AN EXPLORATORY STUDY OF PRACTICES IN TEACHING CULTURE IN THE EFL CLASSROOM AT SECONDARY SCHOOL LEVEL IN NORTH EAST OF THAILAND

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A Thesis Submitted in Partial Fulfillment of the Requirements for

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การศึกษาเชิงสำรวจเกี่ยวกับการสอนด้านวัฒนธรรมในห้องเรียนภาษาอังกฤษ
ระดับมัธยมศึกษาตอนต้นในภาคตะวันออกเฉียงเหนือของประเทศไทย

นายโอลิเวอร์ อีบัว มัว

AN EXPLORATORY STUDY OF PRACTICES IN TEACHING CULTURE IN EFL CLASSROOMS AT SECONDARY SCHOOL LEVEL IN NORTH EAST OF THAILAND

Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for a Master's Degree.

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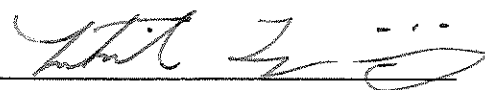_____

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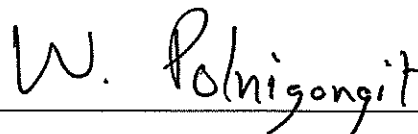Member (Thesis Advisor)

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โอลิเวอร์ อีบัว มัว : การศึกษาเชิงสำรวจเกี่ยวกับการสอนด้านวัฒนธรรมในห้องเรียน
ภาษาอังกฤษ ระดับมัธยมศึกษาตอนต้นในภาคตะวันออกเฉียงเหนือของประเทศไทย
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งานวิจัยนี้มีวัตถุประสงค์เพื่อ(1) สำรวจประเด็นวัฒนธรรมที่ถูกสอนในห้องเรียนภาษาอังกฤษ
ในโรงเรียนมัธยมศึกษาตอนต้นในภาคตะวันออกเฉียงเหนือของประเทศไทย (2) สำรวจกระบวนการ
เรียน การสอน วิธีการและเทคนิคการสอนวัฒนธรรมในห้องเรียนภาษาอังกฤษ และ (3) ระบุปัญหา
สำคัญที่ผู้สอนเผชิญใน การเรียน การสอนเกี่ยวกับประเด็นด้านวัฒนธรรมในห้องเรียนภาษาอังกฤษ

งานวิจัยเชิงคุณภาพนี้มีผู้เข้าร่วมวิจัย 8 คน ทั้งหมดเป็นครูสอนภาษาอังกฤษในโรงเรียน
มัธยมศึกษาตอนต้นในภาคตะวันออกเฉียงเหนือของประเทศไทย ในโรงเรียนเหล่านี้ภาษาอังกฤษอยู่ใน
สถานะภาษาต่างประเทศ เครื่องมือวิจัยประกอบด้วยการสัมภาษณ์เชิงลึก การสัมภาษณ์กลุ่ม การ
วิเคราะห์ตำรา แผนการเรียนการสอน และการสังเกตแบบไม่มีส่วนร่วม ข้อค้นพบที่สำคัญของงานวิจัย
นี้แสดงให้เห็นว่าวัฒนธรรมไม่ได้ถูกละเลยในห้องเรียนในบริบทที่ศึกษา ประเด็นของวัฒนธรรมทั้ง
วัฒนธรรมภายในและวัฒนธรรมภายนอกถูกสอนในชั้นเรียน แต่เป็นไปในลักษณะที่ไม่ทั่วถึงและจำกัด
นอกจากนี้จากการสำรวจกระบวนการเรียนการสอน วิธีการและเทคนิคการสอนวัฒนธรรมในห้องเรียน
ภาษาอังกฤษ ปรากฏรูปแบบที่จำกัดเช่นกัน มีเพียงการแสดงละครและบทบาทสมมติที่ครูนำมาใช้
วัฒนธรรมมากที่สุด ทั้ง ๆ ที่เทียบเคียงกับทฤษฎีที่ได้กล่าวไว้ถึง 8 กระบวนการ ข้อค้นพบประการ
สุดท้ายคือ พบปัญหาเกี่ยวกับการเรียนการสอนวัฒนธรรมทุกระดับตั้งแต่ผู้สอน ผู้เรียน หลักสูตรและ
สื่อการเรียนการสอน โดยเฉพาะอย่างยิ่งตำราเรียนซึ่งเป็นสื่อสำคัญในการสอนยังนำเสนอ การสอน
วัฒนธรรมที่ยังไม่มีประสิทธิภาพนัก ข้อค้นพบในงานวิจัยนี้สอดคล้องกับงานวิจัยก่อนหน้านี้ซึ่ง
ชี้ให้เห็นว่าการสอนวัฒนธรรมในห้องเรียนภาษาอังกฤษในโรงเรียนมัธยมศึกษาตอนต้นมีความสำคัญ
และสามารถปรับปรุงให้ดีขึ้นได้ หากได้รับความร่วมมือจากผู้สอน งานวิจัยนี้หวังเป็นอย่างยิ่งว่าจะช่วย
ให้ผู้สอนภาษา นักวางแผนหลักสูตร นักเขียนและนักออกแบบตำราตระหนักถึงความสำคัญของ
วัฒนธรรมในการบรรจุเนื้อหาแง่มุมวัฒนธรรมในการเรียนการสอน โดยเฉพาะในบริบทของการใช้
ภาษาอังกฤษเป็นภาษาต่างประเทศในประเทศไทย

สาขาวิชาภาษาต่างประเทศ   ลายมือชื่อนักศึกษา _____

ปีการศึกษา 2559   ลายมือชื่ออาจารย์ที่ปรึกษา _____

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
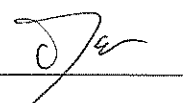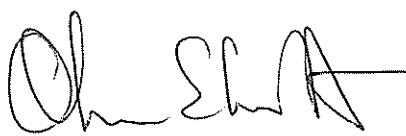
effective in teaching and learning culture. Lastly, this study found out that there exist problems in culture instruction at four levels: the teachers, the students, the school curriculum and the teaching materials used to teach, particularly textbooks which were found to present mainly native speakers' 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.

School of Foreign Languages   Student's Signature_____

Academic Year 2016   Advisor's Signature_____

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LIST OF ABBREVIATIONS

ASEAN = Association of South East Asian Nations

CLT = Communicative Language Teaching

EF-EFPI = English First English Proficiency Index

EFL = English as a Foreign Language

EIL = English as an International Language

ESL = English as a Second Language

ICC = Intercultural Communicative Competence

IELTS = International English Language Testing System

O-NET = Ordinary National Educational Test

TESOL = Teaching of English to Speakers of Other Languages

TOEFL = Test of English as a Foreign Language

TOEIC = Test of English for International Communication

CHAPTER 1

INTRODUCTION

This study aims to explore the teaching of culture during language instruction in EFL classrooms at secondary school level in North East Thailand. The teaching practices of the teachers who are the participants of this study are explored using an in-depth interview, a focus group interview, lesson plan analysis, textbook analysis and classroom observation. This chapter presents the background of the study, statement of the problem, the theoretical background of the study, the rationale, the purpose of the study, the research questions, the significance of the study, definition of key terms and the scope and limitation of the study.

1.1 Background of the Study

Thailand is a country situated in South East Asia and a member country of the Association of South East Asian Nations- ASEAN. The common language adopted for use by the ASEAN member countries is the English language. ASEAN went operational at the end of 2015, as a consequence Thai citizens and students are required to communicate and exchange with nine other nationalities (with multi-cultural differences) using the English language.

With rapid globalization that is presently taking place, countries such as Thailand are becoming more diverse, multilingual and multicultural. The world is

becoming "smaller" in size and different people need to communicate and function across national borders more effectively as will be the case within the ASEAN community of which Thailand is a member. Effective communication aims not only at understanding each other but also, it is aimed at success in business initiatives and ventures within and without the confines of national borders. Hence improving the teaching and learning of English (which is an international language) in Thai schools cannot be over-emphasized. Because of the present global situation, it is important that language educators and educational systems become aware that it is necessary to teach and learn language and culture, and not only language in the language classrooms. As a matter of fact, English is now widely recognized as an international language both in and out of the field of TESOL (Matsuda, 2012). If we consider Kachru's (1985) classification of the use of English, moving from the inner circle countries (native speakers) via the outer circle countries (countries with English as one of the main languages) to the expanding circle countries (where English is used for ads, store and brand names and pop culture), we will find out that the context and function of the use of English for the expanding circle countries is constantly changing.

The case of Thailand – a country that belongs to the expanding circle of English speaking countries can be cited as an example of a setting where the use of English is constantly changing; being part of the ASEAN community for example, has resulted to the fact that English will become the working language in diverse sectors such as communication and industry in general. English will be the working language for different people coming from different countries with different sociocultural backgrounds. To develop the required intercultural communicative

competence in English has led the Thai government to review the policies of teaching and learning English in Thai schools at all levels (1999 National Education Act). The intercultural communicative competence (ICC) can simply be defined as the ability to communicate effectively and appropriately with people of other cultures using a common language in a variety of cultural contexts (Bennett and Bennett, 2004). Those who have ICC must not only know how to interact effectively and appropriately with people but also know how to fulfill their own communication goals using this ability.

Although the Ministry of Education in Thailand has long recognized the need for English to be taught in schools and recommended that schools adopt policies to promote the teaching and learning of English, the intercultural communicative competence level in English of the Thai students stays unsatisfactory when compared to other nationalities within ASEAN such as Singapore, Malaysia and The Phillipines (EF-EPI, 2016; Bolton, 2008). The higher intercultural communicative competence of citizens of most ASEAN member communities poses a challenge for the Thai educational institution which is obliged to improve on the outcome of teaching and learning of English and hence maintain a favorable position within the increasingly competitive global international environment.

However, the lack of opportunity to use English out of the classroom setting is an outstanding problem in promoting communicative skill development. This being the case, most schools, both public and private have been employing foreign language teachers of diverse origins to teach English for communication to students at all levels with the hope of enhancing the communicative skills of the students - particularly speaking skills. This venture has some shortcomings, one of which is the predominant

use of Thai language in school classrooms by students (Jantawej, 2011).

As already mentioned, the foreign teachers who teach English in Thai schools come from different backgrounds; some are native speakers of English (from USA, UK, Canada, New Zealand and Australia) while some are non-native speakers (from The Phillipines, Africa, Ireland, India, Thailand etc.). These different teachers bring to the classrooms their own unique experience in learning and teaching the English language.

Jantawej (2011) states that sometimes teaching and learning English may be problematic because of cultural barriers that exist between the teachers and their Thai students. Culture affects language learning and acquisition and vice versa. Miscommunication, misconceptions and misunderstandings often arise as a result of cultural differences. Some of the problems may include the fact that language teachers most of the time think that they are supposed to teach only the structure of language and that culture should be taught by language literature teachers (Kramsch, 2013). Such a view becomes problematic when the teachers are native speakers (NS) of the target language. This is because the NS who teach the language may not necessarily know the cultural knowledge of the students or the intellectual leanings of the students' school systems. Another problem may be that although the non-native speaking (NNS) teachers who teach English and who might have learned the language in the same ways as their students are learning, may feel inadequate about their culture-teaching practices in the classroom.

Some NNS teachers may feel that they are not adequately familiar with the target language culture and may consequently teach only stereotypes presented in

textbooks and other teaching materials. Some researchers (Clandfield, 2008, Kostomarov, Vitaly & Vereschagin, 1983; Halverson, 1985) have actually separated culture into the "external" culture and "internal" culture for easier teaching and learning. The former comprises aspects of culture that are considered to be specific (such as literature, music etc.) in a given context. The latter is about issues which are considered to be more difficult to discern, such as customs, cultural values, body gestures about a given culture. The culture teaching practices in the classroom may depend on the balance or imbalance when teaching external or internal aspects of culture.

