

**A PERCEPTION OF THAI EFL TEACHERS TOWARDS  
INTERCULTURAL COMPETENCE TEACHING: A STUDY OF  
SECONDARY SCHOOLS IN CHIANG MAI PROVINCE**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
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entitled  
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Weowan Budharuga

**A PERCEPTION OF THAI EFL TEACHERS TOWARD S INTERCULTURAL  
COMPETENCE TEACHING: A STUDY OF SECONDARY SCHOOLS IN  
CHIANG MAI PROVINCE**

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**ABSTRACT**

This study aimed to investigate: (1) teachers' perception of their professional self-image concerning cultural dimensions; and (2) teachers' perception of the role culture played in their English language classes, and of English language teachers who teach in four secondary schools in Muang district, Chiang Mai province. The research instrument was a questionnaire. The findings showed that most teachers perceived that the most important teaching objective was promoting linguistic competence rather than cultural competence. Their cultural teachings aimed to provide information about foreign daily life and routines. They perceived themselves as sufficiently familiar with some foreign cultural topics. In terms of their contact with foreign culture, most teachers had more contact with foreign cultures in their home country than abroad. However, they appeared to teach more language than culture in the classroom and used a teacher-centered approach to provide cultural knowledge. There was also a relationship between the amount of foreign culture taught in each teacher's lesson with their amount of knowledge of other cultures. Teacher training, teacher education, and textbook writers will benefit from this study.

**KEY WORDS: EFL TEACHERS/TEACHERS' PERCEPTION/  
INTERCULTURAL COMPETENCE/SECONDARY SCHOOLS**

114 pages

การรับรู้ของครูสอนภาษาอังกฤษชาวไทยเกี่ยวกับการสอนความสามารถทางการสื่อสารระหว่างวัฒนธรรม: กรณีศึกษาโรงเรียนระดับมัธยมศึกษาในอำเภอเมือง จังหวัดเชียงใหม่

A PERCEPTION OF THAI EFL TEACHERS TOWARDS INTERCULTURAL COMPETENCE TEACHING: A STUDY OF SECONDARY SCHOOLS IN CHIANG MAI PROVINCE

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#### บทคัดย่อ

วิทยานิพนธ์ฉบับนี้ศึกษา (1) การรับรู้ภาพลักษณ์ทางวิชาชีพครูด้านวัฒนธรรม (2) การรับรู้ของครูด้านบทบาทของวัฒนธรรมในชั้นเรียนภาษาอังกฤษ กลุ่มตัวอย่างคือครูสอนภาษาอังกฤษระดับมัธยมศึกษาในโรงเรียนรัฐบาล อำเภอเมือง จังหวัดเชียงใหม่ เครื่องมือที่ใช้ในการวิจัยคือแบบสอบถาม ผลการวิจัยพบว่าครูส่วนใหญ่มีจุดประสงค์ในการสอนภาษาอังกฤษคือการส่งเสริมความสามารถทางภาษาในนักเรียนมากกว่าความสามารถทางการสื่อสารระหว่างวัฒนธรรม และตั้งจุดประสงค์ในการสอนวัฒนธรรมคือการถ่ายทอดความรู้ด้านวิถีชีวิตประจำวันของวัฒนธรรมต่างประเทศและส่งเสริมทักษะในการเปรียบเทียบวัฒนธรรมต่างประเทศและวัฒนธรรมไทย นอกจากนี้ครูส่วนใหญ่รับรู้ว่าคุณเองมีความรู้ด้านวัฒนธรรมต่างประเทศพอสมควรในบางประเด็นและส่วนใหญ่ได้รับข้อมูลวัฒนธรรมต่างประเทศจากสื่อสารมวลชนมากกว่าการมีประสบการณ์ตรงในต่างประเทศ ครูส่วนใหญ่ต้องการสอนความสามารถทางการสื่อสารระหว่างวัฒนธรรม อย่างไรก็ตาม ครูสอนภาษามากกว่าสอนวัฒนธรรมในชั้นเรียน และมีวิธีการสอนที่เน้นครูเป็นหลักในการให้ความรู้ทางวัฒนธรรม นอกจากนี้ ปริมาณความรู้ของครูด้านวัฒนธรรมต่างประเทศที่เกี่ยวกับภาษาอังกฤษยังสัมพันธ์กับความถี่ในการสอนประเด็นวัฒนธรรมต่างๆในชั้นเรียนและกิจกรรมการสอนวัฒนธรรมอีกด้วย ผลการวิจัยสามารถมีประโยชน์ด้านการจัดฝึกอบรมครูหลักสูตรทางศึกษาศาสตร์และผู้เขียนแบบเรียนภาษา

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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background and rationale of the study**

Foreign language competence is a very necessary skill in these globalized days when the world citizens are easily connected. One important language is English which is now widely accepted as an international language and used by both native speakers and non-native speakers around the world. Therefore, English becomes an important medium in dealing with international affairs such as politics, education, business or entertainment and increasing the opportunity for world citizens to communicate and understand cultural diversity. At present, English becomes World Englishes, which means it is a world language.

As a result, learning foreign languages has become very important and a widespread aim has developed to communicative competence in learners. However, at the moment perspectives in foreign language teaching shift toward intercultural competence. Meyer (1991:137) defined this as “the ability of a person to behave adequately in a flexible manner when confronted with actions, attitude and expectations of representatives of foreign cultures”. The communicative competence which focuses on four main competences, namely, grammatical, sociolinguistic, discourse and strategic competence (Canale & Swain, 1980; Canale 1983), is not sufficient to encounter different cultures. Moreover, learning only the target culture does not correspond to the international status of English that is used by many people around the world.

The Council of Europe’s Common European Framework of Reference for Languages (2001 cited in Sercu, 2004) has stated that the intercultural competence in foreign language teaching becomes an important issue in European Union countries. This Council notes that the foreign language curricula of each country must promote this competence to students. Other research conducted related to this issue investigates the intercultural competence teaching in curricula and foreign language teachers

(Aleksandrowicz-Pędich, 2003; Sercu et al., 2004; Önalın , 2005; Europublic sca/cva for DG Education, Training, Culture and Multilingualism, 2007; Torres, 2009).

Thailand Basic Education Curriculum 2001 (Ministry of Education, 2002) does not state explicitly the need to teach intercultural communicative competence. However, it can be seen that Thailand Basic Education Curriculum does promote intercultural competence by stating the importance of foreign language learning. Apart from assisting students to communicate with foreigners correctly and appropriately, it also aims to educate students as world citizens, understanding the differences of politics and culture. Students are expected to understand and be proud of Thai language and culture, while equally demonstrating positive attitudes toward foreign language. Students are further expected to understand the cultural diversity of the world and creatively disseminate the Thai culture to the world.

The curriculum's requirement that students value their own culture, whilst exhibiting understanding and a positive attitude toward foreigners, reflects a purposeful intercultural communicative competence. This is reinforced by the second substance of the foreign language learning standard: Language and Culture. This can be divided into the two following standards:

## **Substance 2: Language and culture**

Standard F 2.1 Understanding the relationship between one's own language and culture; utilizing language and culture as appropriate to time, place and other factors.

Standard F 2.2 Understanding the similarities and differences between the foreign language and culture and those of Thai; utilizing language intelligently and with consideration (Ministry of Education, 2002: 27).

It stands to reason that English language teachers should teach intercultural competence and the teaching materials should contain the topics dealing with intercultural competence. However, Greil (2004) discovered that most English language textbooks published in foreign countries focus on the western culture. There exists only a brief mention of Thailand in three English textbooks used by Thai secondary students. Moreover, in Thailand, there are only studies which focus on the target culture teaching and none that reveal research concerning the teaching of intercultural competence in foreign languages.

In this study, the researcher selects the secondary school teachers in Muang district, Chiang Mai province, as a case study because it is the centre of education of Chiang Mai, the primary city of northern Thailand. Due to the availability of English program curricula, native English language teachers, student exchange programs, and teaching and learning resources (including theatre, cinema, and foreign cultural institutes such as consulates for the United States of America and the British Council), this area has exceptional potential in educational development in intercultural competence. Moreover, this area of Thailand is a famous and popular tourist site with a unique culture and diversity of people with visitors coming from around the world (whether they are travelers, students or businessmen). As a result, local people have opportunities to interact, exchange and disseminate their own culture through a variety of venues. The use of English becomes an important tool for communication with foreigners.

Therefore, it is assumed that English language teachers in this area are not only likely to promote the linguistic competence but also the intercultural competence in their students. They should also realize their vital role to support intercultural competence; they should try, at the very least, to promote the understanding of foreign cultures associated with the English language and those of Thai. The researcher thus wants to investigate the teachers' perceptions of intercultural competence teaching and whether they are aware of their role to favor the development of intercultural competence of students in the classroom.

## **1.2 Purposes of the study**

1.2.1 To investigate Thai EFL teachers' perception of their professional self-image concerning cultural dimension.

1.2.2 To investigate Thai EFL teachers' perception of the role culture plays in their English language class.

## **1.3 Benefits of the study**

1.3.1 The findings reflect current Thai EFL teachers' perception towards English language teaching and intercultural competence teaching.

1.3.2 The results can be guidelines for in-service teacher training regarding the intercultural competence based on teachers' perception by giving opportunities for teachers to explore their beliefs and practices during the introduction of the new approach of intercultural competence teaching.

1.3.3 The findings can provide some guidelines for EFL teacher education curriculum regarding courses about foreign culture and intercultural competence teaching and the significance of the contact with foreign culture.

1.3.4 The findings will be beneficial for English language textbook authors whose aim it is to develop the intercultural competence acquisition by providing information addressing the foreign and Thai cultures and promoting skills to interpret and acquire new cultural knowledge.

## 1.4 Conceptual Framework

The researcher employed a set of concepts of the research in the conceptual framework below

**Figure 1 Conceptual framework of the study (adapted from Sercu et al, 2005)**

### **Perception of professional self-image regarding cultural dimension**

1. Objectives of English language teaching
2. Conception of culture teaching
3. Culture definition
4. Awareness of sociocultural background knowledge
5. Frequency of their contacts with foreign culture(s) associated with the English language
6. Their students' perception of language and culture learning and foreign culture familiarity
7. Opinions regarding different aspects of intercultural competence teaching
8. Experiential culture learning activities

### **Perception of the role of culture in teaching practice**

1. Time allocation to culture teaching
2. Kinds and frequency of culture teaching activities
3. Degree of different cultural topics teaching
4. Criteria for the selection of teaching materials

## 1.5 Scope of the study

The study focuses on Thai EFL in-service teachers at state secondary schools in Muang district, Chiang Mai schools who teach during the second semester of academic year 2009, namely, Yupparajwittayalai, Wattanothaipayap, Horpra and Kawilawittayalai. The study will not include pre-service teachers.

## 1.6 Definition of Terms

**Perception** means ideas and beliefs of English language teachers

**Intercultural communicative competence** means ability to communicate effectively with people from other cultures. It includes three components: attitude, knowledge and skills.

**English teachers** mean Thai EFL teachers who teach at the secondary schools under the Education Service Area 1, Muang district, Chiang Mai province in the second semester of the academic year 2009.

In this chapter, the researcher has provided background and rationale of the study, purposes of the study, benefits of the study, conceptual framework, scope of the study and definitions of terms. In Chapter Two, the researcher presents a review of related literature regarding teacher's perception and intercultural competence.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents a review of related literature concerning teacher's perception and intercultural competence. The review served as a basis for conducting the study, analyzing the data and discussing the results. This review of related literature is divided into:

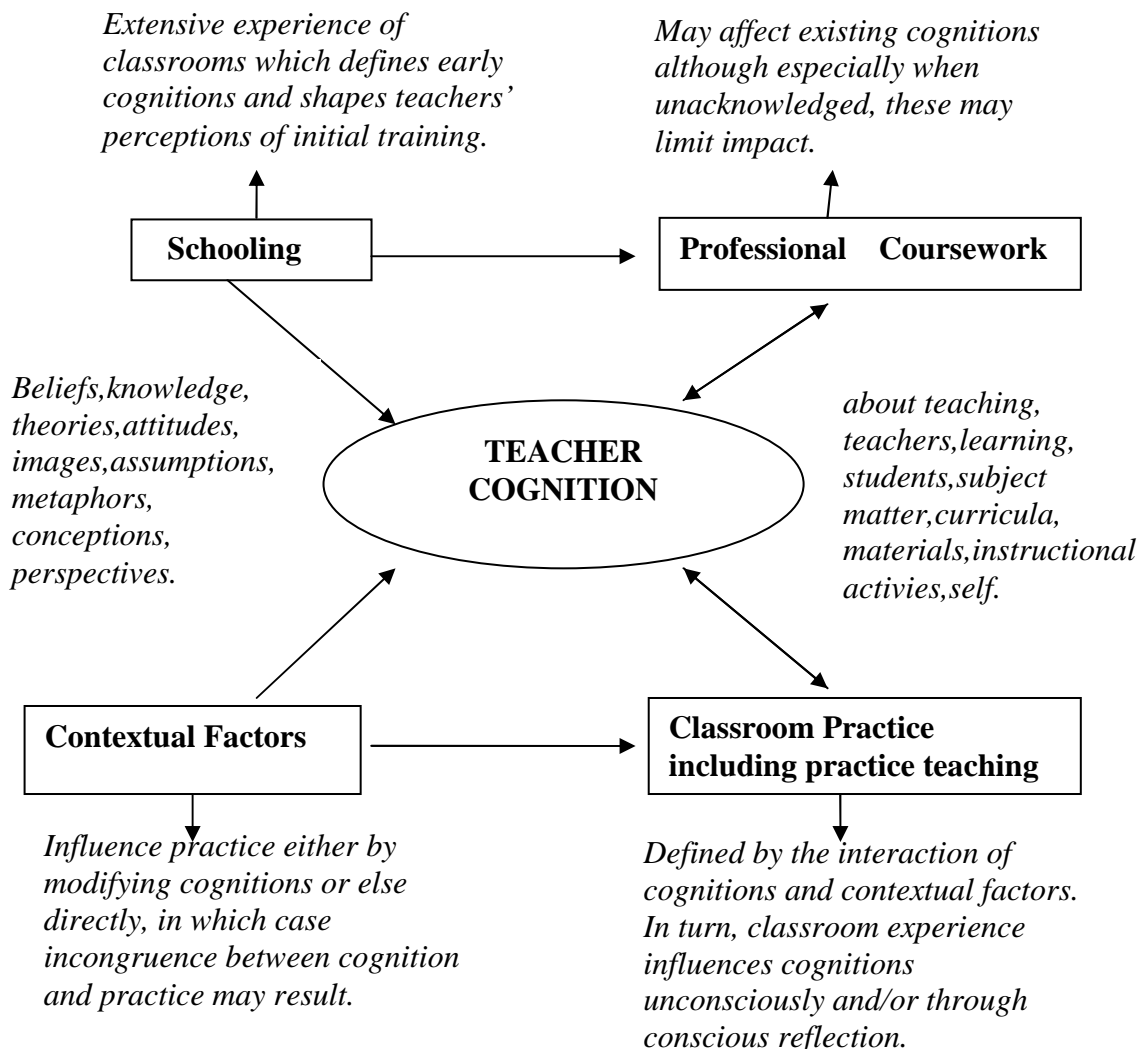
- 2.1 Teacher's perception
- 2.2 Culture in language teaching and learning
- 2.3 Intercultural communicative competence
- 2.4 Related research

#### **2.1 Teacher's perception**

There are a number of definitions of the term "perception". In psychology, perception is the process of selection, organization and interpretation of sensory input or our experiences (Eggen and Kauchak 1992; Baron, 2001; Weiten, 2008). However, there are also factors affecting the perceptual process. Internal factors include personality, experience, needs and values. Personality is a group of stable traits which are distinguished from one another while past experiences cause different perceptions of the same input. There are also contextual factors which can influence the human's perception. These include physical, social and organizational settings such as school policies, values and norms (Hellriegel and Woodman 1995). However, the researcher used this term in a broad sense to mean "an idea, a belief or an image you have as a result of how you see or understand something" (Oxford Advanced Learner's Dictionary, 2001: 864).

With regards to foreign language teacher's perception, Woods (1996:196) used the term "BAK" to mean "a construct analogous to the notion of schema, but emphasizing the notion that beliefs, assumptions and knowledge are included". Woods also discussed the evolution of BAK which includes early learning experiences, early

teaching experiences, teacher education, later language learning, teaching overseas and current teaching practices. Borg (2003:81) used the term “teacher cognition” to refer to “the unobservable cognitive dimension of teaching- what teachers know, believe, and think”. According to Dictionary of Psychology, cognition is a broad term which psychologists have used to refer to any class of mental ‘behaviours’ with underlying characteristics of an abstract nature such as symbolizing, insight, imagery, and belief. The term is typically referred to mental activities in the general sense, individual thoughts, ideas or pieces of knowledge (Reber&Reber, 2001). From his review of 64 studies on teacher cognition published between 1976 and 2002, Borg developed a schematic conceptualization of teacher cognition and other factors affecting. Borg’s findings are diagramed below:



**Figure 2** Schematic conceptualization of teacher cognition, schooling, professional education, and classroom practice (Borg, 1997 cited in Borg, 2003: 82)

As seen in Borg's framework and his research review (2003), there are four factors affecting teacher's cognition

**1. Prior language learning experience of teachers.** This experience shape teacher' perception of language learning and teaching during their professional training and may continue throughout their professional lives.

