study harder and devote more time to the language learning. Another explanation is that all the activities applied in the experiment reading culture material in English oral reports etc provide the students with a good opportunity of promoting their English proficiency.
Table 3. The Independent Samples Test of the scores in the final examination from both groups

<table>
<thead>
<tr>
<th></th>
<th>mean</th>
<th>t-value</th>
<th>Sig(2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEST E</td>
<td>7.66</td>
<td>8.78</td>
<td>.000</td>
</tr>
<tr>
<td>TEST C</td>
<td>6.067</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: TEST E = scores in the final examination of the experimental group
TEST C = scores in the final examination of the control group

4.1.4 Comparison of the scores between the Culture Test and the final examination of the experimental group

Paired Sample T Test is applied to find out whether the mean score of the Culture Test and that of the final examination in the experimental group are significantly different. The result shows that the significance of t value is .000 which means the difference is significant at the level of .001. And according to the Pearson Correlation analysis, the correlation coefficient between the scores of the Culture Test and those of the final examination is .174 with its significance being .359. Therefore, this pair-wise test shows a positive correlation. However, the correlation coefficient does not reach the significant level of .05.

From the above analysis, the following conclusion can be drawn: the language proficiency and the cultural ability of the subjects are not closely correlated. Those who score high in the Culture Test may not do well in the language test. It is true that there may be some students who can do well in both tests but that is not always the case. Therefore, their abilities in these two aspects should be cultivated respectively. This result is also shared by Wang Zhenya in his Sociocultural Test 1990.

Table 4. The analysis of Pearson Correlation and Paired Samples Test of the scores in the Culture Test and the final examination of the experimental group

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig(2-tailed)</th>
<th>t</th>
<th>Sig(2-tailed)</th>
</tr>
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<tbody>
<tr>
<td>Pair 1</td>
<td>30</td>
<td>.174</td>
<td>.359</td>
<td>620</td>
<td>.000</td>
</tr>
</tbody>
</table>

4.2 Major findings

The major findings yielded from the present experiment can be summarized as follows:

A. The students in the experimental class have evidently made much more progress in cultural learning than those in the control class.

B. The experiment on cultural introduction is really rewarding and the students in the experimental class have made much more progress on their cultural awareness.

C. The two groups show a significant difference in the scores in the final examination, namely, the students in the experimental group have made much more progress in their language proficiency than those in the control group.

D. The students' cultural awareness is not fully developed and lags behind their language proficiency and cultural introduction or similar programs on culture teaching is the only effective way to promote the students' cultural awareness in foreign language education. This also implies that the introduction of target culture to the experimental class is appropriate and timely.

According to the students' responses, we can see that at the cognitive level, the students report learning much factual information about English culture which confirms that cultural introduction can be an effective approach to positively influencing students' attitudes toward the target culture learning and toward language learning in general. For this approach can not only enrich the students' cultural knowledge but also motivate their interest in language learning and hence improve their proficiency in language learning.
4 The implications for college English education

In the light of the major findings generated by the study we may find some useful implications of these findings for college English teaching including:

A Cultural introduction is necessary and important and in fact productive for non-English majors practically and theoretically

B The students’ intercultural competence is not adequately developed before the experiment. Considering the students’ inadequate development in their intercultural competence we feel that there is a great need to strengthen the importance of cultural elements in tests and integrate pragmatics and cultural knowledge into English teaching

C A book providing various aspects on English language and culture or the English version of Chinese culture will be valuable which can be used as extensive reading material for the students

D Teachers should be trained to be familiar with knowledge in the field of intercultural communication. Without knowing the differences that interfere with smooth communication teachers are not fully able to give information to their students. Their attitudes, updated knowledge and skills will help them teach students more effectively

4.4 Limitation

The design of the current study imposes certain limitations on the strength of the conclusions that are drawn from the quantitative data. As for the sample size is relatively small and there are only 60 students. As to the reports from the students some personal elements have to be taken into consideration. Some students may praise the researcher in order to impress the researcher favorably while others may have further reasons to give such positive answers.