Presently, there are essentially two approaches to teaching culture; the "activity school" and the "anthropological process school" (Arries, 1994). The activity school is about engaging students both physically and mentally in and out of the classroom in cultural activities unlike the anthropological school which focuses on real cultural experience. The activity school suggests the use of cultural assimilators such as mini-drama, field trips, visits by native speakers and the use of authentic teaching materials in the classroom. The anthropological process school on the other hand sees an exclusive focus on activities and materials used to teach culture as ineffective. Arries (1994) thinks that the activity school is better because the anthropological process school may lead to misconceptions of the materials that the teacher uses to teach. The activity school can also clearly expose and explain cultural issues which are directly related to big C (external aspects of culture) and small c (internal aspects of culture) culture unlike the anthropological process school. The activity school is known to be very practical and suitable for classroom practices. Kramsch (1983) however, thinks that teaching and learning only big C facts is not

enough since culture is constantly progressing, so blending the activity school and anthropological process school is worthwhile.

As a summary, the activity approach is more relevant to this study than the anthropological approach because the teacher must teach and enable the students to learn to know, behave, and why they behave as such in a given context and then situate themselves in meaningful contextual intercultural communicative interaction. It is also possible to use the activity school approach from a mono-cultural, transcultural or multicultural perspective.

As the situation may be, a closer look at the culture teaching practices of the teachers who teach English in secondary schools in North East Thailand is needed to better understand and improve on the teaching and learning of English language culture in classrooms at secondary level.

1.2 Statement of the Problem

In Thailand, the teaching of communicative skills   has been seen to a large extent as being ineffective (Teng and Sinwongsuwat, 2014). Kongkerd (2013) is of the opinion that the current pedagogical approaches in teaching English language in Thailand are not enough to help the students to develop the required intercultural communicative competence which the students need. Some researchers such as Kumaravadivelu (2008) even think that learners should develop multicultural awareness in order to gain intercultural communicative competence. Hancock (2003) clearly states that cultural considerations are not taught in South East Asian General English classrooms and that there exist a lack of an appreciation of the relationship

between the learning of language and culture. Traditionally, the grammar translation and audio-lingual approaches have been predominant in EFL classrooms in Thailand (Prasongsook, 2010). Knowing the ineffectiveness of these approaches to improve intercultural communicative competence, the Thai government decided to introduce the communicative language teaching (CLT) approach in the mid-1980s (Kustati, 2013; Saengboon, 2002). Compounded with the 1999 National Education Act and the 2002 Education Curriculum, policy drifted towards a more learner-centered communicative approach. However, having adopted CLT has not improved the communicative competence of Thai students. Thai students' English proficiency level still remains low. The English First English Proficiency Index (EF EPI) report for 2015 actually states that the proficiency of English language in Thailand is on the decline.

A number of reasons have been put forward by Teng and Sinwongsuwat (2014) why students' proficiency level in English stays low, some of these reasons can be enumerated thus:

a. Lack of sustained professional development and teacher fluency.

b. Insufficient classroom time.

c. Preference for accuracy over fluency.

d. Large class size.

e. Students being uncooperative and uncomfortable with CLT.

f. Misconceptions about CLT applications by language educators.

Personally, I have had the opportunity to teach English both in primary and secondary schools in Thailand over a period of four years. I was an English teacher at

Ban Lakroi school in Muang Korat district in Nakhon Rachasima province in North East Thailand during the 2011 academic year. I also taught English at Dunoiprachasan school in Chaturapakpiman district of Roiet province in 2012 for six months. During the second half of 2012, I taught English at Ubolratana Rajakanya Ratchawittayalai School in Muang Korat Nakhon Ratchaima province. In 2013, I worked as an English teacher at Donplai secondary school in Chokchai district of Nakhon Ratchasima province.

From my personal experience, I agree with the last two reasons listed above (e and f) for the low proficiency and communicative competence level of Thai students. Wangkijchinda (as cited in KongKerd, 2013) thinks that the CLT approach only, may not fit the Thai sociocultural context because Thai students have cultural values that differ or are opposed to the CLT approach. Thai students generally lack the willingness to communicate using the English language (Pattapong, 2010) . For example, Thai students will mostly shy away from asking questions to the teachers. This aspect of not asking questions is partly a derivative from Thai culture which finds it "inappropriate" for students to question teachers. But we know that asking questions to the teacher is one of the basic tenets of CLT.

Methitam and Chamcharatsri (2011) state that native speaker cultural values and norms are highlighted in the CLT approach while relegating the Thai learners' cultural background and local literacies. This clearly implies that the issue of culture instruction is almost neglected or not done in the correct way during classroom instruction. Some critics (Bax 2003; Lochland, 2013) argue that CLT most often does not take into account the context in which it is being applied and thus it is not

sufficient to promote intercultural communicative competence which actually is the aim of teaching English in Thai secondary schools. Intercultural communicative competence can be boosted by methods such as annotations, incorporation, practical activities, comparison and lecturing (Shu, 1996). So far the approach in Thailand has been about teaching only facts about the native speaking countries' culture forgetting that the bulk of Thai learners of English need to know more about the culture of other communities whose people are speakers of English and with whom the Thais need to interact in English such as some nationals from the ASEAN community. The approach to teaching might have been influenced by the materials and teaching aids which the teachers use such as textbooks. It could also have been influenced by the teachers' background, knowledge, training and experience.

However, no single approach is completely effective in language teaching and learning. Eclectic approaches (employing the use of many principles) could be adopted such as including implicit and explicit culture lessons in classroom practice. For the case of Thailand, given the coming of ASEAN which is a multicultural organization (with all that is at stake), it is worthwhile to address and overcome the shortcomings of CLT which is the present dominant pedagogic approach in English language teaching and learning. The present study will explore if, how and to what extent English language culture has been taught in EFL classrooms at secondary level in Thailand.

1.3 Theoretical Background of the Study

The present study was carried out on the basis of what and how teachers have to teach about culture. Four main stages have to be undergone for correct culture teaching and learning/acquisition, namely:

- Knowledge about the culture(s)

- Knowledge about how to behave in a given cultural context

- Knowledge why such cultural behavior is necessary

- Knowledge about one's own situation in the given cultural context (Moran 2004).

The teachers have to teach facts, customs and values of the target language culture (in this case English), they also have to be able to explain to learners different behavioral patterns in the target language culture and why the behavior is as such. Lastly, the teachers need to make learners situate themselves when using the English language while using their own culture as a " mirror" from which they can perceive themselves. Knowledge about target language culture is however not sufficient to develop intercultural communicative competence. To develop intercultural communicative competence needs that the learners also understand and appreciate multiculturalism and multilingualism in an increasingly globalized world.

Thai learners learn and need to use English as a medium of interaction with predominantly non-native speakers of English. Most of them come from the ASEAN community. This requires that the Thai learners acquire not only the cultural knowledge of the target language speakers but also the cultural knowledge and practices of the other users of English with whom Thais interact. Baker (2011) thinks

that Thai learners should gather other language skills apart from the lexis, grammar and cultural knowledge of the English language. Intercultural communication is the main focus in the English language classroom and this means teaching about, how, why and one's own position in any given sociocultural context. The culture of other users of the common language (English in this case) is to be paid attention to in the language classroom. It is very likely that most learners of English in Thailand will interact with their immediate neighbors who belong to the ASEAN community. The cultures from these countries may be markedly different in many aspects from Thai culture. Teachers need to be knowledgeable and pay attention about cultural aspects from these countries and many other nonnative speakers of English too, and instill such cultural knowledge in their students when the occasion arises in the classroom.

1.4 Rationale

There are several reasons for conducting the present study are:

Firstly, researchers agree that language and culture are intricately linked together (Kramsch, 1993; Lazar, 1993; Scheu, 1996). In an EFL setting as is the case in Thailand, implicit and explicit instruction of culture is very important in English language classrooms. This is so because the language classroom is almost the sole venue where the Thai learners are able to use the language to communicate. Scheu (1996) thinks that given the complexities of intercultural communication, the classroom is the best place where students can develop and acquire cultural understanding and intercultural skills. This assertion is not a certainty. This study was done to know what aspects of culture, and how aspects of culture are being included

in EFL classrooms during the teaching and learning practice in North East Thailand.

Secondly, this study was necessary in order to know which culture(s) is/are taught and what aspects of this/ these culture(s) should be focused on. It is also important to know how much focus should be given to the different aspects of culture taught. Serrano (2002) poses the question of what aspects of culture instruction should be addressed in the classroom. In an increasingly multicultural world, not only the target language culture should be addressed in the classroom as there is evidence for continuous growth of English users who are nonnative speakers. The L1 culture should also be a point of major focus and if possible other cultures (in this case, the cultures of other users of English language) aside from L1 and L2 cultures. Mao (2009) states that a second language cannot be learned and acquired without learning the culture of the target language. Mao (2009) thinks a cultural awareness should be created in order that learners understand how their L1 culture relates to the L2 culture. It is therefore not only important to create cultural awareness but also intercultural awareness given the present global context with English as an international language (EIL).

The ultimate aim of culture instruction in the classroom is to build up intercultural communicative competence which together with language competence leads to a much more satisfactory use of the communicative function of language, hence the need for this study to know the cultural instruction practices in Thai secondary school classrooms. To successfully achieve the needed intercultural communicative competence, the present situation must be investigated in order to improve the teaching and learning of English at secondary school level in Thailand.

1.5 Purpose of the Study

The study aims at:

1) Exploring and identifying existing cultural aspects taught in the teaching and learning of culture in EFL classrooms at secondary school level in North East Thailand.

2) Investigating the approaches, methods and techniques in culture instruction in the EFL setting in secondary school classrooms in North East Thailand.

3) Identifying the problems encountered during culture instruction in the EFL classroom at secondary school level in North East Thailand.

1.6 Research Questions

The present study seeks to answer the following three research questions:

1) What are the aspects of culture that are taught during culture instruction in EFL classrooms at secondary school level (grade 7 to 12) in North East Thailand?

2) What are the approaches, methods and techniques used by the teachers to teach culture in the EFL classrooms at secondary school level in North East Thailand?

3) What are the problems that arise in culture instruction in the EFL classrooms at secondary school level in North East Thailand?

1.7 Significance of the Study

By investigating and exploring what and how culture is taught at secondary school level language classrooms in Thailand will be significant in the following ways:

1. provide an insight of what has been achieved, what is going on at present and what remains to be achieved as relates to culture and language instruction geared towards developing intercultural communicative and linguistic competence which is the present policy option adopted by the Thai Ministry of Education.

It will be known if the previous approach of teaching only the target language culture (native speaker culture) has evolved positively in secondary school EFL classrooms in Thailand. The traditional approach, teaching the target language culture, has been predominant in most EFL language classrooms (Ho, 2009), Thai secondary school classrooms not being an exception where some of the teachers are foreigners: both native and non-native speakers of the English language.

2. Secondly, it is common practice in Thai junior high schools to let the foreign teachers to teach listening and conversation to the students. The idea is that the students will easily gain intercultural communicative skills by learning how to speak the English language with foreigners. The teachers sometimes do not have to follow a defined curriculum. They are asked to come up with their own materials and improvise their own teaching methods. Exploring and knowing the present state of practices in culture instruction in the English language classroom will provide a firm basis on which to make proposals towards making improvements on the practices of culture instruction in the language classroom. This will serve to strengthen the

learner-centered approach adopted by the government in the 1999 Educational Act. Generally, culture instruction in the language classroom has been a one way track, teaching the target culture. This has so far been unsuccessful in the Thai secondary school EFL classrooms (Jantawej, 2011).