**2. Teacher education.** This can affect teacher's cognition although the impact varies among different trainees. Changes in cognition include their conception of their role in the classroom, their knowledge of professional discourse, their concern for achieving continuity in lessons

**3. Classroom practice.** This is not only influenced by teacher's cognition but also affects teacher's cognition.

**4. Contextual factors** such as social and institutional contexts (e.g. parents, school policies, class size)

Apart from "cognition", there is another term "conception" used in research on teachers' thinking. Conception is a general term meaning beliefs, knowledge, preferences, mental images and similar aspects of teachers' mental structures. These conceptions are believed to shape teachers' instructional behaviour. They determine how teachers respond to reality, organize new information and define and interpret tasks (Knowles & Holt-Reynolds, 1991; Pajares, 1992; Nespor 1987). The teachers' general conception concerning teaching, learning and education, shape the development of context-specific conceptions which lead to choice of specific teaching activities. When teachers have conflicting conceptions regarding particular aspects of their profession and teaching, the direct link between conceptions and actual instruction is less clear.

Moreover, it is very difficult to change the conceptions or the practices of either experienced or beginning teachers since their conceptions are primarily the result of teacher's experience as both a student and a teacher. Furthermore, teachers who have considerable teaching experience have developed their routines of teaching practice without much conscious thought. Their conceptions can strongly affect the adoption of the new instruction goals and techniques (Henderson, 2002).

## 2.2 Culture in foreign language teaching and learning

The term “culture” has several meanings from various disciplines. Hinkel (1999: 1-2) states that in language teaching field, culture also has several meaning ranging from “ forms of speech acts, rhetorical structure of text, social organizations and knowledge constructs.” Rosaldo (1984) comments that culture comes from the world people live in and the reality that they construct. Culture also shapes one’s social and cognitive concepts which the outsiders of the society cannot understand.

Cortazzi and Jin (1999: 197) define culture as cultural products such as literary works or works of art, background information such as history or geography of the countries where the target language is spoken and behavior, attitudes and social knowledge that people use for interpreting their experience. In other words, culture is the framework of assumptions, ideas, and belief used to interpret other people’s thought and actions. Therefore, it is important for foreign language learners to become aware of the different cultural framework of their own and others and not to use their own cultural framework to interpret a target language and culture, which can cause misunderstanding in interpretation.

The relationship between language and culture is noted by many linguists and anthropologists. Edward Sapir (1921, 1961 cited in Hinkel 1999:2-3) stated that we cannot analyze language and culture separately since language is a representation of human understanding of the world. Members of the same cultural group share the same system of beliefs and assumptions which underlie their constructs of the world and humans communicate these beliefs and these constructions of the world through language.

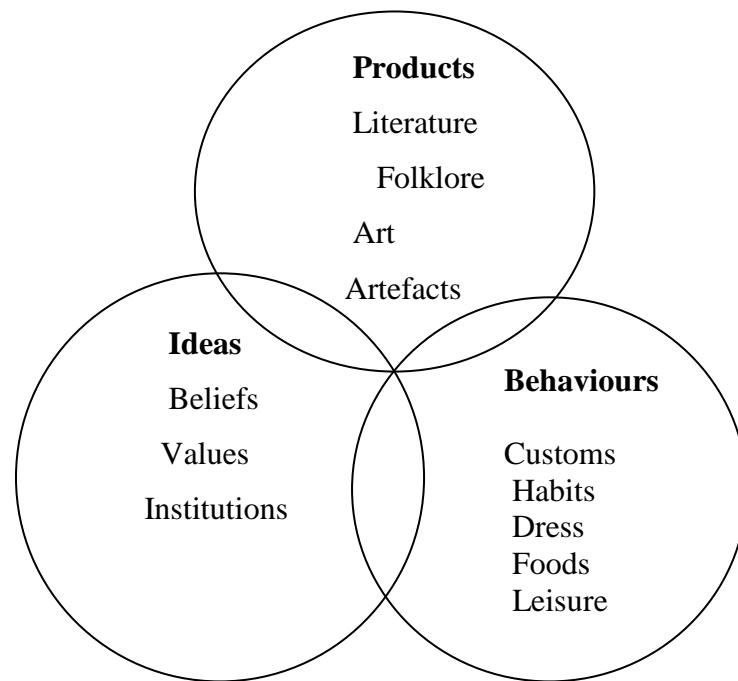
It becomes widely accepted that learning a foreign language is not only mastering the language, but also learning a way of communication. Since culture is part of communication context, communication is influenced by culture. As a result, language learning and target culture learning cannot be separated. (Valdes, 1986; Robinson, 1988; Byram, 1989; Harrison, 1990; Kramsch 1993). Thomas (1983, 1984) notes that nonnative speakers are often perceived to use inappropriate language behaviors and are not aware that they do. This violation of cultural norms can lead to communication breakdown and stereotype of the nonnative speakers. Although more and more foreign language teachers realize the importance of target culture teaching

and learning, Byram and Morgan (1994) comment that foreign language teachers are still unfamiliar with teaching culture because they are trained to focus on the language structure, not the influence of culture on language.

Kramsch (1991) states that in many language classrooms, culture has decreased the meaning to “the four Fs”- namely, food, fairs, folklore and statistical facts. In language use it is more complex than these four topics. She also comments that foreign language learners should become foreign culture learners, because language should be learned with an understanding of the cultural context in which it is used.

Tomalin and Stempleski (1993) state that a traditional part of the cultural curricula in European and North American schools is the study of British and American/Canadian life and institutions. These courses emphasize the ‘big C’ elements of British and American culture. These include history, geography, institutions, literature, art, and music and the way of life. However, there was an attempt to broaden the ‘little c’ (behaviour culture), thus including culturally-influenced beliefs and perceptions (especially as expressed through language and cultural behaviours).

Robinson (1985 cited in Tomalin and Stempleski, 1993), an American researcher in the cross-cultural education, categorizes the cultures in three elements, namely, products, ideas, and behaviours in the following diagram:



**Figure 3 Robinson's components of culture**

He also states that the teaching of culture should include the ideas aspect (little c) usually treated as supplemented topics.

Tomalin and Stempleski (1993:7-8) suggested goals of cultural instruction as follows:

1. To help students to develop an understanding of the fact that all people exhibit culturally-conditioned behaviors.
2. To help students to 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 to become more aware of conventional behaviour in common situations in the target culture.
4. To help students to increase their awareness of the cultural connotations of words and phrases in the target language.
5. To help students to develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.

6. To help students to 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.

## **2.3 Intercultural communicative competence**

In foreign language education, intercultural competence is connected with communicative competence that is intercultural communicative competent builds on communicative competence and enlarges it to incorporate intercultural competence (Sercu et al, 2005).

### **2.3.1 Components of intercultural communicative competence**

According to Byram et al (2002: 11-13)'s intercultural communicative competence conceptual framework, there are three components which can be defined as following:

**1) Attitudes (savoir être)** means curiosity and openness towards other cultures, not to assume that one's own culture is the only possible and correct ones, and a willingness to see how they might look from an outsider's perspective who has a different set of values, beliefs and behaviours. Another is *savoir s'engager* which refers to the general traits characterized by a critical engagement with the foreign culture under consideration with one's own.

**2) Knowledge (savoirs)** means knowledge about social groups and their products and practices in one's own and in one's interlocutor's country, as well as the general processes of interaction at a societal and individual level. Apart from culture-specific knowledge, the interculturally competent person needs to know culture-general knowledge to deal with a large diversity of foreign cultures.

### **3) Skills**

**3.1 Skills of interpreting and relating (savoir comprendre)** means the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.

**3.2 Skills of discovery and interaction (savoir apprendre/faire)** mean the ability to acquire new knowledge of foreign cultures and the ability to act in an intercultural competent way in intercultural contact situations.

Byram et al (2002) state the aims to develop the intercultural dimension in language teaching involves:

- 1) To give learners intercultural competence as well as linguistic competence.
- 2) To prepare learners for interaction with people from other cultures.
- 3) To enable learners to understand and accept people from other cultures as individuals with other distinctive perspective, values and behaviours.
- 4) To help learners to see that the interaction is an enriching experience.

Byram et al (2002:13-33) and Byram et al (2001:3) comment that intercultural communicative competence is more than acquiring language skills and some factual knowledge about the target country. The teacher now becomes a mediator and focuses on the development of new attitudes, skills and critical awareness in the student. In other words, the main teachers' role is not to provide comprehensive information or bring the foreign society into the classroom for learners to observe and experience, but to develop the level of competence where students relate their own cultural values, beliefs and behaviours and investigate for themselves the otherness that is different from their norms.

### **2.3.2 Intercultural communicative competence teachers**

Edelhoff (1987: 76 ff cited in Lies Sercu, 1998: 256-257) suggested three main points of teacher qualification for intercultural foreign language teaching as follows:

#### **1) Attitudes**

- 1.1 Teachers must be international and intercultural learners themselves.

1.2 Teachers should be prepared to consider how others see them and be curious about themselves and others.

1.3 Teachers should be prepared to experiment and negotiate in order to achieve understanding on both sides.

1.4 Teachers should be prepared to share meanings, experience and affects with both people from other countries and their own learners in the classroom.

1.5 Teachers should be prepared to take an active part in the search for the modern language contribution to international understanding and peace making at home and abroad.

1.6 Teachers should aim to adopt the role and function of a social and intercultural interpreter, not an ambassador.

## **2) Knowledge**

2.1 Teachers should have and seek knowledge about the sociocultural environment and background of the target language community(ies) or country(ies).

2.2 Teachers should have and seek knowledge about their own country and community and how others see them.

2.3 Teachers' knowledge should be active knowledge ready to apply and interpret and to make accessible to the learning situation and styles of their learners.

2.4 Teachers should know how language works in communication and how it is used successfully for understanding. They should know about the shortcomings of language and foreign language users and how misunderstandings can be avoided.

## **3) Skills**

3.1 Teachers should have and develop further appropriate communication skills in the foreign language suitable for negotiation both in the classroom and in international communication situations at home and abroad.

3.2 Teachers should have and develop further text skills, i.e. the ability to deal with authentic data in all media (print, audio, audio-visual) and in face-to-face interaction.

3.3 Teachers should have and develop further the necessary skills to connect the student experience with ideas, things and objects outside their direct reach and to create learning environments which lend themselves to experiential learning, negotiation and experiment.

## **2.4 Related research**

### **2.4.1. Research about English language teachers' perception and instruction behaviours**

Borg (2001) observed two EFL teachers in private language schools in Malta to investigate the connection between teachers' self-perceptions of their knowledge of grammar and their instructional preferences. The findings suggested that teachers' self-perception of their knowledge can motivate their pedagogical decisions. A teacher who was confident in his own knowledge about grammar was willing to conduct impromptu grammar work and to use students' questions as the springboard for unplanned class discussions of grammar. While another teacher rarely conducted grammar work unless he was prepared because of fear of not knowing the answer.

Bhaskdikul (2007) studied the beliefs of English language university teachers and their actual teaching practice. The sample was 19 native and non-native English language teachers at a university. The research methods were focus group interviews, class observation and course written document study. The result revealed that most teachers dealt with their students' behaviors, students' errors, and students' responses based on their beliefs. They taught their students in the way they had learned because they believed it to be effective. Moreover, there was a relationship between teachers' beliefs and their instructional behaviours. There was a gap, however, between these beliefs and their classroom practice. This was due to several factors such as course syllabi, course objectives, teaching materials, number of students, time constraints and classroom facilities.

### **2.4.2 Research about English language teachers' perception on culture teaching**

Meelucksana (1987) conducted a research on the English teachers' needs in English culture contents in public secondary schools in Bangkok metropolis. The instrument tool was the 150 questionnaires. The results showed that most teachers had the high need to know more about English culture contents especially in using words and idioms on different occasions, food and table manners, teenager's life and hobbies. Most teachers needed cultural guidelines and information resource books to improve their culture knowledge. Teaching materials that teachers needed most were video tapes, pictures and films. Most teachers encouraged their students to do English culture activities in their own schools.

Pheunpathom (1998) analyzed the cultural topics and the recognition of English cultures of Thai EFL teachers in secondary schools in Nakhon Pathom. The subjects were 195 Thai EFL teachers in 26 secondary schools under the Jurisdiction of the department of general education, Nakhon Pathom province. The researcher used qualitative research to gather the cultural topics and study cultural content by interviewing 10 Thai EFL teachers and 12 native English speakers and studying texts and quantitative research to study the extent to which Thai EFL teachers recognize various aspects of English cultures by using an English cultural test and personal information form. The result showed that the cultural topics found from texts and interview were using language, food, family, holidays and celebrations, leisure activities, literature, men's and women's roles, art, clothes, songs and music. The cultural knowledge of the samples toward the 10 topics was fair. The teachers had the highest score in music and lowest score in family. The results revealed that age and experience of time teaching had the relationship with the cultural knowledge, whereas education and experience in a foreign country had no relationship with cultural knowledge.

Önalán (2005) investigated Turkish teachers' opinions and beliefs on the place of target cultural information in English language teaching as well as their related practices and applications in classrooms. The subjects were 98 university teachers from five universities. The researcher made use of questionnaires and interviews to obtain information. The results showed that although teachers defined

culture in sociological aspects such as values and beliefs, their teaching practice shifts towards more visible culture such as food and clothing. The study also revealed that even though teachers had positive attitudes towards integrating cultural information in their instruction, culture was not their primary concern compared to other subject matter in English language teaching.

Pattaraworathum (2007) conducted research on upper secondary school English teachers to investigate the instructors' culture teaching practices and to examine the factors affecting those practices. The research instruments were questionnaire, field notes, and interviews. The results of the study revealed that the teacher teaching English Reading-Writing was the only one who taught all culture contents. Research revealed that all teachers used multiple choice tests as a method to measure students' culture learning; and there were eight factors affecting teachers' culture teaching practices: teachers' learning experience, their cultural knowledge, their culture teaching experience, their culture teaching skills, their beliefs, their personal preference, their roles, and their preparation time.

#### **2.4.3 Research about teachers' perception of intercultural communicative competence teaching**

Aleksandrowicz-Pędich et al (2003) studied the English and French teachers' view on intercultural communicative competence in language teaching. The sample included 47 English teachers from Cyprus, Estonia, Greece, Hungary, Iceland, Malta, Netherlands, Poland, Romania and Slovenia and 15 French teachers from Cyprus, Estonia, Iceland, Malta, Poland, Romania and Slovenia. The research tool was open-ended questionnaire. The result shows that all teachers recognize the important role of intercultural communicative competence in a foreign language and teaching. They agree that intercultural communicative competence skills should be contained in the teaching. Their perceptions of intercultural competence differed individually on various factors such as age, experience, teaching context, their education. Direct contact and experiences of different cultures appear to be more influential to teachers' views than professional training. They agree that intercultural communicative competence, both theoretical and methodological elements, should be included in pre-service and in-service teacher training programs.

Sercu et al. (2004) conducted research on Spanish EFL secondary schools teachers' perceptions of their culture teaching practice. The research is part of a large international investigation in seven countries, namely, Belgium, Bulgaria, Greece, Poland, Mexico, Spain, and Sweden. The participants were 35 EFL secondary school teachers from southern, central and northern Spain (Andalucia, Murcia, Castilla-La Mancha and Castilla y León). The research instrument was web-based questionnaire. The results revealed that although teachers supported intercultural objectives and perceived the importance to promote the acquisition of an open mind, their teaching practice can not as yet be characterized as intercultural. Little importance is attached to promoting the acquisition of intercultural skills that will be useful in intercultural contact situations. Low importance is given to help students reflect on their own cultural identity and on how it relates to foreign cultural identities.

In Sercu et al (2005)'s international investigation in seven countries, namely, Belgium, Bulgaria, Greece, Poland, Mexico, Spain, and Sweden to investigate foreign language teachers profile, the findings suggested that most teachers regard themselves as being sufficiently familiar with the culture of the foreign language(s) they teach. As regards to contacts with the foreign cultures, tourist contacts in Belgium, Greece, Spain and Sweden were more frequent than in Poland, Bulgaria and Mexico. Media contacts are equally frequent in all seven countries. Most teachers tended to use techniques that aimed to enlarge learners' knowledge of the foreign culture and not to encourage learners to search for information in different sources or analyze it independently and critically. Although comparison of cultures appeared to be an activity frequently practised, other activities promoting the acquisition of intercultural skills such as explore an aspect of the foreign culture were not. Moreover, even though teachers believed that school trips and exchange program had positive effects on learners' perceptions and attitudes regarding foreign cultures, only a minority of the teachers devoted time to preparing or following-up on school trips and exchange programs. Most teachers were also clearly willing to integrate intercultural competence teaching in foreign language education, although this willingness was not reflected in the way in which they currently shaped their teaching practice or defined the objectives of foreign language education. These objectives continue to be defined mainly in linguistic terms, though teachers in Bulgaria and Greece clearly give greater

prominence to cultural objectives than teachers in other countries. Regarding the way in which teachers attended to their students' perceptions and attitudes, it was clear they take their decisions as to how to shape their culture teaching practice largely independently of their students' current knowledge and disposition.