Another limitation of the study is imposed by the time constraints of the university’s 15-week term system which allows for only a relatively short period of time for the study.

An additional limitation of the study is the division of population into experimental group or control group is not ideal because we could not control the division of the natural classes in a department. Fortunately however it is said that the division of the natural classes in this department is by and large made according to their English scores in the College Entrance Examination which indicates that the experimental and control classes in the experiment are almost on the same level. What is more we cannot expect that the two groups are alike in every respect except for different exposure to treatment on culture.

The introduction of Chinese culture which is another limitation in the current study is not focused on due to the lack of time and relevant materials. Still the researcher is only too conscious of the fact that there are still problems that are unsolved in the presentation of the study description.

5 Conclusion

To sum up we have presented here a quasi-experiment on the cultural introduction to non-English majors in college providing the opportunity for the students to get a general idea about the target culture. The responses from the students show that the majority of the subjects hold a favorable attitude toward cultural introduction and the results of the research analysis testify to the effectiveness of the cultural introduction. It not only helps improve students’ cultural awareness but also contributes to the development of their interest in learning English and the cultivation of their ability in using the language thus enhancing their overall communicative competence. I hope that my efforts in cultural introduction may help to develop the students’ capacity of adapting to our changing world as well as to broadening the horizon of the research world in the field of college English teaching in China. And it is expected that the insights drawn from the above mentioned research can be of much help and value to ELT with respect to its teaching methodology material development as well as the cultivation of the communicative competence on the part of the students. I need to stress, however, that this study is an empirical study on cultural introduction to college English Intensive Reading and remains open to be discussed and improved.
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Appendix
A Sociocultural Test

Part One
Directions There are 20 questions in this part. Each question has a part underlined which describes a nonverbal behavior in crosscultural interaction. Read each question and decide whether the underlined part is appropriate or inappropriate. If it is appropriate write an "A" or if it is inappropriate write an "I" on the "answer sheet".
1] If you are a man in an English speaking country and a lady comes into the room you must rise to your feet.
2] If you want to go and see one of your American or English friends you can do it after lunch.
3] If you are invited to dinner by one of your English speaking friends you may bring the hostess some fruit as a present.
4] If you are a college student or a graduate student and meet — during the break in an academic conference — an American professor who is a friend of your supervisor you can go over and have a talk with him as long as the break permits.
5] If you have a question to ask your foreign teacher of English you may say goodbye to him and leave immediately after you have got the answer and expressed your gratitude.
6] If when you study at college in an English speaking country you feel ill and therefore cannot attend the class you should go and see the doctor and ask him to write you a certificate for sick leave.
7] Mary came to Zhang Mei's birthday party and brought her a present wrapped in a nice box. Zhang Mei unwrapped the box in Mary's presence and praised the present.
8] When you have a conversation with your English teacher who is a native speaker of English you must have prolonged eye contact with him.
9] If you study as a graduate student in the U.S. you should always try to avoid telephoning your American classmates at sometime later than 11 p.m. unless there is an emergency.
10] Dr Smith over 60 invited Li Bing to his birthday party Li Bing brought him a China god of longevity as a present.

10
11. Many English houses are known only by a name [you may try asking the local shopkeepers]
12. At a dinner you can begin to eat when the hostess picks up her own spoon or fork
13. You don’t need to tip the girl who shows you to your seat in a cinema or theatre in the U K
14. In English speaking countries you usually first introduce a man to a woman [not the other way round]
15. When you give your hostess the flowers you have brought her [you should remove the wrapping paper first]
16. In England you should remember that drugs may not be available without a doctor’s prescription
17. It is more polite to type the letters of invitation or acknowledgement than to write them with a pen
18. If you are a male and introduced to an English speaking lady [you do not take the initiative in shaking hands unless she holds out her hand first]
19. When you feel ill and want to go and see a doctor [it is a good idea to make an appointment before you go]
20. You think that John is a strange American because he takes cold baths and drinks boiled water