In the field of English Language Teaching, there is always room for innovation and improvement of teaching approaches and methods. After making findings on the teaching practices, recommendations will be made aimed at creating cultural awareness in the classrooms in Thailand. Byram (1998) sees the creation of cultural awareness in the classroom as that aspect which can go a long way to allow learners to use their own culture as a mirror in which to reflect on the culture of others and finally get a better understanding of values and beliefs of others. Knowing what happens in the Thai classrooms as concerns culture instruction will be very significant in making decisions (even if not directly) about English language instruction in the secondary school classrooms.

3. Lastly and most important is the fact that the results or findings of this research can help formulate a methodology to improve on culture instruction in the EFL classroom at secondary school level and probably other levels too in Thailand.

1.8 Definition of Terms

The following definitions have been chosen for the purpose and context of this exploratory study:

A) **Culture:** It is a dynamic living phenomenon practiced daily by real people, together or alone, as they go about their shared way of life, living and creating their history and civilization (Moran, 2004).

B) **Teaching approach:** It is what comprise the assumption, beliefs and theories about the nature of language learning which operate as axiomatic constructs or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in the classrooms (Richards & Rodgers, 1986).

C) **Teaching method**: It is an overall plan for the orderly presentation of language material, no part of which is contradictory and all of which is based on a selected teaching approach (Richards & Rodgers, 1986).

D) **Teaching technique**: It is a particular stratagem or contrivance used to achieve an immediate objective, consistent with a teaching method and in harmony with a teaching approach (Richards & Rodgers, 1986).

1.9 Scope and Limitation of the Study

The participants of this study are English language teachers (non-Thai) who teach in secondary schools in North East Thailand beginning from grade 7 to grade 12. They teach learners who are designated as pre-intermediate learners of English by the Thai Ministry of Education. The participants therefore teach students who represent only a part of English learners in Thailand but not all proficiency levels of students; neither do they represent teachers of other languages (such as Chinese and Japanese) equally taught in classrooms in secondary schools.

1.10 Summary

This chapter gave a background of the study, the statement of the problem, the theoretical background of the study, the rationale, the purpose of the study, the research questions, significance of the study, definition of terms, scope and limitions of the study and a summary of the first chapter of this research.

CHAPTER 2

LITERATURE REVIEW

The present chapter describes the theoretical background against which this study was done. The first part of this literature review begins and deals with concepts in teaching culture during language instruction and the importance of doing so. The second section will provide definitions for first language culture and second language culture. It will also look at approaches, methods and techniques used in L2 culture instruction, the effectiveness of culture instruction tasks and the problems that arise as a result of these tasks. Actually, the case of Thai secondary schools is the main focus of this review.

2.1 Teaching/Learning English in Thai Schools

Noom-ura (2013) states clearly that Thai students spend 12 years studying English at primary and secondary levels in schools but the results obtained as concerns the students' performance is questionable. Presenting data based on Test of English as a Foreign Language (TOEFL) and Ordinary National Educational Test (O-NET) in Thailand, Noom-ura (2013) backs up the statement on the low performance of Thai secondary school students. The international average score for paper-based TOEFL in 2010 was 80 on 100 and Thailand was scored 75 - well below the international average score. The 2011 report confirmed the same score for Thailand

(Test and Score Data Summary for TOEFL, 2011-2012). Considering the proficiency level within Thailand, O-NET revealed the average scores of secondary school students between 2009 and 2011 of more than 900,000 students to be 32.42, 26.05 and 16.19 on 100 respectively. Reasons for such failure may be many folds; one of which can be teaching and learning practices in the school classrooms.

Wiriyachitra (2002) put together a compilation of factors that could be the possible cause of difficulties in teaching and learning of English in the Thai secondary classrooms. Among the myriad problems that she presented is the insufficient language skills and cultural knowledge of the English language instructors. Thailand has seen a policy change from the teacher-centered method of teaching language to the learner-centered method. This has also affected the teaching practices of English language teachers at secondary school level in Thailand. Maskhao, (2002) states that not long ago, most Thai English language teachers used only methods that they were very familiar with, namely: the text-book-based method, the grammar translation method, focusing on vocabulary, grammar structures and reading. Not much attention was paid on developing intercultural communicative competence. Language teaching was aimed at preparing students for university entrance examinations.

However, the reform in teaching and learning of English language in Thailand has followed contemporary trends. Attention has shifted from teaching language forms to the teaching of language use (Savignon, 1997). Teachers now teach learners to actively negotiate in meaningful interaction so that they can interpret and construct meaning by themselves. Kongkerd (2013) advices that teachers who teach English in Thailand should drift away from focusing on native speaker competency when using

the English language and pay more attention to intercultural communicative competence because Thais are increasingly coming in contact and speaking with other Asian nationals who have different cultural backgrounds. So if Thai learners have to negotiate the meaning of language, they should also be able to negotiate cultural meaning too.

This situation not-withstanding, the teacher-centered approach is still practiced in some rural areas where training and resources are few for teachers. The 1999 National Education Act required the implementation of the learner-centered approach but this has not been completely feasible because of contextual factors resulting from a global situation which may be different from the Thai situation. Some researchers (Nonkukhetong, Baldauf and Moni, 2006) concluded after looking into the new learner-centered approach in the teaching policy of Thailand that policies cannot be successfully implemented if the teachers who are the key actors in policy implementation are not listened to. Government agencies such as the Ministry of Education have advised schools to adopt the policy of employing foreign language teachers to teach English. If these foreign teachers are to be usefully employed, studies should be done to see how well or not they suit or match (by their qualification and teaching practices) the policy objectives in the change of English language instruction.

Changes that the National Education Act of 1999 brought about aimed to decentralize syllabus design in schools, encouraging thinking skills focusing on individual needs, adding a local cultural component, very necessary for language

teaching and learning and focusing on communicative language teaching CLT approaches (Darasawang, 2007).

The growth in importance and relevance for teaching English in schools in Asia (Thailand not being an exception) is a topic that has undergone profound research (Nunan, 2000; Su, 2006; Suarez, 2005; Graddol, 2006). Graddol (2006) tells us that English language is, and remains a principal way for increased economic opportunity exchange at international level and progress in developing countries hence the need for more research about teaching/ learning of English in schools. National education policies to promote intercultural awareness have been reviewed in most Asian countries and targeted towards the need for better communication in English with particular attention directed at schools (Nunan, 2003; Su, 2006).

2.2 What is Culture?

It is not an easy task to come up with a clear-cut definition of culture but recently distinctions are being made between the physical artifacts created by society and the intangibles such as language and customs. The material culture and the intangibles are what constitute culture.

Brown (2007) defines culture as a way of life, as the context within which people exist, think, feel and relate to others; as the "glue" that binds groups of people together. Brown (2007) goes further to define culture as the ideas customs, skills, arts, tools that characterize a certain group of people in a given period of time. Brown's definition embodies what most other definitions of culture do embody.

Passov's (2002) coinage of L2 culture may as well suit the definition of L1 culture. L1 culture according to Passov, embodies a complex of knowledge, myriad skills and competencies which the learner acquires already during the process of learning L1. As said, earlier, culture is not static; it is dynamic and this applies to L1 culture too. L2 culture is that culture which the learners who seek to acquire the second language must grapple with. It is not simplistic but complex. The L2 learner must learn the language together with the culture that goes along with other users of the same language.

The L2 culture should be the "mirror" in which the L1 learner redefines or reconsider aspects of the L1 culture which he/she should have acquired naturally. Culture is central to the way we view, experience and engage with all aspects of our lives and the world around us. Our definitions of culture, which are quite varied, are determined by the historical, political, social and cultural context in which we live (Sorells, 2013). Brown's (2007) definition of culture is that which was used throughout this study because it embodies the main idea about the other definitions of culture cited before.

2.2.1 Teaching Culture in Language Instruction

Tran-Hong-Thu (2010) states that teaching culture in the language classroom is not a novel topic. With the advent of more advanced technology and the need for wider communication, more people interact with each other and consequently more need for knowing and actually mastering more than one language (multilingualism). If people become multilingual as such, they will consequently become multicultural too because it is generally believed that acquiring a new language is same like acquiring

the culture of that language. Dagmar (1996) affirms that culture is much more integrated in the second language classroom particularly if the course is following the guidelines for a more communicative approach as is the case for Thai secondary schools. This should be the case for Thai English learners at secondary school level where much emphasis is placed on the communicative approach in teaching and learning. Language is more than just a code. It involves the social practices of interpretation and making of meaning.

Knowing that language and culture are very closely intertwined means it is very important to focus on language and culture instruction in classrooms in Thailand, a country with marked cultural differences from Western culture. Little or no work has been done so far to ascertain culture instruction in language classrooms at secondary school level in Thailand. This study aims to bridge that gap by exploring and analyzing the teaching practices of culture in EFL classrooms at secondary school level.

2.2.2 Culture and its Importance in Language Teaching and Learning

It can be hard to teach or learn a language without teaching or learning its culture. Roh (2001) says the final aim of learning a foreign language should be the understanding of both language and culture. Culture is among the various factors that will affect the rate and degree of second language learning (Seliger, 1998; Akbari, 2015). The fact that language is used in sociocultural exchanges, the attitudes, motivation and feelings of learners about the target language, the speakers of the language and their culture will have an influence and impact on how learners respond to what they are taught about the target language. Earlier on in this review, it has been

mentioned that rapid globalization which is a consequence of the development of communication technology has brought down many barriers including cultural barriers (Kumaravadivelu, 2008). This breakdown of barriers has affected language teaching and learning. However, research on language teaching pedagogy however has not been able to keep pace with the increasingly multicultural/multilingual context in which people live nowadays.

By knowing and improving on the present practices applied to teach culture in language class rooms in Thailand could help to enhance the learning of English by learners, which is one of the objectives of this study.

Atkinson (1999) acknowledged the centrality of culture in Teaching of English to Speakers of Other Languages (TESOL); and went further to mention that the issue of teaching culture remains largely unexamined (as is the case with secondary schools in Thailand). Atkinson (1999) wonders if teachers should deal with the aspect of teaching culture directly (explicitly) or indirectly (implicitly), which is also one of the issues thatthis study deals with. To fully comprehend culture and language teaching in secondary schools in Thailand, it is very important to study the practices in the classrooms and the teaching materials and approaches/methods and how these inform an effective language learning process for intercultural communicative competence.

2.2.3 L1/L2 Culture Dichotomy and its Importance

Passov (2002) coined the term "target-language culture" to describe a complex of knowledge, skills and competences which learners develop in the process of L2 acquisition. A good command of a L2 is a means or way, to completely understand

peoples' customs and beliefs. Neuer (1994) says aspects of L2 culture studied by learners comprises.

    A. Aesthetic aspects

    B. Sociological aspects

    C. Semantic aspects and

    D. Pragmatic aspects.

By studying these aspects, the learner can do a comparison with the L1 culture in an individualized manner based on national and social identity, age and origin. Studying L2 imparts an L1 cultural consciousness in the students. Kramsch (2003) thinks that following a contrastive approach of culture leads to a better understanding of another culture by the learners. Learners of a target language will almost always acquire a new culture if we consider language and culture to be inseparable. The culture acquired by the learners will not be exactly same like his or her L1 culture; neither will the culture be same like the target culture. The learners are generally known to make meaning in their own culture by doing a synthesis of the target language culture and their own culture. Kramsch (2003) designated a " Third Place" which learners get to occupy on a continuum of their own culture and the culture of others.

2.2.4 Promoting Intercultural Communicative Competence in Thai Schools

Kongkerd (2013) states that being proficient in English is not a sufficient condition for successful intercultural communication, therefore teachers who teach

English in Thai schools are obliged to raise the intercultural awareness of their students.