From the executive summary of the intercultural competences developed in compulsory foreign language education in the European Union (Europublic2007), the study identifies and assesses the nature, scope and extent of intercultural competence currently developed in foreign language education at compulsory education in 12 European countries: Belgium, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Poland, Slovenia, England and Norway. The sample included 213 foreign language teachers in primary and lower secondary education. The research tools were online questionnaire and interview. The finding revealed that the national curricula focused on more linguistic competence and communication skills than intercultural competence. If there was intercultural competence as an objective, it focused on knowledge and attitude. There was also limited information in teaching approaches in the curricula. It concluded that teachers needed more specific guidance and training in intercultural communicative competence.

Torres (2009) conducted research on teachers' experiences, beliefs and perceptions on intercultural competence. The sample consisted of three EFL teachers. Collection methods included autobiography of intercultural encounter and semi-structured interview. The findings revealed that although all of them had intercultural experiences in English speaking countries, they still had essentialist perspectives of target culture. This affected their views on intercultural competence as separate components in knowledge, attitudes and skills rather than holistic perspective. Moreover, the teachers perceive intercultural communicative competence in different ways. One teacher regarded it as important and encouraged cultural awareness in her lesson. Another considered it important but regarded it as a transmission of knowledge. The other teacher thought it was not relevant to her context.

From these studies, it can be concluded that there exist three significant themes:

1) There is a relationship between teachers' cognition (perception, belief, knowledge) and their teaching practice (Bhakkikul, 2007, Pattaraworathum, 2007 and Torres, 2009).

2) As seen from the quantitative research, the teachers regard intercultural communicative competence as important, but they are likely to transmit knowledge and attitude rather than skills. Qualitative research also reveals that teachers perceive the intercultural communicative competence in different ways depending on several factors. Also, both Thai and European teachers needed more information, guidelines and resources on culture and intercultural competence (Meelucksana ,1987; Aleksandrowicz-Pędich et al, 2003; Sercu et al., 2004; Önalán, 2005; Europublic, 2007; Torres, 2009).

3) There are two main factors affecting teachers' perception: context or setting factors and internal factors.

3.1 context factors such as school administrators, course syllabi, course objectives, teaching material, number of students, time constraints, classroom facilities and teacher's role (Bhakkikul, 2007; Pattaraworathum, 2007).

3.2 internal factors such as age, teaching experience, learning experience, cultural knowledge, culture teaching experience and skills, beliefs and personal preference (Pheunpathom, 1998, Pattaraworathum, 2007; Aleksandrowicz-Pędich et al, 2003).

This chapter is a review of related literature concerning teacher's perception and intercultural competence. This review of related literature is divided into teacher's perception, culture in language teaching and learning, intercultural communicative competence and related research. The research methodology used in the study is discussed in Chapter Three.

## CHAPTER III

### RESEARCH METHODOLOGY

The purpose of this study is to investigate teachers' perceptions of their professional self-image concerning cultural dimension and to investigate teachers' perception of the role culture plays in their English language class. The instrument employed in this study is a close and open-ended questionnaire. This chapter contains information about the sampling, the pilot study, instrument, the collection of data and the analysis of data.

### 3.1 Sampling

#### 3.1.1 Sample

The researcher used the purposive sampling method to choose all English language teachers from four government schools in the second semester of the 2009 academic year which provided Mattayom1 to Mattayom 6 education. The sample size was all 54 English language teachers from four schools as shown in the below table.

Table 2 Sample of the study

Schools	Numbers of English teachers
Yupparajwittayalai	16
Wattanothaipayap	16
Horpra	11
Kawilawittayalai	11
<b>Total</b>	<b>54</b>

### 3.2 Research instrument

The instrument employed in this study is a closed and open-ended questionnaire. This questionnaire was adapted from Sercu et al (2005)'s web-based questionnaire in international investigation of foreign language teachers and intercultural competence, and was based on a review of related research concerning the teachers' perception of intercultural competence teaching. The reliability coefficient of the questionnaire was 0.94 from the pilot study of English language teachers in Chiang Mai secondary school who were not the participants of the study. The questionnaire could elicit broad and deep insights about teachers' perception of intercultural competence from every teacher in the sample. The questionnaire was approved by Mahidol University Institutional Review Board.

According to the purposes of this study, the questionnaire consists of the following eight parts:

**Part 1** This section contained 12 questions concerning background information about the teacher: gender, age, education, discipline of highest education, teaching experience, teaching hours (workload), teaching grade level, teaching course(s), number of students (class size), learning experience, professional training attitude and special position. The items were in the form of a checklist and open-ended questions.

**Part 2** Teachers' self-image perception. This section contained six questions eliciting information about their perceptions.

2.1) Perception of English teaching objectives (Research Objective 1) by asking the participants to rank eight teaching objectives in order of importance. Number 1 means teachers consider it the most important. Number 8 means teachers consider it the least important.

2.2) Perception of culture teaching objectives (Research Objective 1) by asking the participants to rank nine culture teaching objectives in order of importance. Number 1 means teachers consider it the most important. Number 9 means teachers consider it the least important.

2.3) An open-ended question asking the participants to define the term “culture” to see their definition and to relate it with different cultural topics teaching in their class (Research Objective1).

**Part 3** This section contained three questions eliciting teachers’ familiarity and contacts with the foreign culture(s) associated with the English language. (Research Objective 1)

3.1) An open-ended question asking the respondents to indicate which countries tend to be associated with the English language. Teachers could answer as many countries as they want.

3.2) Ten rating scale topics concerning teachers’ familiarity with cultural topics.

3.3) Five rating scale statements concerning teachers’ frequency of direct contact with the foreign culture(s) associated with the English language in the foreign country.

3.4) Five rating scale statements concerning teachers’ frequency of contact with the foreign culture(s) associated with the English language in Thailand

**Part 4** This section contained three questions eliciting teachers’ perceptions of pupils’ perceptions. (Research Objective1)

4.1) A five-point scale statements concerning their pupils’ degree of motivation to learn the English language, their pupils’ appreciation of the degree of difficulty involved in learning the English language, their pupils’ degree of familiarity with the foreign culture(s) associated with the English language and the extent of pupils’ positive or negative attitudes towards peoples and cultures associated with the English language.

4.2) Rating scale statements concerning teachers’ perceptions of their pupils’ frequency in contacting with the foreign countries associated with the English language.

**Part 5** This section contained six statements eliciting teachers' opinions about different aspect of intercultural communicative competence teaching and their willingness to teach intercultural communicative competence. (Research Objective 1)

**Part 6** This section contained eight questions eliciting information about teachers' perception of experiential culture learning activities via school intercultural activities, student exchange project and school trips. (Research Objective 1)

6.1) A dichotomous question asking whether the school organizes intercultural/international activities and kind of activities.

6.2) A dichotomous question asking teachers' beliefs about the positive effect of the schools' intercultural activities on pupils' attitude and perceptions of foreign cultures and their reasons.

6.3) A dichotomous question asking whether the schools participate in student exchange projects and the countries of the exchange project.

6.4) A dichotomous question asking teachers' beliefs about the positive effect of the exchange project on pupils' attitude and perceptions of foreign cultures and their reasons.

6.5) A dichotomous question asking teachers' perceptions of their role to prepare and follow-up the exchange projects.

6.6) A dichotomous question asking whether the schools provide school trips for students to foreign countries.

6.7) A dichotomous question asking teachers' beliefs about the positive effect of the school trips on pupils' attitude and perceptions of foreign cultures and their reasons.

6.8) A dichotomous question asking teachers' perceptions of their role to prepare and follow-up the student trips.

**Part 7** This section contained two questions eliciting teachers' perception of their culture teaching practice (Research Objective 2)

7.1) A checklist question concerning teachers' time allocation to culture teaching. (Research Objective 2)

7.2) A checklist question concerning teachers' willingness to allocate more time to culture teaching. (Research Objective 2)

7.3) An open-ended question to elicit the information about factors affecting their time allocation to culture teaching, by asking what may be the reason of not getting round to devote more time to culture teaching. (Research Objective 2)

7.4) Four point rating scale of 15 cultural teaching activities to investigate frequency of culture teaching activities.

7.5) Four point rating scale of 10 cultural topics to investigate the frequency of different cultural topics teaching.

**Part 8** This section contained four questions inquiring teachers' perception of the cultural dimension of their English language teaching materials. (Research Objective 2)

8.1) A dichotomous question asking whether teachers can choose their own textbooks.

8.2) An open-ended question asking the books teachers used. The researcher provided four lines for each title of the books.

8.3) A checklist question concerning teachers' criteria when choosing teaching materials. The respondents are asked to choose their 6 most important criteria.

8.4) A checklist question inquires teachers' level of satisfaction with the cultural content in teaching materials and reasons.

### **3.3 Data collection**

3.3.1 The researcher interviewed the heads of the foreign language departments of each school to collect data about general facts of the English language teachers, culture teaching and students.

3.3.2 The researcher distributed the questionnaires to the heads of the foreign language department who acted as coordinator to further distribute to each EFL teachers.

3.3.3 The number of the distributed questionnaires was 54 and the number of the returned questionnaires was 48, which was 88.88%.

### 3.4 Data analysis

The data were analyzed using the Statistic Package for Social Science Program (SPSS) version 17.

**Section 1** The statistics used were the frequency and percentage.

#### Section 2

2.1) Teachers' perceptions of objective of English language teaching. The researcher assigned the score for each ranking that is number 1=8 score and number 8=1 score and calculate mean score for each statement.

2.2) Teachers' perceptions of objective of culture teaching. The researcher assigned the score of each ranking that is number 1=9 score and number 9=1 score and calculated mean score for each statement.

2.3) Culture definition. The researcher analyzed the qualitative data by grouping the keywords and use frequency.

#### Section 3

3.1) Countries, cultures usually associated with English language. The researcher analyzed the qualitative data by grouping the keywords and using the frequency.

3.2) 10 rating scale topics concerning teachers' familiarity with cultural topics

	scale	meaning	mean range
very familiar	= 4	very familiar	3.5-4.0
sufficiently familiar	= 3	sufficiently familiar	2.5 -3.49
not sufficiently familiar	= 2	not sufficiently familiar	1.5-2.49
not familiar at all	= 1	not familiar at all	1.0-1.49

3.3) 5 rating scale statements concerning teachers' frequency of direct contact with the foreign culture(s) associated with the English language.

	scale	meaning	mean range
often	= 4	often	3.5-4.0
sometimes	= 3	sometimes	2.5 -3.49
seldom	= 2	seldom	1.5-2.49
never	= 1	least contact	1.0-1.49

3.4) 5 rating scale statements concerning teachers' frequency of contact with the foreign culture(s) associated with the English language in Thailand.

	scale	meaning	mean range
often	= 4	often	3.5-4.0
sometimes	= 3	sometimes	2.5 -3.49
seldom	= 2	seldom	1.5-2.49
never	= 1	least contact	1.0-1.49

#### **Section 4**

4.1) Teachers' perceptions of pupils' perceptions concerning English language and culture learning

The criteria used for scoring were as follows:

5 = Agree completely

4 = Agree

3 = Not sure

2= Disagree

1= Disagree completely

The meaning for each statement is as follows:

**Meaning**

<b>motivation</b>	<b>difficulty</b>	<b>familiarity</b>	<b>attitude</b>	<b>mean range</b>
very high	very difficult	very familiar	very positive	4.50-5.00
high	difficult	sufficiently familiar	positive	3.50-4.49
moderate	moderate difficult	not sure	neutral	2.50-3.49
little	little difficult	not sufficiently familiar	negative	1.50-2.49
no motivation	easy	not familiar at all	very negative	1.00-1.49

4.2) Frequency of pupils' contact with the foreign countries primarily associated with the English language.

**Meaning**

	scale	meaning	mean range
often	= 4	often	3.5-4.0
sometimes	= 3	sometimes	2.5 -3.49
seldom	= 2	seldom	1.5-2.49
never	= 1	least contact	1.0-1.49

**Section 5** Teachers' opinions regarding different aspects of intercultural competence teaching

Positive statements (number 1, 4, 5, 6)

The criteria used for scoring were as follows:

**Meaning**

<b>scale</b>	<b>opinion</b>	<b>mean range</b>
5	agree completely	4.50-5.00
4	agree	3.50-4.49
3	not sure	2.50-3.49
2	disagree	1.50-2.49
1	disagree completely	1.00-1.49

Negative statements (number 2,3)

The criteria used for scoring were as follows:

### Meaning

scale	opinion	mean range
5	disagree completely	4.50-5.00
4	disagree	3.50-4.49
3	not sure	2.50-3.49
2	agree	1.50-2.49
1	agree completely	1.00-1.49

### Section 6

6.1) A dichotomous question asking whether the school organize intercultural/international activities.

Yes = 1

No = 0

The kinds of activities are grouped and use frequency.

6.2) A dichotomous question asking teachers' belief about the positive effect on pupils' attitude and perceptions of foreign cultures and their reasons.

Yes = 1

No = 0

Their reasons are grouped and use frequency.

6.3) A dichotomous question asking whether the schools participate in student exchange projects and the countries of the exchange project.

Yes = 1

No = 0

The countries are grouped and use frequency.

6.4) A dichotomous question asking teachers' beliefs about the positive effect of the exchange project on pupils' attitude and perceptions of foreign cultures and their reasons.

Yes = 1

No = 0

Their reasons are grouped and use frequency.

6.5) A dichotomous question asking teachers' perceptions of their role to prepare and following-up the exchange projects

Yes = 1

No = 0

For the participants who answered 'yes', time and kinds of preparation and follow-up were grouped and frequency was used.

6.6) A dichotomous question asking whether the schools provide school trips for students to foreign countries.

Yes = 1

No = 0

The countries were grouped and frequency was used .

6.7) A dichotomous question asking teachers' beliefs about the positive effect of the school trips on pupils' attitude and perceptions of foreign cultures and reasons.

Yes = 1

No = 0

Their reasons were grouped and frequency was used.

6.8) A dichotomous question asking teachers' perceptions of their role to prepare and follow-up the student trips.

Yes = 1

No = 0

For the participants who answered 'yes', time and kinds of preparation and follow-up were grouped and frequency was used.

## **Section 7**

7.1) Language and culture teaching time distribution. The researcher used the frequency and percentage.

7.2) Teachers' feeling to devote more time to culture teaching. The researcher used the percentage.

7.3) Reasons for the inability to devote more time to culture teaching. The researcher analyzed the qualitative data by grouping the keywords and using frequency.

## 7.4) Four point rating scale of 15 cultural teaching activities.

	scale	meaning	mean range
often	= 4	often teach	3.5-4.0
sometimes	= 3	sometimes teach	2.5 -3.49
seldom	= 2	seldom teach	1.5-2.49
never	= 1	not teach at all	1.0-1.49

## 7.5) Four point rating scale of the degree of dealing with 10 different cultural topics in the classroom.

	scale	meaning	mean range
often	= 4	often teach	3.5-4.0
sometimes	= 3	sometimes teach	2.5 -3.49
seldom	= 2	seldom teach	1.5-2.49
never	= 1	not teach at all	1.0-1.49

**Section 8**

8.1) A dichotomous question asking whether teachers could choose their own textbooks.

Yes= 1      No=0    not analyze the next question (8.2)

8.2) An open-ended question asking about the books the teachers used. The researcher analyzed the qualitative data by grouping the titles and countries published and using the frequency.

8.3) A checklist question concerning the teachers' criteria when choosing teaching materials. The respondents were asked to choose their six most important criteria.

checked options = 1

unchecked options = 0

The researcher used the frequency and mean.

8.4) A checklist question inquired teachers' level of satisfaction with the cultural content in teaching materials and reasons.

checked option = 1  
unchecked option = 0  
and use the frequency.

Their reasons were grouped by keywords and the frequency was used.

### 3.5 Statistical devices used in data analysis

Statistical devices used in this study were as follows:

3.5.1 Cronbach Alpha Coefficient was used to calculate the reliability of the questionnaire regarding the items which were Likert scale.

3.5.2 Frequency Distribution and Percentage were used in the analysis of answers in the form of a checklist concerning general background, teaching objective, culture teaching objective, cultural knowledge, time allocation to culture teaching, kinds and frequency of culture teaching activities, degree of different cultural topics teaching, criteria for selection of teaching material, experiential culture learning activities, and qualitative data.

3.5.3 A five-point Likert scale was used to score teachers' perception of their pupils' perception and teachers' opinions regarding different aspects of intercultural competence teaching.

3.5.4 Arithmetic Mean ( $\bar{X}$ ) was used to calculate the average level of teachers' perception of teaching objective, culture teaching objective cultural background knowledge, time allocation to culture teaching, kinds and frequency of culture teaching activities, degree of different cultural topics teaching, criteria for selection of teaching material.