Part Two

Directions [There are 20 questions in this part] Each question has a part underlined which is the product of verbal behavior [Read each question and decide whether the underlined part is appropriate or inappropriate] If it is appropriate [write an “A”] or [if it is inappropriate [write an “I” on the “answer sheet”]

1. Li Xiaolan works as a secretary in an American company [One day she worked very late] Her boss said to her [Thanks a lot! That’s a great help] Li replied [It’s my pleasure]
2. On his way to the school cinema Li Hong saw Professor Jones walking to the cinema [Here Li said “You’re going to see the film aren’t you”]
3. On a cold winter’s day Wang Ping met Professor Briner on his way to the library [Wang said to him “It’s rather cold You’d better wear more clothes”]
4. Betty is a foreign student in China She met Feng Mei and said to her [I was told that you won the 100meter race in the ability track meet this morning Congratulations] Feng replied [Just lucky]
5. Mrs Brown [In her late forties] came to lecture [wearing a new dress One of her students said to her “You look nice and younger wearing this dress”]
6. Xu Cheng happened to meet Jones at the bank when Jones was drawing money [Xu said jokingly to him “You’re really a millionaire”]
7. Wang Lin called at one of his foreign friends’ house [He was really impressed by the beautiful curtains made by his friend’s wife] He said to her “Well I didn’t expect that you could make such pretty curtains”]
8. Li Ming had something to tell Mr Smith the head of the department [so he went to his office] He entered it and said to him “Can I have a word with you Mr Smith”
9. Dr Jones [your supervisor] telephoned to invite you to have dinner with his family [You replied “Thank you! I’ll try to come”]
10. In New York Chen Ming called a taxi and said to the driver “Would you mind taking me to the airport”
11. When you are eating with an English friend [you wish him Good appetite”]
12. If you do not quite understand a native speaker of English and you therefore want him to repeat an utterance [you say “I beg your pardon please”]
13. When you break a plate in one of your friends’ houses [you say “I’m awfully sorry but I seem to have broken a plate”]
14. The best answer to the invitation “You really must come and see us one of these days” may be “Thank you very much! I love meeting English people”]
15. When you want to compliment your young English friend’s new coat [you can say “I like your new coat”]
16. If you want to borrow a typewriter from your English friend [you say “Is there any chance of borrowing your typewriter”]
17. The appropriate answer to the question “Who’s that crossing the street” is “She’s Mary”]
18. If a native speaker of English says to you “That’s a very nice coat you’re wearing” [you can answer
it by saying "Do you really like it?"

19. Mrs. Godwin was about the same age as Li Ming's grandmother, so intimately Li called her "Grandma".

20. Jack, a foreign student in China, called at your house and asked if you minded him smoking. If you hate the smell of tobacco, you may say "Would you mind if I said no?"

Part Three

There are 20 questions in this part. Each question is constituted by an incomplete sentence followed by four choices. Read each sentence, decide which choice best completes the sentence and mark your answer on the "answer sheet".

1. The USA consists of ______ states.
   a) 50  b) 49  c) 48  d) 47  e) I don't know

2. The National Day of the USA is the day when ______
   a) the Declaration of Independence was signed
   b) the British army surrendered to the American Continental Army
   c) the American Constitution was signed
   d) the Continental Congress was held
   e) I don't know

3. ______ is the American writer who won the Nobel Prize of Literature.
   a) Francis Fitzgerald
   b) William Faulkner
   c) Walt Whitman
   d) Henry James
   e) I don't know

4. The American Congress consists of ______
   a) the House of Representatives and the Senate
   b) the Senate and the Cabinet
   c) the House of Commons and the House of Lords
   d) the Senate and the president
   e) I don't know