Baker (2012) reasserts the fact that many Thais will increasingly have to interact and communicate with people of diverse multilingual and cultural backgrounds with English as the contact medium. Baker thinks that improving only the English skills is insufficient for successful intercultural communication. English linguistic knowledge, pragmatic and intercultural competence must be developed simultaneously for successful intercultural competence to be developed.

A simple example of a way to promote intercultural awareness is by explaining the well-known " Thai smile" . The smile may be interpreted as an expression of happiness or pleasure as well as it may be a sign of embarrassment or other hidden feelings. A Thai student who smiles at a foreign teacher for being late to class may actually be expressing guilt rather than happiness. A teacher from a different sociocultural background may mistake the student's smile for impoliteness. Explicitly teaching and explaining such an issue could be very useful in developing intercultural awareness and hence intercultural communicative competence. Such examples abound hence the need for explicit and implicit instruction of intercultural awareness in EFL classrooms in Thailand.

Although it is well known that intercultural awareness and intercultural communicative competence play a very significant role in language teaching and learning, not much attention has been paid to this issue in Thailand. By applying the communicative language teaching approach in Thai EFL classrooms, teaching practices have relegated intercultural learning to the background (Damnet, 2008) .

CLT emphasizes only native speaker norms in language learning and teaching and this may be is one of the reasons why teaching and learning English has to this extent, been unsuccessful in Thailand still. Emphasizing native speaker norms may only lead to highlighting the "Otherness" of the native speakers' culture which in many cases will lead to the reluctance of learners to give up their own culture.

Apparently, at present, the exact situation of the issue of culture instruction to create intercultural awareness and boost intercultural communicative competence is not known, a gap which the present study attempts to fill up.

2. 3 Theoretical Basis of Culture Instruction Tasks and Previous Studies

Language is a medium for transmitting as well as for shaping culture. Instruction tasks in the classroom should comprise the following:

1- The learners' exploration of the L1 culture.

2- The discovery of the relationship between language and culture.

3- The learning of the heuristics which help to analyze and compare cultures.

Previous studies on teaching of culture in Asia have proven that the traditional notion of employing native speakers as teachers is fast changing because language teaching is becoming more complex with a wide variety of stakeholders having varying motivational and education policies (Chen, Warden & Chang, 2005;

Littlewood, 2007; Tan, 2005). Also it is a fact that culture affects learning styles (Roa, 2002).

A variety of studies have been done on teaching culture in the EFL classroom. Cheng (2000) suggested that teachers should provide students with the necessary support and allow learners to plan before they can do any productive activity to enable them learn the target language culture. Such support could come in the form of scaffolding students' previous cultural knowledge on aspects of culture that are taught and enable them to gain cultural communicative competence. Xu (2015) conducting a research study on cultivating students' cross-cultural awareness in China at junior high school level in EFL classrooms found out that teachers encounter problems when teaching culture because of the learners' poor knowledge of the target language culture. Xu also found out that the approaches, methods and techniques of teaching culture were arbitrary and simplistic; culture teaching misunderstood by the teachers, who often end up teaching cultural knowledge and relegate the cultivation of cultural awareness of the learners. Kardkarnklai & Fungchonchoei (2016) think too that what teacher will do to improve intercultural awareness of their students will greatly depend on their own cultural experience. Kojima (2004) further suggested that to improve on the teaching and learning of culture in the EFL classroom, inclusion of realia (authentic materials in illustrative examples) is necessary and that learners can always visit ESL/EFL websites. Kojima also suggested that studying for a purpose for example, TOEIC, IELTS and TOEFL, could help students participate in classroom activities and make them to understand that they require more than just cultural information to be effective communicators in the target language.

Kojima's view on directing attention to purpose however is not generally accepted. For example, Gudykunst & William (2003) think that focusing on forms of language (which most tests generally do) leads to lack of development of intercultural communicative competence leading to inefficiency in EFL teaching at junior high school level.

Looking from a different perspective, Liao (2010) thinks that teachers' job satisfaction, age and previous cross-cultural experience are some of the factors affecting teaching and learning of culture in the EFL classroom. Cross-cultural training and teachers' duration of stay in a given sociocultural context is also seen as a determining factor in the outcome of culture instruction in the classroom. Other studies (Lee, 2009; Dehbozorgi, Amalsaleh and Kafipour, 2014; Thuy, 2016) have also found out that textbooks, which are a fundamental resource material for teachers in classrooms have not been flawless in the way culture is represented in them. In most cases, the textbooks are the main guide that the teachers use to carry out the teaching and learning prescriptions of the curriculum. The cultural content and presentation of material in the textbooks can possibly be an enhancing factor or an impediment to the teaching and learning of culture in the language classroom

Another study by Hammar (2013) takes a look at what kind of culture should be taught in the classroom. Hammar's study showed that teachers often give priority to improving communicative skills such as listening, speaking and vocabulary and not the internal aspects of culture. Hammar also found out that the focus on culture is increasingly not about British and American culture but on the culture of people who use the English language and recommends that further studies are needed to find how

teachers go about implementing the teaching of culture in specific cultural contexts. Culture should therefore serve as the matrix within which the four other language skills of listening, speaking, reading and writing should be embedded in, with context being central to the teaching and learning process.

Asian learners' passivity for example, has been emphasized as an obstacle for successful inter-cultural communicative language teaching and learning. However, this may be an over-generalization, so individual countries should be studied separately since it is evident that all countries in Asia are not culturally homogenous.

The studies of these researchers (Cheng, 2000; Kojima, 2004; Liao, 2010; Yuen, 2011; Nomnian, 2013; Hammar, 2013; Gudykunst & William, 2003; Xu, 2015) provides a resource pool from which the present study can explore issues related to teaching of culture in the EFL classroom in Thailand with its own unique realities. This is so because these studies look into the aspects of culture taught, the teacher as a resource person, approaches, methods and techniques used; and likely problems that may be encountered in the EFL language classroom.

2.3.1 Culture-based Tasks in L2 Instruction

Specific tasks are set during classroom practice aiming at specific results. This should be the case with culture instruction in language teaching and learning. Kramsch (2013) thinks teachers teach the structural forms of L2 and leave behind the culture, which should not be the case during language teaching and learning. Culture-based tasks in L2 classrooms should aim at developing the intercultural competence of the learners. This is what will enable them to interact properly in a given intercultural situation. By creating cultural awareness in the learners, the teachers will promote

learning and acquisition of the target L2. Kramsch (1993) put forward a four step model what teaching culture in the classroom should be about:

1. A sphere of inter-culturality relating the learners' own culture and target culture plus a reflections and perceptions of both cultures should be established.

2. Culture should be taught following an interpersonal procedure and should go beyond presenting facts and actually advance towards understanding foreignness (culture specific values and attitudes).

3. Culture should be taught as a difference considering aspects such as race, gender, and other social aspects.

2.3.2 Effectiveness of Culture-based Tasks in L2 Instruction

Bontin (1993) states that it is unfortunate that there is a remarkable scarcity of empirical or descriptive studies with the real classroom world as related to culture learning.

Some researchers (Seelye, 1993; Kramsch, 1993) believe that in theoretical terms, the foreign language practice by teachers is to downplay culture or completely ignore it. This may render the culture based tasks ineffective as a means for culture instruction. Some of the culture-based tasks include role play, illustrative depiction and interpretation of culture issues. Learners must develop a variety of strategiesto become effective learners. The same holds true for teachers. The strategies to be developed span from reflective observation, on to active experimentation. It is very important to stress the necessity for context in which instruction is taking place. The issue of context actually overarches other variables such as the teacher, the learner,

materials and methods of instruction, and how assessment is carried out. However, Yuen (2011) sees cultural content in textbooks used to teach language as also very important. Language can only have functions depending on the context in which it is used thus language actually refers to something beyond itself: the cultural context implies that teacher and learner knows cultural meanings as related to time, person and circumstance. By understanding context learners will produce language that is appropriate for given circumstances. Today's contexts include the local, international and global contexts which are markedly different for EFL and ESL teachers and learners.

If culture-based task should be effective, there should be a change from teaching cultural information to teaching cultural transformation. The former leads to learners' building up stereotypes (which are not good for learners) other than the latter which creates room for recognition of other cultures. A good example of cultural transformation task is to provide a list of proverbs in the target language and ask the students to decipher the meaning of the proverbs. In the process of doing so, the learners can actually be able to see what is similar and what is dissimilar between the learners' own culture and the target language culture.

2.3.3 Problems of Culture-based Tasks in L2 Instruction.

"Cultural texture" is the term that is used to describe the diverse aspects of culture that teachers need to teach their students to enhance learning and acquisition "Oxford, 1994". To achieve their aims, the teachers need to use a variety of information sources and activity types that lead to positive interactions during which culture can be learnt and acquired. Actually, sources of information, types of activities

and interactions are the main variables on which culture instruction is based (Dai, 2011). A great deal of material therefore has to be amassed for culture instruction, particularly in EFL learners' classrooms as is the case of Thai secondary schools. Advanced and increased use of technology in the classroom can provide an avenue to collect and use material for teaching and learning but not many language teachers are competent in the use of technology.

Another problematic issue in culture instruction is the choice of activity that the teacher may have to choose for the students. Activities for culture instruction are characterized by different norms. The question of what kind of activity and what to do during the activity are very important. Culture instruction activity should be aimed at transmitting meaningful information on a given topic in a clear and lucid way. Aspects of culture to be dwelled on are as diverse as culture itself, so the teacher must make the right choice of topics that will suit the sociocultural context in which teaching and learning takes place.

Lastly, teachers are more often than not, not native speakers. Teachers need to see their own cultural background as just one of many cultural backgrounds that exist. For users of English, they should see their culture not only as being represented by the English language but as also revealed in the English language. What is revealed by the target language will be made up of all prejudices and biases but also the positive aspects of the teachers' culture. Teachers should therefore have an awareness of prejudices and biases inherent in their own culture and the learners' culture so that they can anticipate and overcome cultural problems in the classroom during the teaching process.

To sum up, teaching culture in the EFL classroom has been an issue that needs more attention by language researchers. Many questions as to when, how and why culture should be taught are still left unanswered although it is a generally accepted fact that teaching of culture is necessary in language instruction. Previous studies have focused on the learners, teachers, approaches, methods, techniques and contexts within which culture can be taught in EFL teaching and learning. However a context by context study view is now recommended given the sociocultural diversity that exists in the present global context.

2.3.4 Problems of Culture Instruction in Language Learning

Mikhaleva and Regnier (2014) think that instruction of culture in language learning should be done in a parallel manner, meaning that instruction should be done about the L1 culture and the target language L2 culture. They proceed to state that there exist a problem about who the ideal culture instructor in language classroom should be, stating that a single instructor is not adequate to realize a parallel study of L1 and L2 cultures in the classroom. However, this researcher thinks that a single instructor who is knowledgeable in the L1 and L2 cultures could successfully achieve the aims of teaching culture in the language classroom.

It is true that the teacher has always been the resource person and cultural mediator in the language classroom and in EFL classrooms the majority of teachers have been representatives of the same culture as their students. Littlemore (2009) thinks that there is a risk for such teachers to present a different version of the target language culture to learners. The question then arisesabout the choiceof instructors and their teaching strategies to teach culture. The teachers and instructors should have

more multicultural awareness in order to accomplish their task. Saphonova (1996) places emphasis on developing socio-cultural competence in L2 learners and not only use grammatical, discourse and strategic features of language in the curriculum.

2.4 Current Approaches, Methods and Techniques in Culture Instruction

So far the predominant approaches in teaching English in Thai schools has been the grammar translation method, the audiolingual method and the traditional method preceding the 1999 Education Act that advocated for the communicative language teaching method in classrooms. The previous approaches taught only the target language culture (Ho, 2009). The communicative language teaching method is in itself deficient because more focus is placed on the native L2 culture that seems not to be sufficient for the Thai learners who have to communicate more with people from cultures other than the inner circle of native speakers of English. Developing intercultural communicative competence certainly requiresmore than only knowing the native L2 culture.