3.5.5 Pearson's product moment correlation coefficient was used for two purposes: (1) to see the correlation has statistical significance to investigate whether the degree of willingness to teach intercultural competence relates to other statements in which intercultural competence teaching should take place and (2) to investigate the relationship between teachers' familiarity with foreign cultures and their teaching practices.

To determine the degree of correlation between two variables (Wongrattana, 2001:316):

- 1) If correlation coefficient is near 1.00 (about 0.70-0.90), it means the two variables possess a high degree of correlation.
- 2) If correlation coefficient is near 0.50 (about 0.30-0.70), it means the two variables possess a fair degree of correlation.
- 3) If correlation coefficient is near 0.00 (about 0.30 and less than this), it means the two variables possess a low degree of correlation.
- 4) If correlation coefficient is 0.00, it means the two variables do not correlate at all.

This chapter has described the instrument employed in this study which was a close and open-ended questionnaire, information about the participants, the collection of data and the analysis of data. The next chapter will discuss the results of the study.

## CHAPTER IV

### RESULTS OF THE STUDY

This chapter presents the results of the study on a perception of the Thai EFL Teachers towards intercultural competence teaching: a study of secondary schools in Chiang Mai province which is divided into four parts:

1. The demographic data of the respondents
2. The teachers' perception of their professional self-image concerning cultural dimension
3. Teachers' perception of the role of culture in their English language class
4. The relationship between culture teaching practice and teacher familiarity

#### 4.1 Demographic data of the teachers

##### 4.1.1 Gender

Table 2 Gender of the participants

Gender	Frequency	Percentage
Female	39	81.3
Male	9	18.8
Total	48	100

It can be seen from Table 2 that the majority of the English language teachers were female (81.3%) and 18.8% were male teachers.

### 4.1.2 Age

Table 3 Age of the participants

Age	Frequency	Percentage
21-30	2	4.2
31-40	9	18.8
41-50	11	22.9
51-60	26	54.2
Total	48	100

In terms of age, most of them (54.2%) were 51-60 years old and 22.9% were 41-50 years old. 18.8% were 31-40 years old and 4.2% of them were 21-30 years old.

### 4.1.3 Education level

Table 4 Education level of the participants

Education level	Frequency	Percentage
Bachelor's Degree	37	77.1
Master's Degree	10	20.8
Doctoral Degree	1	2.1
Total	48	100

From Table 4, most teachers held the Bachelor's degree (77.1%), 20.8% reported to have completed an MA program and one teacher had a PhD degree (2.1%).

#### 4.1.4 Discipline of highest education

Table 5 Discipline of highest education of the participants

<b>Discipline of highest education</b>	<b>Frequency</b>	<b>Percentage</b>
English language teaching	25	52.1
English	18	37.5
Others	5	10.4
-communication studies		
-curriculum and instruction		
-education and social development		
-Montessori		
-unspecified		
<b>Total</b>	<b>48</b>	<b>100</b>

Table 5 shows that the majority of the discipline of highest education of teachers was English language teaching (52.1%), English 37.5% and other discipline 10.4%.

#### 4.1.5 Teaching experience

Table 6 Teaching experience of the participants

<b>Teaching experience</b>	<b>Frequency</b>	<b>Percentage</b>
less than a year	1	2.1
1-5years	3	6.3
6-10years	7	14.6
11-15years	3	6.3
16-20years	1	2.1
21-25years	3	6.3
26-30 years	13	27.1
31-35years	15	31.3
<b>Total</b>	<b>48</b>	<b>100</b>

It can be seen from Table 6 that most of the teachers had 31-35 years of teaching experience (31.3%) and 26-30 years (27.1%).

#### 4.1.6 Teaching hours per week

Table 7 Teaching hours per week of the participants

Teaching hours per week	Frequency	Percentage
11-15 hours	15	31.3
16-20 hours	32	66.7
21-25 hours	1	2.1
Total	48	100

From Table 7, the majority of the teachers (66.7%) had to teach 16-20 hours per week, 31.3% of them had to teach 11-15 hours per week and 1 teacher (2.1%) had 21-25 teaching hours.

#### 4.1.7 Level of students

Table 8 Level of students of the participants

Level of students	Frequency	Percentage
lower secondary	11	22.9
higher secondary	26	54.2
both	11	22.9
Total	48	100

Most of the teachers (54.2%) taught at higher secondary level and the same numbers of teachers (22.9%) taught at lower secondary and both level.

#### 4.1.8 Teaching subject

Table 9 Teaching subject of the participants

Teaching subject	Frequency	Percentage
Fundamental English	25	64.10
Reading and Writing	6	15.40
Listening and Speaking	2	5.13
English for Communication	2	5.13
Critical Reading and English Projects	1	2.56
English for further study and gifted	1	2.56
Reading English Newspaper	1	2.56
Total	48	100

From Table 9, the majority of the participants taught fundamental English (64.10%). 15.40% taught Reading and Writing. 5.13% taught listening and speaking and English for communication. 2.56% taught critical reading and English projects, English for further study and gifted ,and Reading English Newspapers.

#### 4.1.9 Number of students in class

Table 10 Number of students in class of the participants

Number of students in class	Frequency	Percentage
20-30	1	2.1
31-40	17	35.4
41-50	29	60.4
51-60	1	2.1
Total	48	100

In terms of the number of students in their class, most of the teachers (60.4%) had 41-50 students and 31-40 students (35.4%). 2.1% of them had 20-30 students and 51-60 students.

#### 4.1.10 Foreign culture learning preference

Table 11 Foreign culture learning preference of the participants

<b>Foreign culture learning preference</b>	<b>Frequency</b>	<b>Percentage</b>
yes	45	93.8
no	3	6.3
Total	48	100

It can be seen from Table 11 that most teachers liked studying foreign culture (93.8%) whereas 6.3% did not like it.

#### 4.1.11 Culture training experience

Table 12 Culture training experience of the participants

<b>Culture training experience</b>	<b>Frequency</b>	<b>Percentage</b>
yes	32	66.7
no	16	33.3
Total	48	100

Table 12 shows that most teachers had cultural teaching training experience (66.7%) while 33.3% reported they never had culture training.

#### 4.1.12 Special position

Table 13 Special position of the participants

<b>Special position</b>	<b>Frequency</b>	<b>Percentage</b>
No special position	29	64.4
EP teacher	7	15.6
Eric teacher	4	8.9
Exchange Coordinator	4	8.9
Coordinator with native speaker in EP program	1	2.2
<b>Total</b>	<b>45</b>	<b>100</b>

From Table 13, in terms of the special position, most teachers had no special position (64.4%), English Program teacher 15.6%, Eric teachers 8.9%, Exchange Program Coordinator 8.9% and a coordinator with native speaker in English Program 2.2%.

## 4.2 Teachers' perception of their professional self-image concerning cultural dimension

### 4.2.1 Objectives of English language teaching

It is assumed that teachers' teaching practice was highly determined by the aims they intended to achieve. The hypothesis was that teachers who defined the objective of their teaching in terms of intercultural competence would be more willing to integrate intercultural competence into their teaching than those who aimed at developing linguistic and communicative competence. These objectives were presented below in Table 14, with the mean scores obtained for all teachers:

Table 14 Teachers' views regarding the objectives of English language teaching

Priority	Objectives	Mean
1.	To promote my students' enthusiasm for learning English language	6.09
2.	To assist my pupils to acquire skills that will be useful in other subjects areas and in life (such as memorize, summarize, put into words, formulate accurately, give a presentation etc.)	5.31
3.	To promote the acquisition of learning skills that will be useful for learning other foreign languages	4.58
4.	To promote the acquisition of a level of proficiency in English language that will allow the learners to use English language for practical purposes	4.40
5.	To promote the acquisition of an open mind and a positive disposition towards unfamiliar cultures	4.16
6.	To assist my pupils in developing a better understanding of their own identity and culture	4.07
7.	To assist my pupils to acquire a level of proficiency in English language that will allow them to read English literary works	3.69
8.	To promote my pupils' familiarity with the culture, the civilization of the countries where English language is spoken	3.64

The ranking clearly suggested that most of the teachers tried to achieve the linguistic and learning skills goal and considered the promotion of cultural awareness in their pupils less important. The first ranking aim was "to promote their students enthusiasm for learning English language" (mean score 6.09) which was the motivation for learning the language objective. The second and third objectives in order of importance were learning skills for other subjects and other foreign languages (mean score 5.31 and 4.58 respectively). The fourth rank was "to promote the acquisition of a level of proficiency in English language that will allow the learners to use English language for practical purposes" (mean score 4.40).

It was noticeable that the cultural objectives were ranked lower than linguistic and learning skills as the respective fifth, sixth and eighth (last rank) position

of “promote the acquisition of an open mind and a positive disposition towards unfamiliar cultures”, “assist my pupils in developing a better understanding of their own identity and culture” and “promote my pupils’ familiarity with the culture, the civilization of the countries where English language is spoken” (the lowest mean score 3.64) presented.

As a consequence, English language teachers appeared to promote the acquisition of an open mind and a positive disposition towards unfamiliar cultures and assisted learners develop a better understanding of their own culture rather than familiarity with the foreign cultures.

#### 4.2.2 Teachers’ conception of culture teaching objectives

Table 15 below shows the teachers’ conception of culture teaching objectives, with the mean scores obtained for all teachers:

Table 15 Teachers’ objectives for culture teaching

Priority	Objectives	Mean
1.	To provide information about daily life and routines (knowledge)	6.32
2.	To promote increased understanding of students’ own culture (skill to compare cultures)	5.62
3.	To promote reflection on cultural differences (knowledge and skills)	5.51
4.	To develop attitudes of openness and tolerance towards other people and cultures (attitudes)	5.38
5.	To provide information about shared values and beliefs (knowledge)	5.26
6.	To provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.) (knowledge)	4.70
7.	To promote the ability to handle intercultural contact situations (skills)	4.35
8.	To promote the ability to empathize with people living in other cultures (skills)	4.02
9.	To provide information about the history, geography and political conditions of the foreign cultures (knowledge)	3.94

English language teachers appeared to perceive culture teaching mainly in terms of passing on information regarding daily life and routines of the foreign culture(s) associated with the English language (mean score 6.32). This appeared in direct conflict with the finding presented in the previous section, namely that teachers appeared not to attach much importance to promote pupils' familiarity with the foreign culture background (ranked last). Considering these two findings together makes it clear that teachers deemed teaching the English linguistic code and communicative competence more important than to promote learners' familiarity with the culture/countries where English language spoken. However, with respect to the cultural domain of the English language learning, they were aware of trying to enhance their learners with the foreign culture in terms of daily life and routines.

The skill and attitude components were ranked second, third and fourth respectively: to promote an understanding of the students' own culture, skills and knowledge to promote reflection on cultural differences and to develop attitudes of openness and tolerance towards other people and cultures. These findings indicated that English language teachers were likely to follow the Basic Curriculum, and that they were very much aware of the necessity of promoting these components in their teaching.

Moreover, there was also a conflict with the finding of the previous section that teachers perceived the development of open mind to other cultures (ranked fifth) more important than helping learners in developing better understanding of their own cultures (ranked sixth) and promoting pupils' familiarity with other cultures (ranked last). However, concerning the culture teaching, the positive attitude was less important than familiarity of foreign cultures and reflection on cultural differences. This could depict a possibility that teachers perceive the objective of culture teaching mainly in terms of providing more visible knowledge, rather than promoting positive attitude. Finally, even though teachers tried to promote skills to compare cultures, they would not attach importance to skills to handle intercultural contact situations (ranked seventh) and knowledge about the history, geography and political conditions of the foreign cultures (ranked last with mean score 3.94).

### 4.2.3 Culture definition

Table 16 below presents teachers' culture definition.

Table 16 Teachers' definition of culture

Definition	Frequency
beliefs	10
ways of life	10
behavioral patterns	4
customs and traditions	3
values	3
norm	2
attitudes	2
language	2
music	2
idea	2
art	2
everything of social group	1
education	1
literature	1
food	1
state of a society at a particular time and place	1
a deal people accepted	1
social organization	1

It was clearly suggested that most teachers defined culture in terms of beliefs and ways of life. Considering on the whole, they tended to define it in terms of behaviors (21) and ideas (19) aspects. However, from the previous section, teachers appeared to teach the behavioral aspects, namely, daily life, food, dress etc. (rank first) more than the idea dimension namely beliefs and values (rank fifth).

#### 4.2.4 Teachers' awareness of their sociocultural background knowledge

The assumption is that the more familiar a teacher is with the foreign culture(s) associated with the English language, the more willing s/he will be to promote the development of intercultural competence in her/his learners.

The teachers were asked to list the countries primarily associated with the English language as shown in the table below:

Table 17 Countries, cultures associated with English language

Countries	Frequency	Percentage
United States of America	25	21.56
United Kingdom	24	20.7
Australia	18	15.5
Canada	15	12.93
New Zealand	12	10.34
India	4	3.45
Singapore	4	3.45
Philippines	3	2.59
South Africa	3	2.59
Europe	3	2.59
Hong Kong	2	1.72
Zambia	1	0.86
many countries	1	0.86
every country	1	0.86
Total	116	100

Since English is an international language, it is common to see the teachers mentioned more than one country as being associated with English language. The United States (21.56%) and the United Kingdom (20.7%) are the countries generally linked with English language. However, other nations, which are not considered in EFL teaching, are also beginning to play a new role in English language education,

namely: Australia, Canada, New Zealand, India, Singapore and the Philippines. The fact that a teacher mentioned “many countries” and another one mentioned “every country” reflects the international status of the English language.

Additionally, teachers were asked to indicate their degree of familiarity with a number of cultural topics. Table 18 shows the order in which the topics could be listed on the basis of mean scores for all teachers.

Table 18 Teachers’ perception of degree of familiarity with a number of cultural topics

<b>Topics</b>	<b>Mean</b>	<b>S.D.</b>	<b>Meaning</b>
1. Daily life and routines, living conditions, food and drink etc.	3.23	.692	sufficiently familiar
2. Professional life, Education	2.94	.639	sufficiently familiar
3. Youth culture	2.85	.722	sufficiently familiar
4. Traditions, folklore, tourist attractions	2.85	.652	sufficiently familiar
5. Other cultural expressions (music, drama, art)	2.77	.698	sufficiently familiar
6. International relations between Thailand and other countries	2.67	.724	sufficiently familiar
7. Different ethnic and social groups	2.49	.748	not sufficiently familiar
8. Values and beliefs	2.48	.652	not sufficiently familiar
9. History, geography, political system	2.44	.769	not sufficiently familiar
10. Literature	2.33	.724	not sufficiently familiar

The aspects of the foreign culture with which English language teachers appeared to be most familiar with was “daily life and routines”, an aspect which

appears prominently in most English language textbooks used in Thailand. Unlike other topics, no teacher stated that s/he considered himself/herself not familiar at all with this aspect.

Other topics namely youth culture, professional life and education, traditions, folklore, tourist attractions, other cultural expressions and international relations between Thailand and other countries were in the middle. These topics generally appeared in English language textbooks, while teachers might be familiar with international relation issues because of the media. On the other hand, teachers appeared to be not sufficiently familiar in foreign history, geography, political system, different ethnic and social groups, values and beliefs. Finally, the least familiar topic was literature, which 50% stated that they were not sufficiently familiar.

#### **4.2.5 Teachers' perception of the frequency of their contacts with foreign cultures and countries**

It is important to investigate to what extent teachers' cultural knowledge was determined by their actual contact with the foreign cultural background. Teachers' contact was looked into from two perspectives: while at home and abroad.

Table 19 shows teachers' responses connected to the contacts they have with the foreign community/ies in their different visits.

#### 4.2.5.1 Direct contact abroad

Table 19 Kinds and frequency of teachers' direct contact to foreign cultures/ countries associated with English language abroad

Kinds of contact	Mean	SD	Frequency				Percentage			
			4	3	2	1	4	3	2	1
1. Tourist stays in the foreign countries	2.42	.986	5	22	9	12	10.4	45.8	18.8	25.0
2. Participation in a teacher training program or a foreign language course in a foreign language country	2.23	1.036	4	20	7	17	8.3	41.7	14.6	35.4
3. Visit relatives or friends	2.21	.988	3	20	9	16	6.3	41.7	18.8	33.3
4. School trips	2.10	.973	3	16	12	17	6.3	33.3	25.0	35.4
5. Work visits (within the framework of an exchange project)	1.98	.977	1	18	6	21	2.2	39.1	13.0	45.7

On the whole, English language teachers appeared to have low frequency of direct contact with the foreign culture(s)/ countries associated with the English language. The highest type of contact was tourist trips, by which 45.8% stated that they sometimes go abroad for travel purpose while 25% never did. The second was participation in a teacher training program or a foreign language course in a foreign language country, 41.7% of them sometimes do while 35.4% never do.

The remaining contacts occurred included visiting relatives or friends, which was the most popular of them. Lastly, visits to the foreign country other than teachers' personal purposes were the least frequent contact: school trips, 35.4% never do, 25% seldom do, which seem to be considered by teachers to not be part of their

professional duties and work visits (within the framework of an exchange project) and most of teachers (45.7%) stated they never do this.

