
Project Title: An Exploratory Study of Practices in Teaching Culture in the EFL Classroom at Secondary School Level in North East of Thailand

The study aimed to investigate the practices of teaching culture in the EFL classroom at secondary school level in North East of Thailand. The researcher conducted a survey and interviews with teachers and students to gather data. The findings indicated that teachers were using a variety of methods to teach culture, including example, cultural activities, and using cultural materials. However, there was a lack of consistency in the implementation of culture teaching. The researcher recommended that teachers should receive more training in teaching culture and integrate it into their lesson plans more effectively. The study also highlighted the importance of cultural awareness among students, and the need for schools to prioritize cultural education in their curricula.
OLIVER EBUA MUA: AN EXPLORATORY STUDY OF PRACTICES IN TEACHING CULTURE IN EFL CLASSROOMS AT SECONDARY SCHOOL LEVEL IN NORTH EAST OF THAILAND. THESIS ADVISOR: ADCHARAWAN BURIPAKDI, Ph.D., 163 PP.

CULTURE/TEACHING APPROACH/TEACHING METHOD/TEACHING TECHNIQUE

This research aims to (1) investigate aspects of culture that are taught in English language classrooms at secondary school level in North East Thailand, (2) examine the teaching approaches, teaching methods and teaching techniques used by teachers to teach culture in English language classrooms, and (3) identify the major problems encountered by teachers in teaching and learning culture in English language classrooms. Grounded in a qualitative inquiry, this study was conducted with eight participants who were English language teachers at secondary school level in North East Thailand where English language is taught and learned in an EFL context. Five main tools used in this study included an in-depth interview, focus group interview, textbook analysis, lesson plan analysis and classroom observation.

The major findings of the study show that culture is not completely left out in EFL classrooms in the contexts of the study. Both aspects of internal and external culture are taught in classrooms though to a limited extent. The study also reveals that the approaches, methods and techniques used to teach culture are very limited, mostly dramatization and role play, although current research proposes about eight approaches, methods and techniques which are
effective in teaching and learning culture. Lastly, this study found out that there exist problems in culture instruction at four levels: the teachers, the students, the school curriculum and the teaching materials used to teach, particularly textbooks which were found to present mainly native speakers’ culture. The findings of this study are similar to previous studies in the same domain contending that culture instruction in the English language classroom at secondary school level could be improved if the problem areas and aspects are given more attention by language educators. However, this study is different in that it sought to explore what aspects of culture were taught, the classroom approaches, methods and techniques used to teach and the problems that arise during teaching culture. It is hoped that the present study will help create awareness among language educators, curriculum planners and textbook writers and designers to highlight the importance of including culture in English language learning and teaching particularly in the EFL context Thailand.

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Student’s Signature
Advisor’s Signature