Various approaches, methods and techniques for culture instruction in the language classroom are outlined below. The approaches are of two main types; the mono-cultural approach during which the target language culture is the main focus during instruction and the comparative approach which places emphasis on a comparison between the target language culture and the learners' own culture.

Some researchers (Buttjes and Byram, 1991; Saluveer, 2004) think that the mono-cultural approach is obsolete because it provides learners with only a one way

flow of cultural information unlike the recommended comparative approach which provides learners with the chance to reflect on their own culture and the foreign culture of the target language. Learners can discover similarities and difference between their own culture and the target culture and this leads to increased knowledge, understanding and acceptance of the target language culture.

Risager (1998) has described four approaches to teaching culture two of which include a large degree of comparison; the inter-cultural and the multicultural approaches. The inter-cultural approach is based on the premise that a better way of learning culture in language teaching and learning is through comparison of the learners' own culture and the cultures of countries where the target language is spoken. With the inter-cultural approach, learners are taught to develop inter-cultural communicative competence and can be able to act as mediators between their own culture and the target language culture. However, because of the multicultural character of most countries, the intercultural approach is deficient as a sole culture teaching approach in language classrooms.

On the other hand, the multicultural approach focuses on ethnic and linguistic diversity as one of its tenets. This approach considers that several cultures exist within a given culture and this should be taken into consideration during culture instruction in the language classroom.

Two other approaches put forward by Risager (1998) include the transcultural approach and the foreign cultural approach. The transcultural approach views a foreign language as an international language commonly used as a lingua franca for

international communication. The transcultural approach sees no need to link a foreign language to any particular culture.

Lastly, the almost obsolete mono-cultural approach which was dominant in the 1980s, also known as the foreign cultural approach, targets only the foreign language culture and leaves behind the learners' own culture. It aims mostly to develop native speaker communicative and cultural competence which is not necessarily the goal for teaching in the present global EIL context.

Whatever, the approach maybe, suitable methods and techniques have to be used in the language classroom to teach learners for effective learning and acquisition of the target language culture. These methods and techniques stem from the activity school approach which is deemed suitable for classroom practice during culture instruction. There exist a large number of methods/techniques for culture instruction and some researchers have grouped some of the most efficient techniques based on different principles. Traditionally, lectures and seminars have been the common methods of teaching culture in the language classroom.

However below is a list of techniques which are relevant to teaching culture in an EFL setting:

1- **Creating an authentic environment**: Stern (1992), thinks that this is a setting where more memorable learning can occur by setting up posters, display charts and other realia that can represent the target language culture. Hughes (1994) advocates for creation of culture wallcharts and visual aids as another technique which he calls culture islands.

2- **The slice-of-life technique**: The teacher can choose a segment of life in the target culture and present it at the beginning of class. This techniques has the advantage of taking up minimal class time (Chastain, 1988; Stern, 1992).

3- **The culture aside technique**: This is when a situation arises in classroom text when the teacher can explain a cultural issue or item. This technique has the disadvantage that the cultural item can always be presented in a disorderly manner although it helps learners to make mental associations which are similar to those who share the culture of the common target language (Henrichsen, 1998).

4- **The micrologue**: This is a technique where culture is the main focus in the classroom and the teacher can read out a cultural passage. The students can summarize the passage orally and then write out the passage through dictation. Chastain (1988) sees this technique as good because the teachers need not have specific cultural knowledge and this also takes up minimal classroom time.

5- **The audio monitor unit**: Seen as an extension of the Total Physical Response, provides practical listening comprehension. The teacher can provide a set of commands in logical order which enables the learners to perform and have cultural experience on a given issue. It usually brings much humor into the classroom (Henrichsen, 1998; Stern, 1992).

6- **Dramatization**: This is a technique that gives room for role play and can be used to clarify cross- cultural differences. Byram and Fleming (1998) claim that if dramatization is thought in an appropriate way, it is an

avenue through which learners can explore both their own cultural values and that of other people because dramatization depicts everyday life. However dramatization has a shortcoming; it is time consuming.

7- **The self-awareness technique**: Teachers can use self-assessment questionnaires, problem-solving and checklists of learners' value orientations. Chastain (1988) claims that the way people use L2 to express themselves provide an insight into the way they perceive reality and so teachers can explore the connection between culture and language as it occurs in the classroom setting.

8- **The WebQuest technique**: This technique involves using the Internet as the main source of information. It is an inquiry-oriented activity and learners can use the web to carry out activities and not to look for information. Learners are introduced to tasks that capture their attention which enables them to go through a process using web-based resources from which they can reflect and make conclusions about cultural issues.

To summarize, the list of approaches, methods and techniques is not exhaustive. The ones that a teacher may employ when teaching culture should be based on a numbers of factors such as recognition of the belief and value systems of the learner, demeaning negative stereotypes of the target language culture and that of the learners, demeaning the learners' culture etc. Some of the techniques are time consuming while some are short. However, they all allow the teacher to bring in some element of culture in to the classroom setting. Harmer (2001) claims that if teachers constantly monitor their classes and adjust to what they do, they will almost certainly apply the best methods and techniques that suit their learners.

2.5 Theoretical Framework of the Study

The theoretical framework for this study is based on the concept of English as an International Language (EIL). Based on Kachru (1985), there exist the Inner, Outer and Expanding circles of native and non-native speakers of English who increasingly interact and intercommunicate with each other because of increasing globalization.

Different people come from different sociocultural backgrounds and these people learn English in different cultural contexts. The different cultural contexts do not exist in isolation. With increased globalization in the past decade due to improved technological advances, cultural barriers are fast degenerating. Pedagogical decisions towards improvement of language teaching and learning must take this into consideration (McKay & Bokhorst-Heng, 2008). If this has to be the case, it will be suitable to consider Byram's (2006) assertion that an inter-culturally competent learner should show a range of affective, behavioral and cognitive capacities which can be grouped as follows:

a) **Attitudes/Affective Capacities**

- Acknowledgement of identities of others

- Respect for others

- Tolerance of ambiguity

- Empathy

b) **Behavioral Capacities**

- Flexibility

- Communicative awareness

c) **Cognitive Capacities**

- Knowledge

- Knowledge discovery

- Interpreting and relating

- Critical cultural awareness.

Therefore, the teaching practices of teachers of language should focus on developing and building the affective, behavioral and cognitive capacities of their students to suit the intercultural/ multicultural context of the present time. However some cultural aspects are clear-cut while some are comparatively subtle. The clear-cut aspects include what we can see, hear, and touch; these aspects are known as external aspects. Some of the less clear-cut aspects include beliefs, values, thought patterns and myths; these are known as internals aspects. The external aspects are explicitly learned in a conscious way and can be easily changed (objective knowledge) over time in any given cultural context. The internal aspects are implicitly learned in an unconscious manner and are very difficult to change (subjective knowledge) (Weaver, 1993).The above framework can be represented using Weaver's Cultural Iceberg thus:

Fig. 2.1: The Cultural Iceberg (Source: Weaver, 1993,
http://home.snu.edu/-   hculbert/iceberg.htm)
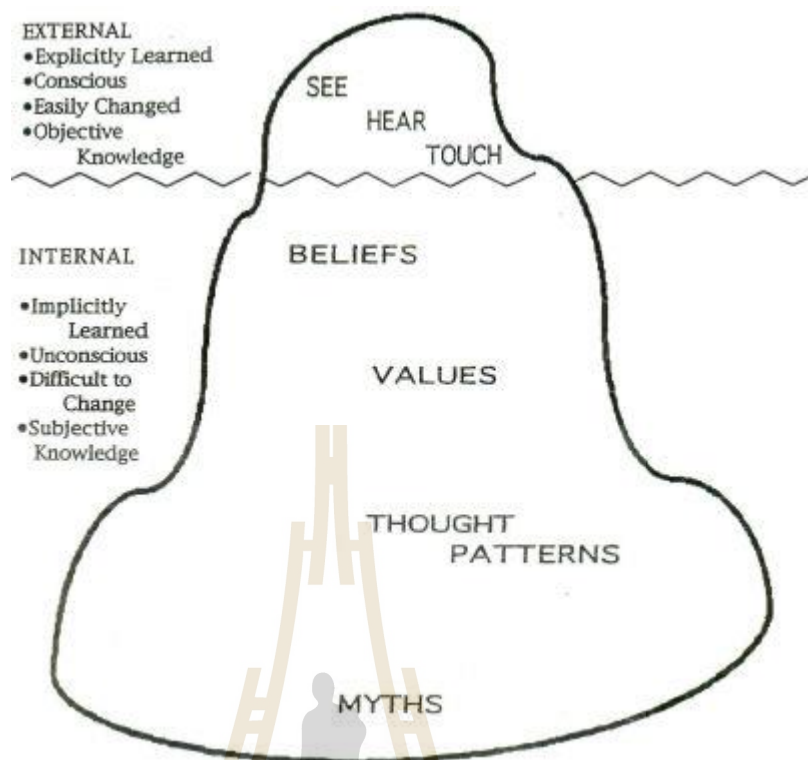
Some language researchers have dwelled on the usefulness of the cultural iceberg, some (Mason, 1993; Hanley, 1999; Goggin, 1993) by actually looking beyond the tip of the iceberg into cultural aspects such as race, sin and actions of faith which is beyond the scope of the present study.   Another study by Li &Umemoto (2010) towards an integrated approach in teaching language and culture have effectively used Weaver' s model to show that language forms constitute explicit knowledge but that language cannot only be used explicitly. Implicit knowledge of language is also required such as knowledge of time, place and context which are cultural aspects of language. Ho (2009) used Weaver's iceberg model to investigate cultural content of EFL textbooks in Vietnam at tertiary educational level in a study

about shifting from the traditional stance to an intercultural stance in EFL teaching.Weaver's iceberg has been seen to be an effective framework even in a more detail manner by some of these researchers.

2.6 Summary

This chapter provides a resume of the what was reviewed in terms of teaching and learning of English in Thai schools, culture, culture in language instruction, culture and its importance in language learning and teaching, cultural dichotomy and its importance, promoting intercultural communicative competence in Thai schools culture based tasks in language teaching, effectiveness of culture based tasks in second language teaching, problems of culture based tasks in language teaching, problems of culture in language learning and teaching, current approaches and methods in teaching culture, the theoretical framework of this study and a summary of all the above issues.

CHAPTER 3

METHODOLOGY

This chapter presents the method used in conducting this explorative study and this includes the conceptual framework, the research design, the research sites where the study was conducted, the participants in the study, the research instruments used, data collection procedure and the data analysis procedure.

3.1 Conceptual Framework

The conceptual framework for this study was based on Weaver's (1984) separation of culture into the internal and external aspects. The internal aspects of culture which can be described as subjective cultural knowledge, include appropriate choices for conversation topics, rituals of greetings and taking leave, non-verbal expression of gratitude, appropriate ways of criticizing and complaining, variation of personal space from one culture to another, dangers of negative stereotyping and culture shock.

The external aspects of culture which can be described as objective cultural knowledge consists of social habits, and photos of famous people and famous sites, songs (with information on singers and lyrics), arts, literature and current events (social or political). Categories of culture explored in this work are based on Cortazzi and Jin (1999). The categories include the target culture, source culture and

international culture. Cortazzi and Jin assume that these categories are what inform textbooks, practices and other culture teaching materials that teachers use in the classroom.

Adapting from Lee (2009) concepts on themes for "external" and "internal" aspects of culture deemed appropriate for secondary school level language classrooms are presented as shown in Appendix A. Knowing fully well that aspects of culture cannot be discretely classified, for the present study the more simplistic classification of Lee (2009) has been modified and adopted. This also facilitates the approach used in the present study that leans on Arries' (1994) "activity school" considered more convenient for a study at secondary school level. Appendix A provide a checklist against which to match responses and answers obtained using the different research tools for every individual participant in this study to elucidate which aspects of culture are taught and which ones are given priority.