#### 4.2.5.2 Contact at home

Teachers were likewise to specify the frequency of their contacts with the foreign cultures while staying in Thailand.

Table 20 Kinds and frequency of teachers' direct contact to foreign cultures/ countries associated with English language at home

Kinds of contact	Mean	SD	Frequency				Percentage			
			4	3	2	1	4	3	2	1
1. Media contacts	3.45	.627	23	18	3	0	52.3	40.9	6.8	0
2. Contacts with foreign language assistants (usually natives from the foreign country) in my school	3.17	.630	14	28	6	0	29.2	58.3	12.5	0
3. Contacts with foreign teachers or pupils who visit my school	3.10	.660	13	27	8	0	27.1	56.3	16.7	0
4. Contacts with people from foreign countries who live in Thailand	2.98	.863	14	22	9	3	29.2	45.8	18.8	6.3
5. Visiting cultural institutes representing foreign countries	2.46	.944	4	25	8	11	8.3	52.1	16.7	22.9

The data presented in Table 20 showed that the most popular kind of foreign culture contact was through the media. 52.3% of teachers stated that they have media contact regularly. The second and third positions were contacts with the foreign language assistants in school and contacts with foreign teachers who visit schools. No teacher reported never doing these three contacts. However, when considered on the whole, they appear to have occasional contact with these three avenues.

Teachers sometimes reported contact with people from the foreign countries living in Thailand. This was because there were many foreigners including diverse native English speakers who lived in Thailand especially Chiang Mai. Visiting cultural institutes representing foreign countries in Thailand was the source of information least drawn upon. Four teachers acknowledged having additional contacts. They mentioned “internet via blogs or chatting”, “contact with foreign friend who are English speaking people”, “tourists” and “conferences”.

All in all, when considering both abroad and at home contact data, the kinds of contacts teachers appeared to have most often are media contacts, followed by contacts with native foreign language assistants in school, contact with native foreign teachers who visit school, and contacts with people originating from the foreign country living in Thailand. These were all contact obtained while at home and affected the kind of information teachers will dispose of: media contacts which maybe biased, but personal contacts with people originating from English-speaking countries provide a valuable insider’s view.

## 4.2.6 Teachers' perception of their pupils

### 4.2.6.1 Teachers' perception of pupils' perception concerning English language and culture learning

Table 21 Teachers' perception of pupils' perception concerning English language and culture learning

Statement	Mean	SD	Frequency					Percentage				
			5	4	3	2	1	5	4	3	2	1
1. My pupils are very motivated to learn English	3.77	.722	6	27	13	2	0	12.5	56.3	27.1	4.2	0
2. My pupils think learning English is very difficult	3.98	.635	8	32	7	1	0	16.7	66.7	14.6	14.6	0
3. My pupils are very knowledgeable about English culture	3.08	.739	1	12	25	10	0	2.1	25.0	52.1	20.8	0
4. My pupils have a very positive attitude towards English people	3.74	.612	2	32	10	2	0	4.3	69.6	21.7	4.3	0

From Table 21, most teachers (56.3%) perceived that their students have high motivation to learn English which appear to attain their first objective in English language education. However, most of them (66.7%) were aware that their learners consider the English language to be a difficult language. In terms of the knowledge of English language culture, 52.1% reported that they were not certain how much their students know. Yet, their students seemed to have positive attitude towards English speakers.

#### 4.2.6.2 Teachers' perception of pupils' frequency in contacting with the foreign countries associated with the English language

Table 22 Teachers' perception of pupils' frequency in contacting with the foreign countries associated with the English language

Kinds of contact	Mean	SD	Frequency				Percentage			
			4	3	2	1	4	3	2	1
1. Using the Internet to learn more about the foreign countries associated with English speakers	3.10	.692	13	28	6	1	27.1	58.3	12.5	2.1
2. Watching English language television programs	2.83	.630	5	31	11	1	10.4	64.6	22.9	2.1
3. Reading English language newspapers or magazines	2.72	.772	6	25	13	3	12.8	53.2	27.7	6.4
4. Listening to English language radio stations	2.56	.796	5	21	18	4	10.4	43.8	37.5	8.3
5. Reading English language literature	2.31	.903	3	20	14	11	6.3	41.7	29.2	22.9
6. Traveling to foreign countries	2.12	1.024	6	10	16	16	12.5	20.8	33.3	33.3

From Table 22, 58.3% of the teachers perceived that pupils' most popular kind of contact with the foreign culture was using the Internet to learn more about the foreign countries. The other three kinds that teachers perceived that their students occasionally do were watching English language television programs, reading English language newspapers or magazines and listen to English language radio stations. The types of contacts which teachers do not consider popular for their learners were reading English language literature and traveling to the foreign country.

#### 4.2.7 Teachers' opinions regarding different aspects of intercultural competence teaching

Table 23 Teachers' opinions regarding different aspects of intercultural competence teaching

Statements	Mean	SD	Frequency					Percentage				
			5	4	3	2	1	5	4	3	2	1
1. Teaching culture is as important as teaching the English language	4.13	.761	13	31	2	1	1	27.1	64.6	4.2	2.1	2.1
2. English language teachers should present a positive image of the English-speaking culture and society	1.92	.942	1	2	7	20	18	2.1	4.2	14.6	41.7	37.5
3. Pupils have to possess a sufficiently high level of proficiency in language before teachers can teach culture	2.58	1.108	2	8	15	14	9	4.2	16.7	31.3	29.2	18.8

Table 23 Teachers' opinions regarding different aspects of intercultural competence teaching (Cont.)

Statements	Mean	SD	Frequency					Percentage				
			5	4	3	2	1	5	4	3	2	1
5. English language teaching should not only touch upon foreign cultures, but should also deepen pupils' understanding of their own cultures	4.00	.945	15	23	6	3	1	31.3	47.9	12.5	6.3	2.1
6. I would like to promote the acquisition of intercultural communicative competence through my teaching	3.98	.707	10	27	9	1	0	21.3	57.4	19.1	2.1	0

From Table 23, most teachers (64.6%) agreed that teaching culture is as important as teaching the language. They also agreed that English language teachers should present a positive image of the foreign culture and society (41.7%). However, most of them (31.3%) were not certain whether the students had to possess a sufficiently high level of proficiency in language before they can teach culture. Moreover, most teachers (46.8%) agreed that misunderstandings arise equally often from linguistics, as from cultural differences, and agreed that English language teaching should not only touch upon foreign cultures, but should also deepen students' understanding of their own culture (47.9%). In addition, most teachers (57.4%) reported a clear willingness to teach intercultural competence, as revealed in this statement: "I would like to promote the acquisition of intercultural communicative competence through my teaching" which obtained scores as high as 3.98.

Teachers' willingness was found to covariate with a number of statements regarding the way in which intercultural competence should take place. Teachers'

degree of willingness to inter-culturalize foreign language education was found to be significantly (level of significance set at 0.01(\*\*)) and positively correlated to the statements that:

- In English language classroom, teaching culture is as important as teaching the English language ( $r = .525$  (\*\*))
- In international contacts, misunderstandings arise equally often from linguistic as from cultural differences ( $r = .452$  (\*\*))
- English language teaching should not only touch upon foreign cultures. It should also deepen pupils' understanding of their own culture ( $r = .579$  (\*\*))

In addition, willingness was found to correlate negatively with the statements that:

- English language teacher should present a positive image of the foreign culture and society ( $r = .326$  (\*)) (level of significance set at 0.05)
- Pupils have to possess a sufficiently high level of proficiency in language before you can teach culture ( $r = .314$  (\*)) (level of significance set at 0.05)

These findings revealed both reasons of teachers who were in favor of intercultural competence teaching and those who were reluctant. Teachers who favored an intercultural competence approach believed that teaching culture was as important as teaching the English language and there should be an understanding of the learners' own culture as well as foreign culture. They were convinced that in international contacts, misunderstanding arise equally often from linguistic, as from cultural differences.

On the other hand, teachers who were more hesitant to incorporate intercultural approaches in their teaching did not share the above views. They rather considered that they should present a positive image of the foreign country and students should have sufficiently high level of proficiency of English language before they learned foreign culture.

## 4.2.8 Teachers' perception of experiential culture learning activities

### 4.2.8.1 Intercultural activities

Every school organizes intercultural activities, namely, English camp, Christmas Day, International Language Day. When asked whether they believe in positive effect of intercultural activities, the majority of teachers (93.5%) believe that these intercultural activities have a positive effect on the attitudes and perceptions of pupils regarding foreign countries and cultures, as shown in Table 24.

Table 24 Teachers' belief in positive effect of intercultural activities

<b>Teachers' belief in positive effect of intercultural activities</b>	<b>Frequency</b>	<b>Percentage</b>
yes	43	93.5
No	3	6.5
Total	46	100.0

Some of them provided their reasons for “yes” such as English camp could “motivate and encourage students to learn foreign cultures and English language with fun activities”. The English camp also “provided opportunities for students to have direct contact with foreigners”. In terms of Christmas, teachers reported that every student can enjoy the Christmas Day Celebration. A teacher stated that “students look forward to seeing Santa Claus”. Most schools organized this activity in the morning of Christmas Day after singing the national anthem. However, some schools did not always organize this activity because the day is the examination day. In addition, a school organized the International Language Day in which students could learn from several cultural exhibitions and drama performances of English, Chinese, Korean, Japanese, French and German.

#### 4.2.8.2 Exchange Programs

Every school participated in student exchange programs of several organizations e.g. AFS, YES, YFU, in which students can choose the countries they want to visit and the Asian Dialog/ School Link of the British Council, in which there are two countries participated for Thai schools (namely, Malaysia and England).

When asked whether they believed in positive effects of exchange projects, from Table 25 below, the majority of teachers (93.5%) agreed that exchange project do have a positive effect on the attitudes and perceptions of pupils regarding foreign countries/cultures.

Table 25 Teachers' belief in positive effect of exchange projects

<b>Teachers' belief in positive effect of exchange projects</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	43	93.5
No	3	6.5
Total	46	100.0

Some of the respondents provided their reasons for “yes”. Reasons included: “it was a good chance for students to learn foreign culture from the first-hand experience”, “students will learn to have open minds and also learn to use technology to contact new foreign friends” (Asian Dialog uses e-mails in contacting foreign friends), “students build personal relationships with foreigners, students can exchange some experiences, cultures, opinions and beliefs and learn to be a global citizen”.

Table 26 presented teachers' perception of their role in preparing and following up the exchange projects.

Table 26 Teachers' belief about their role of preparing and following up exchange projects

<b>Teachers' belief about their role of preparing and following up exchange projects</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	21	46.7
No	24	53.3
Total	45	100.0

Even though teachers considered the positive aspect of exchange programs for their students, 53.3% did not consider it their duty to prepare and follow-up exchange projects. Only those who were working for the exchange program organization such as AFS (coordinator and volunteer) considered it within their duties. These teachers prepared the project by learning more about foreign cultures and informed students, advertised the exchange projects for students, did the orientation and asked students to do a questionnaire. Only one teacher reported doing the follow-up by asking students about their exchange experiences abroad.

#### 4.2.8.3 School trip

Table 27 below presents teachers' belief about the positive effect of school trip

Table 27 Teachers' belief about the positive effect of school trip

<b>Teachers' belief about the positive effect of school trip</b>	<b>Frequency</b>	<b>Percent</b>
Yes	38	84.4
No	7	15.6
Total	45	100.0

Only one school provided a school trip to Singapore, Netherlands, Malaysia and China for English Program students. From Table 27, most of teachers

(84.4%) believed it had a positive effect on the attitudes and perception of pupils regarding foreign country/ies, cultures. The main reasons were similar to those of exchange projects, in that students had opportunities to gain first-hand experience abroad and school trips narrow the perception of differences. School trips could also promote and encouraged pupils' enthusiasm to learn new things from foreigners. However, one teacher thought it was a waste of time and money.

Table 28 below shows teachers' belief about their role of preparing and following up school trip which clearly showed that most teachers (70.2%) did not consider it part of their role to prepare and follow-up a school trip.

Table 28 Teachers' belief about their role of preparing and following up school trip

<b>Teachers' belief about their role of preparing and following up school trip</b>	<b>Frequency</b>	<b>Percent</b>
Yes	14	29.8
No	33	70.2
Total	47	100.0

### **4.3 Teachers' perception of the role of culture in their English language class**

This part investigated the extent to which teachers' current culture teaching practice promotes the intercultural competence.

#### **4.3.1 Teaching time devoted to culture teaching**

The distribution of teaching time over language teaching and culture teaching is an important element to understand the extent to which current teaching practice is oriented towards the teaching of intercultural communicative competence.

Table 29 below presents the teachers' teaching time allocation.

Table 29 Teaching time allocation devoted to culture teaching

Teaching time allocation	Frequency	Percentage
80% language teaching - 20 % culture teaching	16	33.3
60% language teaching - 40% culture teaching	13	27.1
100% integration of language-and – culture teaching	19	39.6
Total	48	100.0

No teacher reported that they dealt exclusively with language and excluding culture from the English language class. 39.6% of the teachers expressed integrating the linguistic and the cultural component on equal terms. 33.3% of teachers stated a 80% language-20% culture teaching distribution. Finally, 27.1% acknowledged a 60% language-40% culture teaching.

When asked if they would like to allocate more time to culture teaching, most respondents (42.6%) answered that they would like to do so to a certain extent and 25.5% showed even a greater interest by choosing the “very much” option as can be seen from Table 30. The main reason they explained was time constraint.

Table 30 Teachers’ feeling to devote more time to culture teaching

Degree of more time devotion to culture teaching	Frequency	Percentage
yes very much	12	25.5
yes up to a certain extent	20	42.6
no not particularly	8	17.0
no not at all	7	14.9
Total	47	100

#### 4.3.2 Kinds and frequency of cultural teaching activities

Another indication of the way in which teachers integrate language and culture teaching was the kinds and frequency of cultural teaching activities. Table 31 shows which activities teachers appear to practice most often.

Table 31 Kinds and frequency of cultural teaching activities

Kinds and frequency of activities	Mean	SD	Frequency				Percentage			
			4	3	2	1	4	3	2	1
1.I tell my pupils what I heard (or read) about the foreign country or culture	3.44	.649	25	19	4	0	52.1	39.6	8.3	0
2.I tell my pupils why I find something fascinating or strange about the foreign culture(s)	3.23	.751	20	19	9	0	41.7	39.6	18.8	0
3.I ask pupils to think about the image which the media promote of the foreign country	3.13	.733	15	25	7	1	31.3	52.1	14.6	2.1
4.I ask my pupils to independently explore an aspect of the foreign culture	3.02	.785	14	22	11	1	29.2	45.8	22.9	2.1
5.I ask my pupils to think about what it would be like to live in the foreign culture	3.00	.860	15	19	11	2	31.9	40.4	23.4	4.3
6.I use videos, CD-ROMs or the internet to illustrate an aspect of the foreign culture	2.98	.758	13	21	14	0	27.1	43.8	29.2	0
7.I ask my pupils to compare an aspect of Thai culture with that aspect in the foreign culture	2.96	.798	11	27	7	3	22.9	56.3	14.6	6.3
8.I ask my pupils to describe an aspect of Thai culture in English language	2.88	.672	7	29	11	1	14.6	60.4	22.9	2.1
9.I talk about my own experiences in the foreign country	2.81	.982	13	19	10	6	27.1	39.6	20.8	12.5
10.I ask my pupils to participate in role-play situations in which people from different cultures meet	2.77	.778	7	26	12	3	14.6	54.2	25.0	6.3
11. I ask my pupils about their experiences in the foreign country	2.60	.818	4	27	11	6	8.3	56.3	22.9	12.5
12. I comment on the way in which the foreign culture is represented in the English language materials	2.60	.707	2	29	13	4	4.2	60.4	27.1	8.3
13. I talk with my pupils about stereotypes regarding particular cultures	2.58	.942	7	22	11	8	14.6	45.8	22.9	16.7
14. I bring objects originating from the foreign culture to my classroom	2.56	.823	5	22	16	5	10.4	45.8	33.3	10.4
15. I invite a person originating from the foreign country to my classroom	2.40	.844	3	21	16	8	6.3	43.8	33.3	16.7

From Table 31, teachers occasionally did every activity, with one exception - they seldom invited people from foreign countries to their classroom. The first five activities practiced most often were teachers' anecdotes about the foreign country from what they heard or read (52.1% reported they often do this), the fascinating or strange elements and the critical ones (41.7% reported they often do this), asking the learners to think about the image which the media promote of the foreign country (52.1% stated they sometimes do this), and to independently explore an aspect of the foreign culture and asked students to think what it would be like to live in the foreign culture (45.8 % stated they sometimes do this). No teacher asserted never resorting to do activity 1, 2 and 6 which were their popularity in English language class. There was a teacher who asserts additional activity which included asking students to interview foreigners.

### **4.3.3 The extent to which cultural topics are addressed in the English language classroom**

The third indicator of the degree to which current English language teaching practice can promote the acquisition of intercultural communicative competence was the extent to which teachers deal with different cultural aspects in their teaching, which can be seen from Table 32.