5. Harvard University is located in ______
   a) New York
   b) Washington
   c) Philadelphia
   d) Boston
   e) I don't know

6. The state of Washington is located in the ______ of the USA.
   a) northwest
   b) southwest
   c) northeast
   d) southeast
   e) I don't know

7. The American Civil War broke out in ______
   a) 1861
   b) 1776
   c) 1904
   d) 1812
   e) I don't know

8. The Great Gatsby was written by ______
   a) Ernest Hemingway
   b) Nathaniel Hawthorne
   c) Francis Fitzgerald
   d) John Steinbeck
   e) I don't know

9. I Have a Dream was delivered by Martin Luther King in ______
   a) 1961
   b) 1963
   c) 1964
   d) 1968
   e) I don't know

10. "Lost Generation" refers to the youth, especially writers and artists in the years following ______
    a) the Vietnam War
    b) World War I
    c) World War II
    d) the Great Depression
    e) I don't know

11. Thomas Jefferson was the ______ president of the USA.
    a) second
    b) third
    c) fourth
    d) fifth
    e) I don't know

12. California is a ______ state in the USA.
    a) windy
    b) rainy
    c) sunny
    d) snowy
    e) I don't know

13. The Norman Conquest took place in ______
    a) 1688
    b) 1066
    c) 781
    d) 1450
    e) I don't know

14. ______ does not belong to the UK.
    a) Scotland
    b) Ireland
    c) The Isle of Man
    d) The Channel Islands
    e) I don't know

15. The oldest university in the UK is ______
    a) Oxford
    b) Cambridge
    c) London
    d) Edinburgh
    e) I don't know
<table>
<thead>
<tr>
<th></th>
<th>Cambridge</th>
<th>St Andrews</th>
<th>University of London</th>
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<tbody>
<tr>
<td>16</td>
<td>The largest English dictionary is</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Idon’t know</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>The Canterbury Tales was written by</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Geoffrey Chaucer</td>
<td>b) William Shakespeare</td>
<td>c) Samuel Johnson</td>
</tr>
<tr>
<td></td>
<td>d) Henry Fielding</td>
<td>e) Idon’t know</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>The Parliament of the UK comprises</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>a) the House of Lords and the House of Commons</td>
<td>b) the House of Lords and the Senate</td>
<td>c) the House of Lords and the Senate</td>
</tr>
<tr>
<td></td>
<td>d) the Senate and the House of Commons</td>
<td>e) Idon’t know</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>In 1620 Mayflower the ship in which the Pilgrim Fathers sailed voyaged to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Plymouth</td>
<td>b) James Town</td>
<td>c) Boston</td>
</tr>
<tr>
<td></td>
<td>d) Philadelphia</td>
<td>e) Idon’t know</td>
<td></td>
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<tr>
<td>20</td>
<td>Vanity Fair was written by</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Jonathan Swift</td>
<td>b) Charles Dickens</td>
<td>c) Charlotte Bronte</td>
</tr>
<tr>
<td></td>
<td>d) William Thackery</td>
<td>e) Idon’t know</td>
<td></td>
</tr>
</tbody>
</table>

Part Four

Please answer the following questions as completely and honestly as possible. Your responses to these questions will not affect your grade. Choose one number from 1 to 6 1 not at all 6 very much.

1) How much did the project improve your understanding and respect for English speakers? 1 2 3 4 5 6
2) How much did the project increase your desire to learn English? 1 2 3 4 5 6
3) How would you rate the value of the project to you personally? 1 2 3 4 5 6
4) What did you learn about English-speaking people and cultures? 
5) What other comments? If any, do you have about the project?

[Continued from p. 18]

10) Which is more important for you to search online before the interpretation class or after it? 1 before the class 2 after the class 3 equally important 4 It doesn’t matter

11) Can you finish your job in Internet interpreting in Class? 1 Yes totally 2 Yes most of the time 3 No almost never 4 No never