Considering that earlier models of culture viewed culture as a static entity of facts which could be verified, classified and taught, the approach to teaching culture in the language classroom was evidently not the best. Culture teaching and learning can be seen as a process which evolves constantly (Kramsch, 1983). This process entails learning and acquiring specific cultural knowledge and general cultural knowledge about the target language culture. Such culture-specific and culture-general knowledge should be taught in an organized manner in order to boost intercultural communicative competence. Lazar's (2000) concept of "Big C" and "Small c" culture is analogous to external and internal aspects of culture and were used to elucidate items of culture in this study. Big C culture is factual and external,

while aspects of small c culture are less clear-cut dynamic and internal. The approaches, methods and styles used to teach the two "brands" of culture was figured out using the data collection instruments which subsequently yielded the desired outcome - culture teaching practices and their description. This framework is important for this study because it was easier to come up with a checklist which was used to figure out items of culture and the practices that teachers carry out in the classroom.

3.2 Research Design

The research design was based principally on Crotty's (1998) framework which takes a look at knowledge claims, strategies of inquiry and methods of data collection. The research design was qualitative.

The knowledge claims were based on what the teachers who are participants in this study know or do not know about teaching of culture in the language classroom. The knowledge claims were based also on what the teachers do and do not do about culture when they teach language in the language classroom. The knowledge claims go a long way to answer the first research question. The strategies of inquiry were about the different tools used in collecting data about culture instruction. The different tools used to collect data are listed in the appendices. The methods of data collection and analysis are self-explicit. After collecting and analyzing the data, the answer to the second and third research questions were obtained. Since this study was a qualitative study, the results of this research were got mostly by interpretation of the data collected using the different research tools.

Research work about classroom-based practices can be of two types: qualitative and quantitative. Best and Kahn (1998) see the difference between the two as based on numbers. Qualitative research entails observation and questioning participants with the intention of describing events without resorting to data in the form of numbers. Creswell (2003) recommends that for exploratory studies, a qualitative design is most appropriate. The present research sought to explore and get a more holistic and deeper understanding of the teaching of culture in the EFL classroom in N.E. Thailand hence the qualitative design.

3.3 Research Sites

The research sites for this study comprised of secondary schools in Nakhon Ratchasima province of North East Thailand; one of the schools is a private school and the other, a public school. The private school is located in Pakchong district and the public school in Pakthongchai district of the same province. The two schools have students studying from grade 7 to grade 12 and are aged between 12 and 18 years. Both schools run the regular Thai curriculum in which Thai language is the main language of instruction and English language is just one of the subjects taught in all the classes. The two schools as well run the English Program in which English language is the sole language of instruction in all subjects. English language is a compulsory subject for all the students on both programs in both schools.

The private school had a student enrolment of 2705 students and the public school had a student population of 2800 students. Both the private and the public school employ native and non- native speakers of English to teach English language

to the students. The native speakers in the private school were from the United States of America and the non-native speakers were from Cameroon, India and The Phillipines. The native speakers from the public school were from the U.S.A and United Kingdom, the non-native speakers were from Cameroon and The Phillipines. Both sites for this study were chosen because of the accessibility to the schools and because of the fact that the foreign teachers who teach in the two schools are representative of the non-native and native speaking teachers who teach English in Thailand. The sites were also chosen because both schools run the regular Thai school program and the English language program providing the opportunity to investigate the teaching of culture in a monolingual (English only classroom) setting and a bilingual (Thai/English classroom) setting. However, English is taught in the same manner at both schools be it in the monolingual or bilingual classrooms.

3.4 Participants

The participants consist of a mixed group of 10 teachers-both native and non-native speakers of English who teach English for Communication in the two secondary schools (five teachers from one private school and five teachers from one public school). However, for the final phase of this study, only eight of the ten participants completed the study.

In each of the schools, some of the participants were non-native speakers (from Cameroon, India and The Phillipines). Some of the participants were native speakers. They come from the United States of America and the United Kingdom of Great Britain. All the participants, both native and non-native speakers of English

have at least two years' experience teaching English for Communication at secondary school level in Thailand. They are all holders of at least a bachelor degree although not necessarily in English language. Some of the participants in this study have degrees in different academic fields. The participants in this study voluntarily decided to take part in this study and could cease becoming subjects of this study if they deemed it necessary to quit. To sum up, two of the participants were native speakers of English, two quit the study and six were non-native speakers. No Thai English language teacher agreed to be a participant of this study. The sample of ten participants was drawn from a population of nineteen teachers according to their willingness to take part in the study.

The reason for choosing these participants is because they presently constitute the largest group of teachers who teach English for Communication (Teachers' Council of Thailand) aside from the Thai English language teachers and they come from different cultural backgrounds with different learning and teaching experiences. The native speaking teachers from the UK and USA learned and acquired English as their mother tongue unlike the Cameroonian and Fillipinos and Indian who acquired the language and the culture through mainly classroom instruction. This group of teachers provides a mix of culturally diverse backgrounds against which the present study was done because of their equally diverse language learning and cultural experiences.

Because this study was carried out in two phases, a preliminary phase and a subsequent final phase, the participants of the preliminary phase (five in number) were from the population of the eight participants who took part in the final study.

Less time was spent for the preliminary phase than the subsequent final phase. The preliminary phase helped to improve on the instruments used in this study. The participants for the preliminary phase decided to take part in this study voluntarily. Finally, the participants were chosen because of easy access to their schools and personal availability to participate in the research work. It should be noted that Naya, from India joined the study during the final phase to replace one participant, Jim from the U.S.A. who quit the study for personal reasons. Below is a table showing the participants' characteristics.

Table 3.1 Participants' Characteristics

Name	Nationality	Age	Gender	Major Degree	Current School	Teaching Experience
Mark	American	45	Male	BSc. Biology	Pakchong School	13 years
Haya	Indian	38	Male	BSc. Mathematics		4 years
Nora	Filipino	28	Female	BSc.Nursing		3 years
Jira	Filipino	31	Female	PhD. Education		3 years
Cora	Cameronian	26	Female	B.A.Curriculum studies		2 years
Jack	British	44	Male	BSc.Chemistry	Pakthongchai Prachaniramit School	5 years
Pam	American	32	Female	B.A.Sociology		3 years
Nico	Filipino	28	Female	BSc.Health Sciences		4 years
Toni	Filipino	26	Female	BSc.Nursing		2 years
Mimi	Cameronian	33	Male	B.A.Education		4 years

3.5 Data Collection

Below is a table that provides a summary of which research or instrument(s) were used to collect data used to answer the first, second and third research questions respectively.

The in-depth interview was aimed towards obtaining information on the participants' profile and training and getting the participants' own description of their culture instruction practices in the language classroom. The in-depth interview questions were validated by two competent people who work in the field of language teaching and learning (see Appendix B).

The in-depth interview was partially adapted from Lazar (2000) to obtain aspects of culture taught in the classrooms and some problems encountered by the participants. The observation phase was to verify how much of the responses match the participants' responses in the in-depth interview. The data collected was used to match the fourteen point categorization of "Big C" (external aspects) and "Small c" (internal aspect) culture items adapted from Lee (2009) . The last phase of data collection was by classroom observation and evaluation of textbook content material related to culture. The researcher visited the sites on appointment with the participants who were the subjects of this study and took up a place in the different classrooms in both research sites to watch the teaching practices of the teacher. During this observation phase the researcher used a checklist to verify if the answers provided in previous phases of the research tie with the classroom practices of the teacher. A sample of the checklist is provided in Appendix A. The focus group interview was

conducted at the convenience of the participants and this author was the main moderator of the focus group interview.

Table 3.2 Summary of data collection

Research Item	Research Tool	Purpose
Research Question1: What aspects of culture are taught during culture instruction in EFL classrooms at secondary school level in North East Thailand?	Textbooks analysis, lesson plan analysis, in-depth interview and observation	Identifying culture items taught in classroom lessons.
Research Question 2: What are the approaches, methods and techniques used to teach culture in EFL classrooms at secondary school level in North East Thailand?	In-depth interview, focus group interview and observation.	Identifying approaches, methods and techniques used in classroom lessons
Research Question 3: What are the problems that arise in culture instruction in EFL classrooms at secondary school level in North East Thailand?	In-depth interview, focus group interview and observation.	Identify the major problems encountered in culture instruction.

3.5.1 Instruments

The data for this study was collected by the use of five instruments, namely: an in-depth interview, a focus group interview, lesson plans, observation and textbooks that are used to teach English at both research sites.

3.5.1.1 In-depth Interview

The in-depth interview was the first instrument used in this study. The aim of using this was to find out about the professional background of the participants and any special bearing that they may have on the topic of language and culture in the EFL classroom. The in-depth interview was done with five participants in the preliminary phase and eight participants in the final phase. The in-depth interview consisted of 14 questions. Some of the questions asked were close-ended and somewere open-ended questions (in the second part of the interview). The second part of the in-depth interview particularly sought for the dominant practices of instructors during classroom sessions in their EFL teaching. The questions for the in-depth interview were partially adapted from Lazar (2000) (see appendix B). The in-depth interview contained both basic questions and clarification questions. The clarification questions were used to probe answers of the basic questions when the need arose.

The in-depth interview was used for the following reasons:

1   It was used to overcome the poor response rates which are generally attributed to questionnaire surveys only.

2   It was appropriate to explore attitudes, values, beliefs and motives of respondents in the exploratory study.

3 It created the opportunity to evaluate the validity of responses from

participants by observing nonverbal indicators which were useful when

talking about sensitive points (Gordon, 1975)

It also facilitated the possibility of respondents answering all questions and ensured

that the respondents did not have help from other participant in providing responses

(Bailey, 1987).

3.5.1.2 Focus Group Interview

A focus group interview was incorporated as one of the research instruments.

The number of participants for the focus group interview was five of the original

participants. The five participants were selected according to their availability and on

voluntary basis. The aim of the focus group interview was to get more insight and

increase the validity of the findings of this research. The questions used to conduct the

focus group interview were a mix drawn from the in-depth interview. An example of

the focus group interview question is: " How can you effectively teach culture if

cultural aspects are not elaborated in your prescribed textbook for English language

teaching?" The aim of such questions was to make the participants express views on

culture teaching which otherwise cannot be obtained with the other research tools.

3.5.1.3 Lesson Plan Analysis

Lesson plans were used as a means of knowing what the teachers planned to

teach and in what way they planned to do so. Lesson plans were collected from all the

participants of the study. Four lesson plans were randomly selected from each

participant (see appendix C for samples) to see if aspects of culture were included or

not. Lesson plans were analyzed on the basis of the potential of including cultural

aspects in a suitable manner in lessons dispensed during classroom sessions. Samples of lesson plans collected are as shown in Appendix C.

3.5.1.4 Observation

The observation phase of the data collection was the next phase and was done by overt participant observation, this with the full consent of the participants. This researcher attended classes with the participants and the students on several occasions in the different schools.

Chakravarty(2013) , states that although participants may put up a show because they know that they are being observed, overt participation can be quicker and more ethical when the participant give their consent to be observed. Gebhard (1999) defines observation done in the classroom as "non-judgmental description of classroom events that can be analyzed and given interpretation" . However this definition is questionable because the researcher will always formulate a personal opinion of whatever phenomenon is being investigated.

During the observation of each participant, notes were made by the researcher. These notes were revisited when doing coding and categorization of items of culture being researched. The notes were useful in cross-checking if responses provided by the participants in the earlier phases of this study corresponded with actual teaching practices about culture instruction. A minimum of 4 hours of classroom observation was done per participant.