Table 32 Cultural topics addressed in the English language classroom

Topics	Mean	SD	Frequency				Percentage			
			4	3	2	1	4	3	2	1
1. Daily life and routines, living conditions, food and drink etc.	3.52	.618	28	17	3	0	58.3	35.4	6.3	0
2. Youth culture	3.10	.692	13	28	6	1	27.1	58.3	12.5	2.1
3. Traditions, folklore, tourist attractions	2.92	.613	6	33	8	1	12.5	68.8	16.7	2.1
4. Different ethnic and social groups	2.79	.898	10	23	10	5	20.8	47.9	20.8	10.4
5. Other cultural expressions (music, drama, art)	2.79	.720	6	27	12	2	12.8	57.4	25.5	4.3
6. Professional life, education	2.77	.660	4	31	11	2	8.3	64.6	22.9	4.2
7. History, geography, political system	2.71	.849	8	22	14	4	16.7	45.8	29.2	8.3
8. International relations between Thailand and other countries	2.67	.753	2	34	6	6	4.2	70.8	12.5	12.5
9. Values and beliefs	2.66	.635	2	29	14	2	4.3	61.7	29.8	4.3
10. Literature	2.31	.776	0	24	15	9	0	50.0	31.3	18.8

From Table 32, cultural topics dealing with extensively by the majority of the teachers (58.3%) was “daily life and routines”. No teacher stated they never do it. The other cultural topics appeared to be touched occasionally were such as youth culture, tradition, folklore, tourist attractions, other cultural expressions and different ethnic and social groups.

On the whole, the topics teachers addressed in the English language class were similar to the topics they seemed to be more familiar with: “daily life and routines” was similarly ranked first, and “youth culture” “tradition, folklore, tourist attractions” and “other cultural expressions”, although in a somehow different order, also occupied the third and fourth position in section 2.4. However, different ethnic and social groups (position sixth in section 2.4) were dealt with more than the professional life, education (position second in section 2.4). The least examined topic “literature’ was equally the least familiar topic. No teacher chooses dealing with it “often”.

#### 4.3.4 Criteria for the selection of teaching materials

The majority of the teachers (73.3%) could choose their own teaching materials. Table 33 below lists the aspects which teachers tick most often in decreasing order of importance.

Table 33 Teachers’ criteria when choosing textbooks

Criteria	Frequency	Percentage
1. Additional materials come with the book	40	90.9
2. Degree to which textbook meets the curricular requirements	37	84.1
3. The degree to which the book is attuned to the level and the age of my students	35	79.5
4. The amount of cultural information the book offers	34	77.3
5. The degree to which the book can motivate my students	29	65.9
6. The quality of the teacher’s manual	28	63.6
7. The price	23	52.3
8. The layout	17	38.6
9. The pace of the book	10	22.7
10. The degree of matching between the amount of materials offered and the number of teaching periods assigned to my subject	10	22.7

The majority of teachers (90.9%) appeared to consider additional materials that come with the book the most important criteria rather than the content of the book. The other criteria were curricular requirements (84.1%) and level and age of students (79.5%) (ranked second and third respectively). The amount of cultural information was ranked fourth. Table 34 below showed the lists of textbook that teachers use in their class.

Table 34 Lists of textbook used in school

<b>Title of textbooks</b>	<b>Frequency</b>	<b>Percentage</b>
Super Goal (Manuel dos Santos, McGraw-Hill publishing, USA/ Thaiwattanapanich, Thailand)	16	35.55
My World (Manuel dos Santos, McGraw-Hill publishing, USA/ Thaiwattanapanich, Thailand)	6	13.33
Upstream (Virginia Evans and Jenny Dooley, Express Publishing/ Aksorncharoentat, Thailand)	5	11.11
English Grammar in Use (Cambridge)	2	4.44
Weaving it Together (USA)	2	4.44
Grammar Book (Oxford)	1	2.22
Vocabulary (Oxford)	1	2.22
Let's Use English (Thaiwattanapanich Publishing, Thailand)	1	2.22
Expressions (Pattanakhunnapabhwichakan Publishing, Thailand)	1	2.22
Tourism (Thailand)	1	2.22
Got it (Thailand)	1	2.22
Blueprint (UK)	1	2.22
Access (Virginia Evans and Jenny Dooley, Express Publishing/ Aksorncharoentat, Thailand)	1	2.22
Can do	1	2.22
Sound Bytes 2 Listening for today's world (Pearlson Education Indochina Publishing)	1	2.22
Interchange	1	2.22
The Nation Newspaper (Thailand)	1	2.22
Nation Junior magazine (Thailand)	1	2.22
Your Turn (Thailand)	1	2.22
<b>Total</b>	<b>45</b>	<b>100</b>

The textbook which appeared to be most widely used in schools was Supergoal of Manuel dos Santos by McGraw-Hill publishing in the United States (35.55%), marketed and published by Thaiwatanapanich publishing. *Supergoal* included a series of textbooks for each grade. It came with additional materials such as teachers' manuals and students' workbooks. The content mostly portrayed American culture such as American pop singers, celebrities, movies, American English, history of the US Independence, the sixties, the nineties, American food, and holidays (Christmas, New Year's Eve, Valentines's Day). However, there were also international issues e.g. international foods and customs.

*My World* was another popular textbook of the same writer and publisher of *Supergoal* (13.33% reported they used this book). The book was also a series of textbooks for each grade and it comes with students' workbooks. Most of cultural aspects in the books were American culture such as US graduation ceremony, American foods, celebrities, news of the seventies ( fashion, music, sport, movies, energy crisis, technology), Rock'n Roll, history of Google, television programs, some brandname goods, Amish American ethnic groups, teenagers' working experience and youth fashion. However, there were also other international contents e.g. Australia, British English, Sepak Takraw, Great Wall of China, Egypt Pyramids and Petra of Jordan.

Another textbook was *Upstream* published by a British publishing house (11.11% stated they used this book). The book was a series for the higher secondary students, and there were separate cultural section and literature extract section. The book focused on both British and American cultures such as history of Elizabeth I, Irish wedding, British teenagers life, bizarre annual events in the United Kingdom, the British characteristics, Butlins' holiday camps, the ghost hunt of York, British castles and hotels, Portobello Market in London, Wimbledon of England, the Superbowl Football Competition in the United States, the British and US homestyles, the education systems of both countries, the Rocky Mountains, and some brief information about English-speaking countries (Ireland, New Zealand, Canada). This series also noted different nations' holidays such as Carnival, Christmas, Halloween, Tokyo teens, hot springs in Canada and New Zealand, Queen Victoria market in Melbourne and giving gift customs around the world.

Teachers were also asked about the degree of satisfaction with cultural content in the textbooks as shown in Table 35.

Table 35 Expectation of cultural content in the textbooks

<b>Degree of satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
yes very much	15	33.3
yes up to a certain extent	20	44.4
no not really	8	17.8
no not at all	2	4.4
Total	45	100

Most of the teachers (44.4%) reported that they are satisfied with the cultural contents in the textbooks they have chosen up to a certain extent .While 33.3% stated that they like the cultural content in the textbook very much. Some of them provided additional reasons in that “it gives lots of cultural information from many countries including native speaker countries”. A teacher who used The Nation newspaper and Nation Junior magazine reported that these tools “provide an update of news for the students”. A teacher who taught tourism used his own textbook and stated that it was a product of his direct experience, therefore, he was very satisfied with the book. Teachers who did not really like the cultural content in their textbooks perceived that these publications were very biased towards foreign (English-speaking) countries (*Got It*) and are not designed for Thai students (*Supergoal*).

#### **4.4 Relationship between culture teaching practice and teacher familiarity**

In order to understand more about culture teaching practice, the researcher wanted to consider to what extent teachers’ culture teaching practice was affected by their own familiarity with the foreign culture and their perception of their students’ familiarity with the foreign cultures.

As Tables 36 and 37 below revealed, clear positive significant relationships existed between the frequency with which teachers addressed cultural topics and their degree of familiarity with the foreign culture, and the extent of their contacts with it both abroad and at home. Likewise, there was a positive significant relationship between frequency with which culture teaching activities were practiced in the classroom and their degree of familiarity and the extent of their contacts with it. Therefore, these findings concluded that the more familiar a teacher with foreign culture associated with English language, the more frequently cultural topics were dealt with and the more often culture teaching activities were practised.

Table 36 Relationship between frequency of which cultural topics are dealt with in the classroom and degree of teacher familiarity, frequency of teacher contacts abroad, frequency of teacher contacts at home

<b>Frequency with of cultural topics are dealt with in the classroom</b>		
Extent of teacher familiarity	Pearson Correlation	.608**
	Sig. (2-tailed)	.000
	N	43
Frequency of teacher contacts abroad	Pearson Correlation	.350*
	Sig. (2-tailed)	.020
	N	44
Frequency of teacher contacts at home	Pearson Correlation	.475**
	Sig. (2-tailed)	.001
	N	42
**. Correlation is significant at the 0.01 level (2-tailed).		
*. Correlation is significant at the 0.05 level (2-tailed).		

Table 37 Relationship between frequency of which culture teaching activities are practiced in the classroom and degree of teacher familiarity, frequency of teacher contacts abroad and frequency of teacher contacts at home

<b>Frequency of which culture teaching activities are practiced in the classroom</b>		
Extent of teacher familiarity	Pearson Correlation	.406**
	Sig. (2-tailed)	.006
	N	45
Frequency of teacher contacts abroad	Pearson Correlation	.378*
	Sig. (2-tailed)	.011
	N	45
Frequency of teacher contacts at home	Pearson Correlation	.651**
	Sig. (2-tailed)	.000
	N	43
*. Correlation is significant at the 0.05 level (2-tailed).		
**. Correlation is significant at the 0.01 level (2-tailed).		

Moreover, these results led to the finding that the extent of teachers' familiarity with a particular cultural topic was reflected in the extent to which teachers deal with those different cultural topics in their classroom. As can be seen from Table 38, the relationship was significant for all topics except "history, geography, political system, religion".

Table 38 Relationship between teachers' familiarity with the foreign culture and the frequency with which cultural topics are touched upon in the classroom

<b>Teachers' familiarity with different aspects of the foreign culture and frequency with which different aspects of culture are dealt with</b>		
history, geography, political system, religion	Pearson Correlation	.265
	Sig. (2-tailed)	.069
	N	48
different ethnic and social groups	Pearson Correlation	.465**
	Sig. (2-tailed)	.001
	N	47
daily life and routines, living conditions, food and drink	Pearson Correlation	.312*
	Sig. (2-tailed)	.031
	N	48
youth culture	Pearson Correlation	.463**
	Sig. (2-tailed)	.001
	N	47
professional life, education	Pearson Correlation	.484**
	Sig. (2-tailed)	.001
	N	47
traditions, folklore, tourist attractions	Pearson Correlation	.342*
	Sig. (2-tailed)	.018
	N	48
literature	Pearson Correlation	.454**
	Sig. (2-tailed)	.001
	N	48

<b>Teachers' familiarity with different aspects of the foreign culture and frequency with which different aspects of culture are dealt with (cont.)</b>		
other cultural expressions music, drama, art	Pearson Correlation	.431**
	Sig. (2-tailed)	.003
	N	46
values and beliefs	Pearson Correlation	.618**
	Sig. (2-tailed)	.000
	N	47
international relations between Thailand and other countries	Pearson Correlation	.611**
	Sig. (2-tailed)	.000
	N	48

Another interesting question was whether teachers' perception of their students' familiarity with the foreign culture also affected their teaching practice. As can be seen from the table 39, the result shows that there was no significant relationship between the extent of students' familiarity and frequency with which cultural topics were touched upon in the classroom and frequency with which culture teaching activities were practised, and distribution of teaching time over language teaching and culture teaching. Therefore, teachers tended to shape their teaching from their own familiarity of foreign culture and not to take into account their students' familiarity with foreign culture associated with English language.

Table 39 Relationship between culture teaching practice and teachers' perception of their pupils' familiarity

<b>Relationship between culture teaching practice and teachers' perception of their pupils' familiarity</b>		
Frequency with which cultural topics are dealt with in the classroom	Pearson Correlation	.269
	Sig. (2-tailed)	.071
	N	46
Frequency with which culture teaching activities are practised	Pearson Correlation	.107
	Sig. (2-tailed)	.473
	N	47
Distribution of teaching time over language teaching and culture teaching	Pearson Correlation	.041
	Sig. (2-tailed)	.780
	N	48

In this chapter, the researcher presents the results of the study on a perception of the Thai EFL Teachers towards intercultural competence teaching: a study of secondary schools in Chiang Mai province which is divided into four parts: the demographic data of the respondents, the teachers' perception of their professional self-image concerning cultural dimension, teachers' perception of the role of culture in their English language class and the relationship between culture teaching practice and teacher familiarity. The discussion of the findings will be presented in next chapter.

## **CHAPTER V**

### **DISCUSSION**

In this chapter, the findings are discussed with regards to the research objectives: 1) to investigate teachers' perception of their professional self-image concerning cultural dimension; and 2) to investigate teachers' perception of the role culture plays in their English language class.

#### **5.1 Teachers' perception of their professional self-image concerning cultural dimension**

##### **5.1.1 Objectives of English language teaching**

The finding revealed that the majority of teachers set their teaching goal to the promotion of linguistic knowledge and learning skills rather than to promote the acquisition of intercultural competence in their students. The implication of this could be that most teachers try to develop communicative competence, the famous aim of foreign language learning in Thailand, with an emphasis of the four language skills: listening, speaking, reading and writing, which could be seen clearly from the subjects students have to study. Teachers might also assist their students to prepare for the examination especially the university admission examination which examined only linguistic knowledge and reading skills. Therefore, the intercultural competence seemed to have no role in their teaching objectives. This finding corresponded with Sercu et al (2005)'s findings that most teachers in Belgian, Mexican, Polish, Spanish and Swedish teachers defined the objectives of foreign language education primarily in linguistic terms. Only Bulgarian and Greek teachers tended to try to achieve the culture learning objectives over language learning objectives.

### **5.1.2 Objectives of culture teaching**

The findings revealed that most teachers defined culture teaching aim in terms of passing on knowledge about daily life and routines and skill to support increased understanding of students' own culture and to promote reflection on cultural differences. It could be that teachers were most familiar with daily life and routines topic that teachers might consider it the same as language use in daily life which appeared in most textbooks. Moreover, Thai teachers were more familiar with their own culture than that of foreigners so it was easier for them to promote understanding of students' own culture. Teachers also appeared to follow the Basic National Curriculum that was to support students to know the similarity and difference between the foreign language and culture and those of Thai. This findings was quite different from Sercu et al (2005)'s finding that European teachers tried to promote the development of attitudes of openness and tolerance and also to provide information about daily life and routines rather than providing intercultural skills. This might due to the fact that teachers knew well that most Thais have positive attitudes and open-minded towards foreigners so they might consider it less important than knowledge about foreign daily life and routines.

### **5.1.3 Culture Definition**

Most teachers defined culture in terms of ways of life which corresponded to their culture teaching objective: to provide information about daily life and routines. Moreover, another definition was beliefs which teachers appeared to give low importance in their culture teaching objective (rank fifth). This finding could be implied that teachers defined culture both in terms of visible and invisible aspects. In other words, considering with Robinson's view of culture components (1985), culture was defined by teachers as behavioral aspect and ideas aspect rather than the product ones. However, they appeared to deal with the visible aspects in their class rather than the invisible ones. This might be because they were more familiar with behavior aspects such as daily life, foods and clothing which appeared in most textbooks or they might consider the ideas aspects not relevant and students might not interested in. This finding was in accord with Önalán (2005)'s study that Turkish EFL teachers defined

culture in sociological aspects such as values and beliefs. However, their teaching practice changed to more visible culture such as food and clothing.

#### **5.1.4 Teachers' awareness of their sociocultural background knowledge**

Teachers appeared to give high priority to the native English namely, American and British cultures. The finding suggested that teachers were sufficiently familiar with daily life and routines, living conditions, food and drink, professional life, education, youth culture, traditions, folklore, tourist attractions, other cultural expressions (music, drama, art) and international relations between Thailand and other countries. These topics were found in most EFL textbooks and teachers might have media contact with music, drama and international relations issues. Moreover, teachers might familiar with these topics when they were English language learners themselves and when they studied to be a teacher. On the other hand, they reported that they were not sufficiently familiar with different ethnic and social groups, values and beliefs, history, geography, political system and literature. This could be the result of there were not much contents about these aspects in textbooks and their teacher education curriculum did not teach these issues. Moreover, they might lack interest in learning these topics. Nevertheless, teachers might presented a somewhat flattering image of themselves and "sufficiently familiar" did not mean that they could explain a particular cultural topic in detail.

This finding was different from Sercu et al (2005)'s study that teachers in their research considered themselves most familiar with daily life and routines and least familiar, yet still sufficiently familiar, with international relations. They considered themselves very familiar with daily life and routines, literature, history, geography, political system, and traditions, folklore, tourist attractions and sufficiently familiar with education, professional life, values and beliefs, different ethnic and social groups, youth culture, other cultural expressions and international relations. The topics with which teachers appeared to be most familiar were those traditionally dealt with in foreign language textbooks, namely daily life and routines, history and geography and folklore. Moreover, teachers perceived themselves as very familiar with literature, which probably reflected that they received literary studies before or during teacher training.