3.5.1.5 Textbook Analysis

Three textbooks, "MEGA GOAL: Student Book 1", by Manuel Dos Santos and published by McGraw Hill Education in 2016, "MEGA GOAL: Student Book 5" written by Manuel Dos Santos and Jill Korey O' Sullivan and also published by

McGraw Hill in 2016 and "Focus on Reading 1" published in 2007 were chosen that are used to teach English in both research sites. The textbooks are used to teach students from grade 7 to grade 12 in the research sites. Two of the textbooks are among textbooks recommended to use to teach English at secondary school level by the Basic Education Core Curriculum, 2008 from The Thai Ministry of Education; the third book, " Focus on Reading" , was chosen by the teachers in the school. Ascertaining the cultural aspects included in each textbook used at the research sites followed a sequence which entailed separating culture into its internal and external aspects, culture-specific and culture-general aspects. Following a modification of Xiao' s (2010) coding scheme (see Appendix D) to suit the cultural themes investigated by this study, it was then possible to decipher themes of culture represented in both textbooks. Additional information for the coding scheme was also obtained from Weaver (1984), Mohamed (2006) and Lazar (2000). The researcher then proceeded to do textbook analysis early at the start of the research procedure. The results from the textbook analysis are presented in the next chapter of this study. The figure below represents a summary of the process.
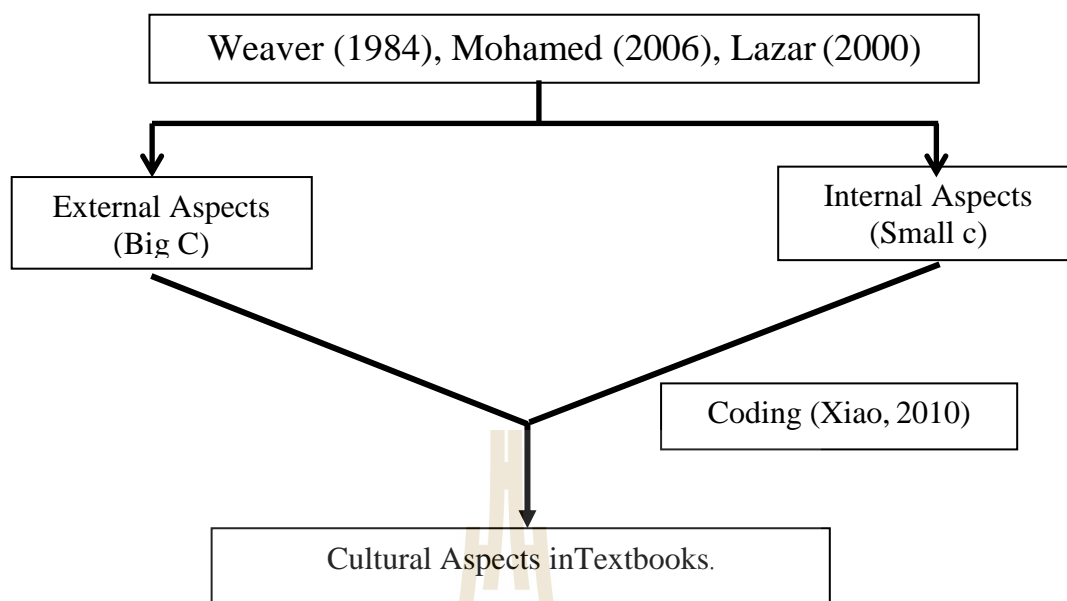
Figure 3.1 Summary of Textbook Analysis of Cultural Aspects

The cultural themes represented in both textbooks were categorized according to Cortazzi and Jin (1999) into the target culture, source culture and international culture and analyzed according to dialogue, pictures and activities with cultural aspects. This categorization was relevant because it helped to answer the question of what kind of culture is represented in the textbooks prescribed in the English language curriculum of the respective research sites. The frequency of occurrence of cultural themes under the different categories for the four lessons per participant is presented in chapter four.

The numbers in all the tables shown in chapter four represent the number of times that the different themes of culture are represented in the textbooks**.** The number of times is not for the full content of the textbooks. It represents cultural content only for the units that were considered during this research. For example in table 3.3, considering the book MEGA GOAL 1, for the cultural theme on rituals of greeting

and leave taking, dialogue was represented fifteen times, pictures were included fourteen times and only one activity was presented. For table 3.5, still considering MEGA GOAL 1, items of the target culture appeared three time, international culture for times. The source culture never had any representation.

3.6 The Research Procedure

Prior to the main study, a preliminary study was done which lasted for two weeks; one week for each research site. The preliminary study was conducted in the first two weeks of the month of July 2016. After this, amendment or reformulation of the items on the interviews was done. However, the researcher retained most of the items because the items are more or less straight forward and clear for easy understanding by the research participants.

After the preliminary phase, the researcher planned a schedule with the participants to ensure that they were available at their own convenience to be able to go through the different phases of the data collection which include, the in-depth interview, the focus group interview and observation phase. The lesson plans and textbooks were solely used by the researcher. The in-depth interview was conducted on a one-to-one basis both at the preliminary phase and was done on a one-to-one basis in the final study. The focus group interview was conducted in the presence of five participants, the researcher being the moderator and interviewer.

Below is a figure showing the summary of the research procedure.
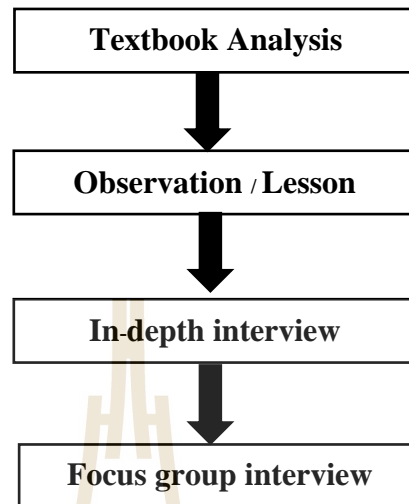
Fig. 3.2 Summary of research procedure

3.7 Data Analysis

The data was analyzed by considering the responses which were obtained from the in-depth interview and focus group interview, the information from lesson plans and textbooks, matching them with the observed practices carried out by the participants during classroom time. This is a qualitative study and the data analysis was not a numerical one but largely inferential from the responses and answers that were got using the data collection instruments. The principal guideline for the data analysis was based on about, how, why and when the practice of culture instruction is done in the EFL classroom.

All sets of data, be it from the in-depth interview, the textbooks, the focus group interview, the lesson plans and observation notes were read several times to get a clear insight to the issues being expressed by the participants.

Coding of the data was the next step. Coding can be defined as assigning low-inference descriptive tags to units of information (Mohamed, 2006). Items on the in-depth and focus group interview were identified and assigned codes after which the researcher allocated categories or patterns among the codes. The codes were then analyzed horizontally for all participants according to their responses and then vertically for the individual participants' responses. After coding and categorizing the data was further organized according to the themes provided in appendix A about "external" and "internal" aspects of culture. Triangulation was done with the help of two English language lecturers with five years teaching experience at a university in Bangkok to get a clear-cut perception of the culture instruction practices of the participants of this study.

3.8 Preliminary Study

Considering the fact that teachers' classroom practices are likely to be shaped by the way they were taught, part of the research tools had questions and items about the participants' learning experience.

The preliminary study followed four main steps, the textbook analysis, observation and lesson plan analysis, the in-depth interview and the focus group interview. Lesson plan analysis were used to accompany the observation phase and textbook analysis.

From the results of the preliminary study conducted with two teachers from Pakchong School and three teachers from Prachaniramit School, the following analysis was done based on the different cultural themes examined in the research. From the in-depth interview answers and observation phase, which aimed at knowing which cultural-teaching practice is dominant in classrooms, it could be noted that the teachers themselves could not clearly distinguish between themes on culture, cross-cultural awareness and intercultural awareness. Four of the participants have never heard anything about multilingualism/multiculturalism.

The answers also provided by the teachers indicated that what they teach about culture was what is prescribed in the school curriculum leaving no chance for innovation or eclectic practices. All the teachers, when asked why they seldom include culture in their lessons indicated that classroom time was too short to do so and the proficiency level of their students leave little chance for them to teach culture. The classroom time per period of study is 50 to 60 minutes long. In addition to this, the school program in English studies aims only at getting the students to pass exams and not aimed at developing intercultural communicative competence.

Three teachers, when asked about what other culture apart from the L1 culture that is taught, answered that they teach mainly native speaker culture. From textbook analysis, mainly native speaker culture is represented in the textbooks that the participants use to teach. Unfortunately these teachers have only a very faint understanding of the concept of English as an international language. The three teachers still think getting native speaker proficiency is the goal of English language teaching and learning.

During this preliminary phase, it was found out that some items on the pilot questionnaire were repetitive and had to be dropped or restructured (see appendix B). Also the number of periods used for observation was found not to be sufficient because the teachers who were the participants could have lessons on grammar or other language aspects not related to culture during the four observation periods per teacher. The number of observation periods had to be increased during the real study. Most important of all is the fact that the semi-structured interview (originally used) was recognized as not being a powerful enough tool to ascertain what teachers who were the participants actually do in term of teaching culture in the language classroom.

The semi-structured interview was revised to become an in-depth interview. The in-depth interview permitted this researcher to have a more profound understanding of the participants' classroom practices. Sample questions for the in-depth interview include questions such as "How are you able to teach culture in the classroom when textbooks that are used seem not to have much information about the target and L1 cultures?" The main reason to switch to an in-depth interview was to provide more open-ended questions which gave room for more profound probing of responses provided by the participants. Lastly, this researcher also decided to get lesson plans and textbooks from the participants in order to view what aspects of culture they include in their lesson plans and cultural content of the textbooks.

Given that four out of five of the participants in the pilot phase rarely taught about the external aspects of culture because they think their students learnt about that

at primary school level, this researcher decided to outline the results of the preliminary study thematically mainly with the internal aspects of culture as follows:

a) Appropriate Choices of Conversation Topics

All of the respondents teach some aspects of culture in the classroom sometimes and the respondents thought that the topics for conversation do not differ from the conversation topics in L1. However only one respondent actually taught almost all the aspects of culture found on the check list in Appendix A. There was one of the respondents to the questionnaire who taught just two aspects of external culture and two aspects of internal culture. Actually, this one respondent is of the opinion culture instruction in the EFL classroom is not important and that the effects are not long-lasting. To quote her (Toni- not her real name), "*the language classroom is not the right venue to teach culture*". This respondent also assumes that the students she teaches have much intercultural awareness in the language classroom because they use the Internet.

b) Rituals of greetings and leave taking

All the participants answered that teaching about greetings is not a priority except in the case where it arises in the course book and it is usually taught by role play. The participants however answered that they explain politeness in greetings with respect to age and gender. All the participants also acknowledged that they presented different patterns of greetings in formal and informal settings such as *"hi"* and *"good morning"* They also explained to student that expressions for leave taking and greetings are not interchangeable such as *"goodbye"* for leave taking and *"hello"* for greetings. Generally, all participants agreed that rituals of greeting and leave taking

are quiet similar across cultures. Role play, they insisted, is the main technique used to teach rituals of greetings and leave taking.

c) **Non-verbal expression of gratitude**

All participants agreed that is quite difficult to teach non-verbal expression of gratitude because of the age and proficiency of their students and they also indicated that the chance rarely arises when they need to explain non-verbal expression of gratitude.

d) **Appropriate ways of complaining or criticizing**

Four out of five participants agreed that they teach about ways of complaining and criticizing as the chance may arise in the course book. Once again, the technique used is role play, for example, complaining about poor services at a food shop or restaurant. They five participant also accepted that they teach the students to be polite when complaining or criticizing because politeness is a value that is present in all cultures.

e) **Dangers of negative stereotyping**

Once again, four of the five participants agreed that they teach about the dangers of negative stereotyping particularly when it comes to racial issues. For example, Mimi from Africa needs to explain that "*Africa is not a country and so there is no homogeneity of cultural aspects that pertain to Africa*". The four participants agree that teaching about negative stereotyping creates the chance for them to teach more about different cultures in the world. However, they think it is quite a sensitive issue given the learners age and cultural experience.

f) **Variation of personal space from one culture to another**

All the participants had never given any thought about teaching anything that concerns variation of personal space in the target and first language cultures.

g) **Culture shock**

All of the five participants agreed that they teach some aspects of culture shock because the culture of English language and Thai culture are markedly different. For example, Mimi said she "*explain to Thai students that kissing is a form of greeting that exist in some English speaking cultures unlike in Thai culture where kissing may seem a weird way of greeting.*"

To summarize, it was evident from the preliminary study that culture was not completely left out in English language classrooms at secondary school level in North East Thailand. It was also realized that the items of culture taught were taught when the situation arose for the teachers to teach culture. The teachers had no deliberate intention to include culture in their lessons. Because of the fact that culture was not completely left out, this researcher decided to go on and do the complete study.