### **5.1.5 Teachers' perception of the frequency of their contacts with foreign cultures and countries**

The results clearly show that teachers had low frequency of direct contact abroad. The type of contact teachers had most was tourist trip and the second was participation in a teacher training program or a foreign language course in a foreign country. The kind of relationship established with the foreign community and the kind of cultural knowledge gained differs in both instances. Tourist trips gave a superficial and external intercultural experience, the opportunities to contact with the members of the foreign country was reduced. On the other way, a professional type of knowledge was derived from participation in a teacher training program or a language course.

While their most popular kind of contact was through the media even though it was "sometimes" contact. The fact that teachers sometimes contacted with native English language teachers suggested that there are native English language teachers in their schools even though not in every school. In addition, there were foreign teachers or students who visited their schools. This may imply that the schools participated in foreign teachers or students exchange program. Moreover, the fact that teachers sometimes contacted with people originating from the foreign country living in Thailand may due to the fact that there were many foreigners including native and nonnative English speakers in Chiang Mai. However, visiting the cultural institute representing the foreign country in Thailand appeared to be the least frequent contact in spite of the fact that there were British Council and United States of America Consulate and AUA in Chiang Mai. This may imply that most teachers were not interested to visit or they may not realize that these institutes were valuable learning resources of foreign cultures or their teachers might not promote and encourage them to visit these institutes when they were teacher students.

The kinds of contact affected the kind of information teachers would receive: media contact (including textbooks) may be biased, but personal contacts with people from English-speaking countries provided a valuable insider view. Low frequency of direct experience in foreign countries may lead to the lack of direct foreign culture knowledge which could affect teachers' confidence in teaching culture. The cost of travel foreign countries was high and there was not much scholarship for teacher training abroad may be the cause of the infrequent direct contact abroad.

However, teachers tried to compensate this lack with more contact at home although it is “sometimes” degree.

In Sercu et al (2005)’s findings, teachers had more direct contact abroad than teachers in this study. Most of them often and sometimes traveled to the foreign countries. Most teachers had more frequently travel to the foreign countries as tourists or to visit relatives and friends, than for professional reasons. As regards to contacts with foreign culture at home, they appeared to get into contact with the foreign culture more frequently at home than through travel to the foreign country. Unlike this research, they appeared to have frequent media contacts the most and they sometimes visited the cultural institute representing the foreign country in their countries.

### **5.1.6 Teachers’ perception of their students**

#### **5.1.6.1 Teachers’ perception of students’ perception regarding English language and culture learning**

The findings reveal that most teachers perceived their students had high motivation to learn English. Yet, they thought that their pupils felt it a difficult language. This suggests that students may realize the importance of English language for their future and teachers also tried to motivate them to learn English as it was reported as the most important of teachers’ teaching objective. However, with great differences between Thai and English, students may feel the latter is a difficult language.

Moreover, students were believed to have positive attitude towards foreign people associated with English. This may be the result that Thai people have maintained good relationship with these countries and Thais also open-minded to other cultures. In addition, foreign people were considered to bring good business opportunities especially in tourism industry. However, teachers were clearly less sure about the extent of their pupils’ familiarity than pupils’ high motivation and positive attitudes which suggested that most teachers considered their pupils to be ignorant of the foreign country. This may result from the fact that teachers appeared to not promote the foreign culture learning much in the classroom or there was not much cultural content in the textbooks.

The finding was somewhat similar to Sercu et al (2005)'s study that teachers from seven countries thought their students were reasonably to highly motivated. They also assumed that their students perceived English as moderately difficult. However, they agreed that their students had positive attitudes although they were less sure about the extent of their students' cultural knowledge.

#### **5.1.6.2 Teachers' perception of pupils' frequency of contacts with the foreign countries associated with the English language**

The finding suggested that teachers believed their students sometimes used the Internet to learn more about foreign cultures associated with English speakers, watch English language television program, read English language newspaper or magazines and listen to English language radio stations. The fact that Internet was the most popular source may be because of its easy access at schools or at homes. Some students might have cable television and there were English language radio program in Chiang Mai. There were also many English language newspapers and magazines sold or provided in school libraries. However, teachers perceived that their learners rarely read English language literature and travel to the foreign countries. These may due to the fact that students may not like reading English language fiction and teachers also did not promote the motivation to read since teachers themselves were not familiar with foreign literature. The cost of the English language books was also high and the school libraries may lack these English books. The lack of reading English language literature, a valuable cultural source may lead to superficial understanding of foreign cultures. However, students still had opportunities to read foreign literature in the translation versions.

As regards to the low frequency of traveling abroad, the cost of travel to foreign countries was too expensive for students' family to afford. Therefore, students lack the chance to have direct experience with foreign culture and had to rely on secondary sources of information as their teachers. These findings were accord with Sercu et al (2005)'s finding that teachers believed that their pupils' main sources regarding foreign cultures were television and Internet.

### **5.1.7 Teachers' opinions regarding different aspects of intercultural competence teaching**

The finding clearly suggested that most teachers were willing to teach intercultural competence. Willingness was also related to different opinions the teachers had. Teachers who liked an intercultural approach believe that teaching culture was as important as teaching language, the culture should also be learners' own culture as well as foreign culture and they believed that in international contacts, misunderstanding arose equally often from linguistic as from cultural differences. On the other hand, teachers who were reluctant to integrate intercultural learning rather thought that they should present a positive image of the foreign country and students should have sufficiently high level of proficiency of English language before they could learn culture. This may cause students to know only the good side of foreign countries with their existing positive attitudes which could lead to the unreality of those cultures students perceived.

The finding was in accord with Aleksandrowicz-Pędich et al (2003), Sercu (2004), Önalın (2005) and Sercu et al (2005)'s finding that teachers clearly supported intercultural competence teaching that most of them agreed that language and culture can be taught in an integrated way and culture teaching was as important as language teaching, foreign language teaching should not only deal with foreign cultures, but also help students deepen their understanding of their own culture, and teachers should present a realistic image of the foreign culture. Yet, they were undecided whether a sufficiently high level of language proficiency was needed before they could start teaching culture. Teachers who were not in favor of the integration of intercultural competence believed that it was impossible to integrate language and culture teaching. In contrast, teachers who were in favor of the integration of intercultural competence teaching believed it was possible to integrate the two and did not believe that learners should have acquired a high degree of proficiency in language before they could start teaching intercultural competence.

### **5.1.8 Teachers' perception of experiential culture learning activities**

Teachers reported that their schools organized the intercultural activities, namely, English camp, Christmas Day and International Language Day. Most of them believed that these activities had a positive effect on the perception of students regarding foreign cultures. Their reasons were mainly to motivate students to learn foreign language and cultures. This finding suggested that teachers gave importance to cultural activities to a certain extent even though they may try to promote linguistic competence more than the culture aspect especially the English Camp Activities.

As regards to exchange programs, every school participated in these programs organized by several organizations. However, from the interview, a small number of pupils could participate due to the high expense. The majority of teachers believed that this program did have a positive effect because it was a good opportunity for students to have direct experience with the foreign countries and they could also exchange Thai culture. However, most of them did not consider their role to prepare and follow up exchange projects. This implied that teachers thought it was the duty of the organizations only.

As regards to school trip, only one school provided school trips for English Program students to most Asian countries: Singapore, Malaysia, China and a European country, The Netherlands. This may suggest that schools did not have enough budgets to organize school trip so only rich students could have this opportunity. Most teachers believed that this activity had a positive effect on the attitudes of students regarding foreign culture because students could have first hand experience abroad, but a teacher believed that it was a waste of time and money. However, teachers did not consider it their role to prepare and follow-up school trips. This may be because teachers thought it was the school administrators' duty, not theirs.

Experiential learning in intercultural situations provided opportunities which ordinary classroom teaching could not offer. Students could really experience and engaged in foreign culture in a way they could not when they were inside the classroom. However, from the findings, most learners did not have opportunities to experience the real foreign culture except activities in schools. Therefore, they may perceive foreign culture as distant and unfamiliar.

The finding was different from Sercu et al (2005)'s finding that almost 50% of teachers took part themselves in exchange projects. Large proportions of teachers believed exchange projects had a positive effect on pupils. Their main reason was linguistic competency rather than the cultural ones. As regards to school trips, most schools organized school trips. Their reasons for organizing school trips were linguistic reasons rather than cultural ones. Moreover, they believed school trips had a positive effect on pupils.

## **5.2 Teachers' perception of the role of culture in their English language class**

### **5.2.1 Teaching time devoted to culture teaching**

The finding revealed that almost nearly half (40%) of the teachers perceived themselves to integrate linguistic and cultural component on equal terms (100% integration). However, the cultural components may be interpreted mainly in terms of foreign daily life and routines which presented in the textbooks and which teachers were most familiar with which also their most important of culture teaching objective. Moreover, when consider as a whole, the percentage of teachers who allocated more time to language teaching were more than teachers who integrate 100% language and culture teaching. This suggested that most of the teachers found linguistic teaching more important than culture teaching which confirmed what they perceived in relation to their teaching objective. However, they stated that they would like to devote more time to teach culture and mentioned their reason for not getting round to culture teaching was time constraint. This may be that English language curriculum focused more on linguistic and communicative competence. Teachers also had many workloads and did not have much abroad.

This finding was similar to Sercu et al (2005) and Bhakdikul (2007)'s study that the majority of teachers devoted more time to language teaching than to culture teaching. Moreover, teachers showed a clear willingness to devote more time to culture teaching and most of them mentioned lack of time as their reason for not getting round to culture.

### **5.2.2 Kinds and frequency of cultural teaching activities**

The result showed that most teachers sometimes did cultural teaching activities. The most popular kinds of activities were telling pupils what they heard or read about the foreign culture and to tell fascinating or strange thing about foreign culture. This suggested that teachers used teacher-directed instruction even though they tried to promote students critical skill to consider about the image of foreign media. This confirmed the fact that teachers perceived culture teaching objective in terms of passing on information. It may be because there were many students in their class so the student-centre approach was impossible or teachers did not have time to prepare activities which aimed to promote intercultural skills. Moreover, teachers tended to rely on the secondary sources of information since a small number of teachers had opportunities to experience a long-term direct foreign culture in foreign countries.

The study was like Sercu et al (2005)'s finding that most teachers employed frequently teacher-centred activities which they decided the cultural contents. The most frequent activities were cognitive ones: teachers told their students what they heard or read about the foreign culture and to tell pupils something fascinating or strange about the foreign cultures.

### **5.2.3 Extent to which cultural topics are addressed in the English language classroom**

The finding revealed that there was a relationship between the extent of teachers' familiarity with foreign culture and the extent of cultural topics they dealt in classroom. Most teachers dealt often with daily life and routines which was clearly their most familiar topic. They sometimes touched upon youth culture, traditions, folklore, tourist attractions, different ethnic and social groups, other cultural expressions (music, drama, art), professional life, education, history, geography, political system, international relations between Thailand and other countries and values and beliefs. The topic least deal with was literature, in spite of the fact that teachers thought their learners rarely read English language literature. This may be because teachers were not familiar with foreign literature so they did not want to promote and integrate literature into their class. From this result, it could be clearly

seen that teachers appeared to shape their teaching from their own familiarity of foreign culture and not to take account of their students' familiarity with foreign culture associated with English language. The finding was somewhat similar to Sercu et al (2005)'s finding that teachers dealt most extensively with daily life and routines, traditions and folklore, youth culture and education and professional life. The majority of teachers dealt with all topics, except international relations, once in a while.

#### **5.2.4 Criteria for the selection of teaching materials**

The findings showed that teachers considered additional materials that came with the book the most important criteria. This implied that most teachers wanted instant package of the teaching materials so it was easy for them not to waste time to find other supplementary ones. The second criterion was degree to which textbook meets the curricular requirements and the third one was degree to which the book is attuned to the level and age of their students. The amount cultural information ranked fourth. These suggested that teachers seemed to consider the role of culture content quite important. However, they may look for the appropriate cultural aspects presented in the textbooks and cultural information may be defined only in terms of daily life and routines which teachers often deal with in the class. Moreover, cultural dimension in the books may not as important as learning skills and linguistic one as could be seen from the objective of English language teaching that promote students' familiarity of foreign culture ranked last.

Moreover, most teachers used textbooks which presented most American culture so students mainly learned American culture and lacked of contents about Thai culture. The findings also suggested that teachers taught by textbooks that teachers dealt more with topics presented in textbooks more than other topics which were not in textbooks for example, international relations, values and beliefs and literature. Most of them also satisfied with the cultural contents in the textbooks that they reported that there was much cultural information in the books. However, some did not like the cultural content in the textbooks because the books were biased towards foreign (English-speaking) countries and were not designed for Thai students.

The criteria teachers in this study used are quite similar to Sercu et al (2005)'s study although they were in different rank. The five most important criteria were the degree to which the book was attuned to the level and age of the pupils, the degree to which the book can motivate the pupils, the fact that additional materials come with the book, the degree to which the textbook meets the curricular requirements and the amount of cultural information the book offers. Moreover, most teachers were satisfied to a certain extent with the cultural contents in their textbooks. Teachers taught with both locally published books and books published in the United States of America and United Kingdom.

### **5.3 Comparisons with research on teachers' beliefs**

The research on teachers' beliefs has shown that it was very difficult to change the conceptions or the practices of either experienced or beginning teachers since their conceptions were primarily the result of teacher's experience as both a student and a teacher. Moreover, teachers who had considerable teaching experience have developed their routines of teaching practice without much conscious thought. Their conceptions could strongly affect the adoption of the new instruction goals and techniques (Henderson, 2002 cited in Sercu, 2005: 7)

Most teachers in this study have been taught and learned English with a view of communicative approach, not intercultural one so they defined the objectives of English language teaching mainly in linguistic terms and perceived culture teaching mainly in terms of passing on information regarding the foreign cultures associated with English language. Communicative approach affected the way teachers taught language and culture in classroom and intercultural competence was perceived as peripheral to the accepted linguistic goals of English language teaching.

In addition, most respondents were experienced teachers of communicative competence so they were expert about teaching grammar and the four skills rather than culture dimension. However, most of them clearly wanted to interculturalize their teaching which was dependent on the extent to which they believed language and culture could be taught in an integrated way but teachers were also lack time to prepare and teach intercultural competence.

The literature also stated that the link between the conceptions and teaching practices may not be clear (Knowles&Holt-Reynolds, 1991; Pajares, 1992; Nespor 1987 cited in Sercu, 2005 p.7). This was also reflected in this study that teachers tended to be willing to teach intercultural competence but their actual teaching practice was not shaped by this willingness. It may be because there were different aspects of teaching context that affected teachers' views and teaching practice as Borg (2003) study such as class size, student motivation and teaching workload.

In this chapter, the findings are discussed with regards to the research objectives: 1) to investigate teachers' perception of their professional self-image concerning cultural dimension; and 2) to investigate teachers' perception of the role culture plays in their English language class. The conclusion and pedagogical implications of the study will be presented in Chapter Six.

## **CHAPTER VI**

### **CONCLUSION AND PEDAGOGICAL IMPLICATIONS**

This chapter presents the conclusion of the study and recommendations for professional development sessions and recommendations for further research.

#### **6.1 Conclusion**

##### **6.1.1 Teachers' perception of their professional self-image concerning cultural dimension**

Teachers perceived that their most important teaching objective was promoting linguistic competence rather than culture competence in their students. Their culture teaching aim was to provide information about foreign daily life and routines and provide skill for students to compare culture. Most of them define culture in terms of behavioral aspects rather than ideas ones. Moreover, teachers were sufficiently familiar with some foreign cultural topics, namely, daily life and routines, professional life, education, youth culture, traditions, folklore, tourist attractions, other cultural expressions (music, drama, art) and international relations between Thailand and other countries. However, they were not sufficiently familiar with different ethnic and social groups, values and beliefs, history, geography, political system and literature.

As regards to their contacts with foreign culture, they had low frequency of direct contact abroad but they sometimes contacted with foreign cultures through media. They regarded their students had high motivation to learn English and had positive attitudes towards foreign cultures. However, their students thought English was a difficult language and they appeared not to be knowledgeable about foreign culture. Moreover, students were perceived to use the internet as a source of foreign culture knowledge the most. As regards teachers' opinion about intercultural

competence teaching, they were willing to interculturalize their teaching and they agreed that teaching culture was as important as teaching English language and should touch upon students' own culture as well. As regards to teachers' perception of experiential culture learning activities, teachers perceived that these activities created the positive attitude for students regarding foreign culture. Yet, they did not consider their duty to be responsible in these activities.

### **6.1.2 Teachers' perception of the role of culture in their English language class**

Teachers seemed to give role to linguistic or communicative teaching rather than culture as can be seen from they devoted more teaching time to language teaching. However, most of them wanted to devote more time to teach culture but they lacked of time. The culture teaching activities employed most are teacher-centred activities and topic mainly dealing with in the class was daily life and routines. As regards to teaching material criteria, cultural components appeared to be quite important but less than the availability of additional materials, curricular requirements and level and age of students.

## **6.2 Pedagogical Implications**

### **6.2.1 Implications for professional development sessions**

The finding can provide teachers with professional development opportunities that build on their existing beliefs and teaching as follows:

6.2.1.1 In-service teacher training should give opportunities for teachers to explore their beliefs and practices to create greater self-awareness so that teachers can see how their beliefs and practices change through activities such as journal writing or other reflective methods. Then in order to introduce new beliefs, teachers should be provided with other cultural topics beside daily life and routines and other teaching methods other than the transmission of daily life and routines knowledge since most of the teachers were not sufficiently familiar with other topics.

Moreover, teachers who do not believe that language and culture can be taught in an integrated way should be provided with examples of how language and culture teaching can be integrated and help them to integrate teaching activities promoting the acquisition of culture learning skills. Moreover, since textbooks adopt the foreign cultural approach, not intercultural approach, teachers should be provided opportunities to reflect on the quality of their teaching materials and help them to adapt the existing materials.

6.2.1.2 Teacher education should provide courses about foreign culture and Thai culture, intercultural competence teaching and literature teaching which show that language and culture can be taught in an integrated way and create the awareness of the role culture plays in English language education. Teacher students should also have opportunities to have frequent contact with foreign culture both at home and abroad such as visit the cultural institutes representing foreign countries in Thailand or providing the scholarship for students in exchange programs.

6.2.1.3 Textbook authors should promote the intercultural competence by not only giving the information about behavioral aspects but also idea ones. Moreover, they should include the skills dimension to independently interpret and acquire new cultural knowledge. The information about students' own culture should also be presented in the textbooks and literature section such as excerpts from literature should also be included in the textbooks.

## **6.2.2 Recommendation for further study**

The researcher recommends further study on different foreign language teachers such as French, German, Japanese and Chinese teachers. Also, researcher can conduct this issue with different level of students such as higher education foreign language teachers.

In addition, study can be conducted with foreign language teachers in other regions of Thailand and can compare the result between different regions. Moreover, researchers can use quantitative methodology such as in-depth interview and observation to find out the actual perception and teaching practices of teachers.

The researcher hopes that these suggestions and the research results could introduce and integrate intercultural communicative into the present EFL education in Thailand.

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## **APPENDICES**

## APPENDIX A

### QUESTIONNAIRE

#### **English Teachers' Perceptions of Intercultural Competence Teaching : A Case Study of Secondary Schools in Muang District, Chiang Mai Province**

**Survey Objectives:** The purposes of this study are to investigate teacher's perceptions of their professional self-image, teacher's perceptions of the role of culture teaching in their class and teachers' willingness to teach intercultural communicative competence in the class. The results are expected to benefit for the teacher training, EFL teacher education curriculum and English language curriculum.

This study is a part of a Master's Degree Thesis in the Language and Culture for Communication and Development Program at Mahidol University. Your responses are important to the success of the study. **Please answer every question accurately.** Your responses will be kept strictly confidential and will serve only for the purposes of this study.

This questionnaire is divided into 8 parts:

1. Personal data of teachers
2. Teachers' self-image perception
3. Teachers' perceptions of pupils' perceptions
4. Teachers' familiarity and contacts with the foreign culture(s) associated with the English language
5. Culture in English language teaching
6. English language teaching materials
7. Intercultural activities & projects
8. Teachers' opinions about intercultural communicative competence teaching

**SECTION 1 PERSONAL DATA**

**Directions** Please tick (/) the correct answer in the square next to an option.

1.1 Gender     Male                       Female

1.2 Age         21-30                       31-40                       41-50                       51-60

1.3 Education  Bachelor's degree                       Graduate Diploma degree  
 Master's degree                       Doctoral degree

1.4 Discipline of highest education

English language teaching

English

Linguistics

Others (Please specify)\_\_\_\_\_

1.5 How long have you been teaching English?

1-5 years     6-10 years     11-15 years     16-20 years

21-25 years     26-30 years     31-35 years     36-40 years

1.6 How many hours do you teach per week?

1-5 hours     6-10 hours     11-15 hours     16-20 hours     21-25 hours

1.7 What grade(s) are you teaching?

lower secondary level (Mattayom 1-3)

higher secondary level (Mattayom 4-6)

both

1.8 What subject (s) are you teaching?

---

1.9 How many students are there in your class?

20-30     31-40     41-50     51-60

1.10 When you were an English language learner, do you like studying foreign culture?

Yes                       No

1.11 Have you ever trained in culture teaching?

Yes                       No

1.12 Do you have any special position connected with English teaching? (eg. EP teacher, ERIC secretary or student exchange project coordinator, etc.)

Yes (please specify) \_\_\_\_\_  No

## **SECTION 2 YOU AS A TEACHER**

**Directions** Please **rank** the following 8 objectives in order of importance. Number 1 means you consider it most important, number 8 means the least important.

### **2.1 How do you perceive the objectives of English language teaching?**

- Promote my pupils' enthusiasm for learning English language.
- Promote my pupils' familiarity with the culture, the civilisation of the countries where English language is spoken.
- Assist my pupils to acquire a level of proficiency in English that will allow them to read English literary works.
- Assist my pupils to acquire skills that will be useful in other subject areas and in life (such as memorise, summarise, put into words, formulate accurately, give a presentation, etc.).
- Promote the acquisition of an open mind and a positive disposition towards unfamiliar cultures.
- Promote the acquisition of learning skills that will be useful for learning other foreign languages.
- Promote the acquisition of a level of proficiency in English language that will allow the learners to use English language for practical purposes.
- Assist my pupils in developing a better understanding of their own identity and culture.

## 2.2 What do you understand by 'culture teaching' in a foreign language teaching context?

**Directions** Please **rank** the following 9 objectives in order of importance. Number 1 means you consider it most important, number 9 means the least important.

- provide information about the history, geography and political conditions of the foreign culture(s)
- provide information about daily life and routines
- provide information about shared values and beliefs
- provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.)
- develop attitudes of openness and tolerance towards other peoples and cultures
- promote reflection on cultural differences
- promote increased understanding of students' own culture
- promote the ability to empathise with people living in other cultures
- promote the ability to handle intercultural contact situations

2.3 In your own words, culture is \_\_\_\_\_

## SECTION 3 YOUR FAMILIARITY AND CONTACTS WITH THE FOREIGN CULTURE(S) ASSOCIATED WITH THE ENGLISH LANGUAGE

3.1 What countries, cultures and peoples are usually associated with English language?

---

3.2 How familiar are you with the country, culture, people primarily associated with the English language? **Directions** Please tick (/) the degree to which you agree with each cultural topics.

- very familiar—you are so familiar with that topic that it would be very easy for you to talk about it extensively in your classroom.

- sufficiently familiar= you are familiar enough with a particular topic that you could say something about it in your classroom.
- not sufficiently familiar= you think that you are not well enough informed about a particular topic to be able to say something about it.
- not familiar at all=you don't really know anything about a particular topic.

<b>Topics</b>	<b>very familiar</b>	<b>sufficiently familiar</b>	<b>not sufficiently familiar</b>	<b>not familiar at all</b>
1. History, geography, political system, religion				
2. Different ethnic and social groups				
3. Daily life and routines, living conditions, food and drink etc.				
4. Youth culture				
5. Professional life, education				
6. Traditions, folklore, tourist attractions				
7. Literature				
8. Other cultural expressions (music, drama, art)				
9. Values and beliefs				
10. International relations between Thailand and other countries				

**3.3 How frequently do you travel to the foreign country primarily associated with the English language? Directions Please tick (/) the degree of frequency.**

<b>Travel activities</b>	<b>often</b>	<b>sometimes</b>	<b>seldom</b>	<b>never</b>
1. Tourist stays in the foreign country				
2. Visits to relatives or friends				
3. Participation in a teacher training programme or a language course in foreign country				
4. School trips (one or two days)				
5. Work visits, e.g. within the framework of an exchange project				

**3.4 How often do you get into contact with the foreign culture/ people/ country primarily associated with the English language while you are at home?**

**Directions** Please tick (/) the degree of frequency

<b>contacts</b>	<b>often</b>	<b>sometimes</b>	<b>seldom</b>	<b>never</b>
1. Media contacts (via newspapers, television, radio)				
2. Visits to the cultural institute representing the foreign country in Thailand				
3. Contacts with people originating from the foreign country who live in Thailand				
4. Contacts with foreign language assistants (usually natives from the foreign country) in my school				
5. Contacts with foreign teachers or pupils who visit my school				
6. Any other contacts _____				

**SECTION 4 YOUR PUPILS AND ENGLISH LANGUAGE AND CULTURE**

**Directions** 4.1 Please tick (/) the degree to which you agree with each statement.

Statements	Agree completely	Agree	Not sure	Disagree	Disagree completely
My pupils are very motivated to learn English.					
My pupils think learning English is very difficult.					
My pupils are very knowledgeable about English culture.					
My pupils have a very positive attitude towards English people.					

**4.2 How frequently do you think your pupils are in contact with the foreign country primarily associated with the English language? Directions** Please tick (/) the degree to which you agree with each statement.

Statements	often	sometimes	seldom	never
Travel to the foreign country				
Watch English language television programs				
Listen to English language radio stations				
Read English language newspapers or magazines				
Read English language literature				
Use the internet to learn more about the foreign countries associate with English speakers				

## SECTION 5 YOUR OPINION ABOUT INTERCULTURAL COMMUNICATIVE COMPETENCE TEACHING

Please tick (/) the degree that corresponds to your opinion

Statements	Agree completely	Agree to a certain extent	Undecided	Disagree to a certain extent	Disagree completely
1. In English language classroom, teaching culture is as important as teaching the English language.					
2. An English language teacher should present a positive image of the foreign culture and society.					
3. Pupils have to possess a sufficiently high level of proficiency in the English language before you can teach culture					
4. In international contacts misunderstandings arise equally often from linguistic as from cultural differences.					

<p>5.English language teaching should not only touch upon foreign cultures. It should also deepen pupils' understanding of their own culture.</p>					
<p>6.I would like to promote the acquisition of intercultural communicative competence through my teaching.</p>					

**SECTION 6 INTERCULTURAL ACTIVITIES & PROJECTS**

**Directions** Please tick (/)the option that best matches your opinion.

6.1 Does your school organise intercultural/ international activities?

( ) Yes (please specify the activities) \_\_\_\_\_

( ) No

6.2 Do you believe these activities have a positive effect on the attitudes and perceptions

of pupils regarding foreign country/ies, foreign culture(s), foreign people?

( ) Yes because \_\_\_\_\_

( ) No because \_\_\_\_\_

6.3 Does your school participate in student exchange projects ? (eg. AFS ,YES)

( ) Yes (please specify the countries) \_\_\_\_\_

( ) No

6.4 Do you believe exchange projects have a positive or a negative effect on the attitudes and perceptions of pupils regarding foreign country/ies, foreign culture(s), foreign people?

Yes because \_\_\_\_\_

No because \_\_\_\_\_

6.5 Do you consider it part of your role to prepare and follow-up the exchange projects?

Yes (please specify how much time and what kind of preparation and follow-up)

\_\_\_\_\_

No

6.6 Does your school provide a school trip for students to foreign countries?

Yes (please specify the country) \_\_\_\_\_

No

6.7. Do you believe school trip have a positive or a negative effect on the attitudes and perceptions of pupils regarding foreign country/ies, foreign culture(s), foreign people?

Yes because \_\_\_\_\_

No because \_\_\_\_\_

6.8. Do you consider it part of your role to prepare and follow-up a school trip?

Yes (please specify how much time and what kind of preparation and follow-up)

\_\_\_\_\_

No

**SECTION 7 CULTURE IN ENGLISH LANGUAGE TEACHING****7.1 How is your teaching time distributed over 'language teaching' and 'culture teaching'?**

**Directions** Please tick (/) the option that best corresponds with the average distribution of teaching time over 'language teaching' and 'culture teaching'.

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

**7.2 Do you have the feeling that you would like to devote more time to 'culture teaching'?**

**Directions** Please tick (/) the answer that best matches your opinion.

- Yes, very much so (*please answer the next question*)
- Yes, up to a certain extent (*please answer the next question*)
- No, not particularly (*please skip the next question*)
- No, not at all (*please skip the next question*)

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

---

**7.4 What kind(s) of culture teaching activities do you practise during classroom teaching time?**      **Directions** Please tick (/) the degree of frequency

Teaching activities	often	sometimes	seldom	never
1. I ask my pupils to think about the image which the media promote of the foreign country.				
2. I tell my pupils what I heard (or read) about the foreign country or culture.				
3. I tell my pupils why I find something fascinating or strange about the foreign culture(s).				
4. I ask my pupils to independently explore an aspect of the foreign culture.				
5. I use videos, CD-ROMs or the internet to illustrate an aspect of the foreign culture.				
6. I ask my pupils to think about what it would be like to live in the foreign culture.				
7. I talk to my pupils about my own experiences in the foreign country.				
8. I ask my pupils about their experiences in the foreign country.				
9. I invite a person originating from the foreign country to my classroom				
10. I ask my pupils to describe an aspect of Thai culture in English language.				
11. I bring objects originating from the foreign culture to my classroom.				

12. I ask my pupils to participate in role-play situations in which people from different cultures meet.				
13. I comment on the way in which the foreign culture is represented in the English language materials.				
14. I ask my pupils to compare an aspect of Thai culture with that aspect in the foreign culture.				
15. I talk with my pupils about stereotypes regarding particular cultures.				
16. Other activities_____				

**7.5 How extensively do you deal with particular cultural aspects in your class?**

Please tick (/) the the option that best matches your teaching practice.

<b>Cultural topics</b>	<b>often</b>	<b>sometimes</b>	<b>seldom</b>	<b>never</b>
1. History, geography, political system, religion				
2. Different ethnic and social groups				
3. Daily life and routines, living conditions, food and drink etc.				
4. Youth culture				
5. Professional life, education				
6. Traditions, folklore, tourist attractions				
7. Literature				
8. Other cultural expressions (music, drama, art)				
9. Values and beliefs				
10. International relations between Thailand and other countries				

## SECTION 8 ENGLISH LANGUAGE TEACHING MATERIALS

**8.1 Can teachers choose their own textbooks at your school?** Please tick (/) the option.

Yes (*please answer the next question*)

No (*please skip the next question*)

**8.2 If you indicated that you use textbooks, which books do you use?** Please list the title(s) of the book(s) you use and the country where each book is published in the space below. Please quote the book you use most often first, then the one you use somewhat less often, and so on.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**8.3 If you can choose your own textbook, what criteria do you observe when selecting a textbook?** **Directions** Please **tick the 6 criteria** from 10 that appear most important to you.

Additional materials come with the book (workbook, listening materials, tests, video, etc.)

The lay-out

The price

The quality of the teacher's manual

The degree to which the textbook meets the curricular requirements

The degree to which the book is attuned to the level, the needs, the interests, and the age of my pupils.

The pace of the book, the speed with which the book progresses

The amount of cultural information the book offers

The degree to which the book can motivate my pupils

The degree of matching between the amount of materials offered and the number of teaching periods assigned to my subject

**8.4 Do the cultural contents of the textbook(s) you use meet your expectations?**

**Directions** Please tick (/) the the option that best matches your opinion.

( ) Yes, very much so because\_\_\_\_\_

( ) Yes, up to a certain extent because\_\_\_\_\_

( ) No, not really because\_\_\_\_\_

( ) No, not at all because\_\_\_\_\_

Thank you very much for your cooperation

## **APPENDIX B**

### **Permission letter from Dr. Lies Sercu**

Institute of Language and Culture for Rural Development  
Mahidol University, Thailand

18 February 2009

Dear Dr. Lies Sercu

My name is Weowan Budharugsa. I am a graduate student majoring in Language Teaching, Master Program in Language and Culture for Communication and Development, Institute of Language and Culture for Rural Development, Mahidol University, Thailand. I am writing my thesis proposal titled "Perceptions of Thai EFL Secondary Teachers Regarding their Intercultural Competence Teaching" Therefore, I am writing to request for your questionnaire from the international investigation project and ask for your permission to adapt the content from your questionnaire.

Thank you for your consideration of this request,

Yours sincerely,

Weowan Budharugsa

From: Lies.Sercu@arts.kuleuven.be

To: weowan\_nien@hotmail.com

Date: Wed, 18 Feb 2009 09:23:26 +0100

Subject: RE: Request for the questionnaire

Dear student,

Please find the questionnaire attached. I would like to advise you to shorten it, since some teachers spent about an hour on completing it.

The questionnaire was published in 'Sercu, L. et al. (2005) *Foreign Language Teachers and Intercultural Competence. An International Investigation*. Clevedon: Multilingual Matters. Please use this reference when referring to the questionnaire.

Good luck with your work!

Lies Sercu

## **BIOGRAPHY**

<b>NAME</b>	Miss Weowan Budharugsa
<b>DATE OF BIRTH</b>	13 December, 1983
<b>PLACE OF BIRTH</b>	Orsay, France
<b>INSTITUTIONS ATTENDED</b>	Bachelor of Arts (English) (First Class Honours) Chiang Mai University, 2006 Master of Arts (Language and Culture for Communication and Development) Mahidol University, 2011
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