The summary of the methodology is presented below.
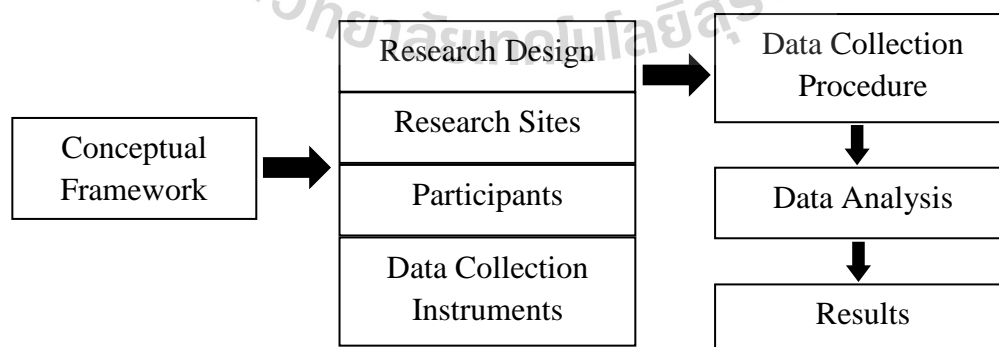
Fig. 3.3 Summary of the methodology

3.9 Timeframe of the Research:

The present study was conducted over a period of two months; August and September 2016. The month of August was spent collecting data in the school in Pakchong district while the month of September was spent collecting data in the school in Pakthongchai district of Nakhon Ratchasima province. A larger part of the time was spent on observation since most of the participants were expected to complete the interviews during the first week of studies in their respective schools. The data analysis procedure could however call for changes to be made to the present timeframe.

3.10 Summary

To conclude, this chapter provides information about the conceptual framework, research design, research sites, participants' characteristics, data collection and a description of the instruments employed, the data collection procedure and the result of the pilot study.

CHAPTER 4

RESULTS

This chapter presents the results obtained after administration of the research tools - namely, the textbook analysis, lesson plan analysis, in-depth interview, focus group interview and classroom observation. The findings are presented such as to answer the three research questions of this study related to the aspects of culture taught in classrooms, the approaches used and the problems encountered in that order.

4.1 Research Question 1: What Aspects of Culture are Taught in EFL Classrooms at Secondary School Level the North East Thailand?

Knowing the aspects of culture that are taught in EFL classrooms at secondary school level in North East Thailand was the aim of the first research question. Analysis of the textbooks used in classrooms for culture content, the in-depth interview and classroom observation were the instruments used to determine the aspects of culture taught in classrooms.

Fourteen aspects of culture were presented for this study. Aspects of culture that were chosen are the aspects that Yuen (2011) singled out and classified as being important or relevant for the students to develop the required intercultural communicative competence at the level at which they study – secondary school.

Yuen's aspects were moderated to match other recent research work on the topic of culture (Xiao, 2011; Nomnian, 2013) in the Thai context These aspects could be grouped as products, perspectives, practices and persons associated with a given culture. The emergent themes of culture from Yuen (2011) include artifacts, places, institutions, operations, scenarios, lives and art forms. These aspects of culture taught were adapted from Weaver's Cultural Iceberg shown in Chapter 2. It emerged that both aspects of culture were taught but both aspects of culture were not given the same focus during classroom sessions. The cultural aspects include patterns of behavior accepted by society – "what we do, when we do and where". These cultural aspects include rites of passage and forms of discourse (Lafayette, 1998). The products include the tangibles (sculpture, literature, paintings etc.) and intangibles (political system, education system etc.) and the perspectives include popular beliefs, values and assumptions held by members of a given culture. This view of cultural aspects enables the selected aspects to fit into Weaver's Iceberg on themes of external and internal culture.

Table 4.1 Aspects of culture taught in classrooms and their topics

Aspects of culture	Item	Definition Topics/Aspects	Source Culture	Target Culture	International culture
External Aspects	Arts	Painting and sculpture	-	-	-
	Economy	current social and political events	-	-	-
	History	Background of country	-	3	-
	Geography	Photos or videos of famous sites	4	6	4
	Literature	Short stories, poems etc.	-	4	-
	Music	Information about singers and lyrics	-	3	1
	Education	Educational system	6	6	1
Internal Aspects	Choices for conversation	Appropriate topics	-	7	-
	Rituals	Greetings and leave taking	7	8	-
	Non-verbal expression of gratitude	Signs and gestures: "wai", "thumbs up"	-	-	-
	Appropriate ways of complaining or criticizing	Basic etiquette	-	8	-
	Stereotyping	Dangers of negative stereotyping	0	4	1
	Variation of personal space from on culture to another.		-	-	-
	Culture shock		1	4	1

The numbers in the table represent the number of participants who taught a given theme of culture and which culture (source, native speaking or international) was taught. For example, on the theme of culture shock, one participant taught culture shock from the perspective of the source culture, four participants from the target culture perspective and one participant from the perspective of international culture. The classification of categories of which culture was taught in the classrooms is based on Cortazzi and Jin (1999). The source culture is the L1 culture (Thai culture in this case). It is assumed that Cortazzi and Jins' categorization is what informs textbooks, classroom practice and selection of other teaching materials for teaching culture in the language classroom.

From what has been found out based on the cultural categories, the target language culture which most of the participants interpret as native speaker (USA, UK, Canada, Australia, New Zealand) culture, was the main focus of the participants in the language classroom whenever a theme of culture was taught. The next point of focus was the source or L1 culture and lastly the culture of English as an international language – being the culture of other users of English (international culture). The culture of English as an international language was however more significant when the cultural theme was on geography, about which four of the eight participants taught regularly. The most recurrent theme of culture taught was the rituals of greetings and leave taking. On this theme, the participants' focus was on both the native speaker culture and the source culture. Cultural themes like arts and economy were left out by the participants in this study in classroom practice. None of the particpants could explain why arts and economy were left out in their lessons. None of the participants

could explain why they do not teach non-verbal expression of gratitude and variation of personal space.

4.1.1 External Aspects of Culture Taught in Classrooms

Seven aspects of external culture were chosen based on Weaver's Cultural Iceberg for this study. The seven aspects were selected to suit the level at which the participants of this study teach English and because of the clarity with which these cultural aspects fit into Weaver's Cultural Iceberg. Researchers' (Yuen, 2011; Nomnian, 2013) work on culture in the language classroom in Thailand have also helped to guide the choices of aspects of culture selected to be investigated. Of the seven external aspects, two of them (arts and economy) were completely neglected in classrooms. The rest of the other cultural themes - five in number, were taught to different extents in the classrooms. The external aspects that were taught were also represented in textbooks and shown from textbook analysis below. The exernal cultural aspects of arts and economy were represented in text but they were not taught and the participants all complained during the in-depth interview and the focus group about time constraint when asked why they did not teach these aspects. From the lesson plan analysis and classroom observation, it was confirmed that both arts and economy were left out.

The table that follows show the results of textbook analysis for external aspects of culture presented in the different textbooks.

Table 4.2 Analysis of External aspects of culture presented in analyzed textbooks

(D=dialogue, P = picture, A =activities)

Textbooks Big "C" Categories (External Aspects of culture)	MEGA GOAL 5 (2008)			Reading in Focus(2008)			MEGA GOAL 1 (2007)		
	D	P	A	D	P	A	D	P	A
Arts								1	
Economy		1							
History									
Geography		3							
Literature									
Music									
Education		1		1					

The aspects of external culture taught in classrooms are shown in the sub sections that follow.

4.1.1.1 History

Three of the eight participants taught aspects of history related to the native speakers of English by telling the students about historical events but made no reference to the history of the source culture or the history of other speakers of the English language as observed by this researcher during classroom time. From textbook analysis, the aspect of history was absent in all three textbooks analyzed. It was also not found in the lesson plan analysis. During the focus group interview five the particpants who took part thought it was not important to teach history and this researcher did not observe any history being taught during the duration of the study.

However, from the in-depth interview, Mark, an American who teaches at Pakchong School for the past thirteen years said " *history is not important for my language classroom sessions because it cannot help the students learn any English but I find time to mention British/American history to explain differences in spelling some words – little things like that*". Nora, another teacher from Pakchong school too told this researcher that "*I have never thought about teaching history in my classroom except when I have to explain why more Fillipinos can speak English because of their historical links with the USA*". Mimi from Cameroon, the third participant who taught History said "*I teach History just to explain why I am not a native speaker but can still speak and teach English – This occurs on rare occasions*".

The other five participants thought it is not relevant to teach aspects of history in the language classrooms. Aspects of history was absent in the textbooks and lesson

plans analyzed for cultural content, so this left most of the participants with little or no chance to teach about aspects of history as a cultural theme. The list of the table of contents for the three textbooks analyzed presented in Appendix E shows that aspects of history are absent in the textbooks except in Mega Goal 1 which includes historical aspects on pages 18 and 19 shown below.

8 Reading 📖

Before Reading

What kinds of things do you see in museums?

Museum *of* Science

The museum has a lot of things from the world of science and technology. See over 800 exhibits and over 2,000 interactive units.

- Walk through the six-meter model of a human heart.
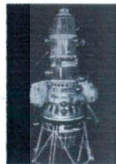
- See the first spacecraft to go around the moon!

- Go inside a German submarine from World War II, 1944.

Special Attractions

Now Open!
LEONARDO DA VINCI exhibit

Discover the inventions of the famous painter--a man truly before his time!

Omnimax 3-D Theater
Greece

See the film, and take a journey back in time to the birthplace of Western civilization.

Buy tickets online.
Museum Site: www.msiusa.org

After Reading

Complete the sentences.

1. The museum has things from the world of _____.
2. The six-meter model is of a _____.
3. The inventions are by _____.
4. The movie is about _____.

Discussion

1. Are there museums in your town?
2. What's the most famous museum in your country? What is in it?
3. What's your favorite museum? What section?

9 Writing ✏️

Write about your favorite things in a museum you know.

10 Project ⚙️

Make a brochure for a museum and label objects in it. Use drawings or photos from the Internet or magazines.

19

Fig. 4.1 History items

4.1.1.2 Geography

A majority of the eight participants taught aspects of culture related to the geography mainly focusing on native speaking countries but four participants also dwelled on source country geographically-related cultural aspects and also that of other English speaking areas of the world. Themes on geography were also represented twice in two of the books analyzed so the participants had the chance to include that in their lessons although the participants did not have this theme on the lesson plans. During classroom time, this researcher observed that the theme on geography was recurrent as most students ask questions to their teachers about different aspects of geography such as climate and traveling. Examples of representations on geography theme can be seen below on pages 18 and 24 of Mega Goal 5.
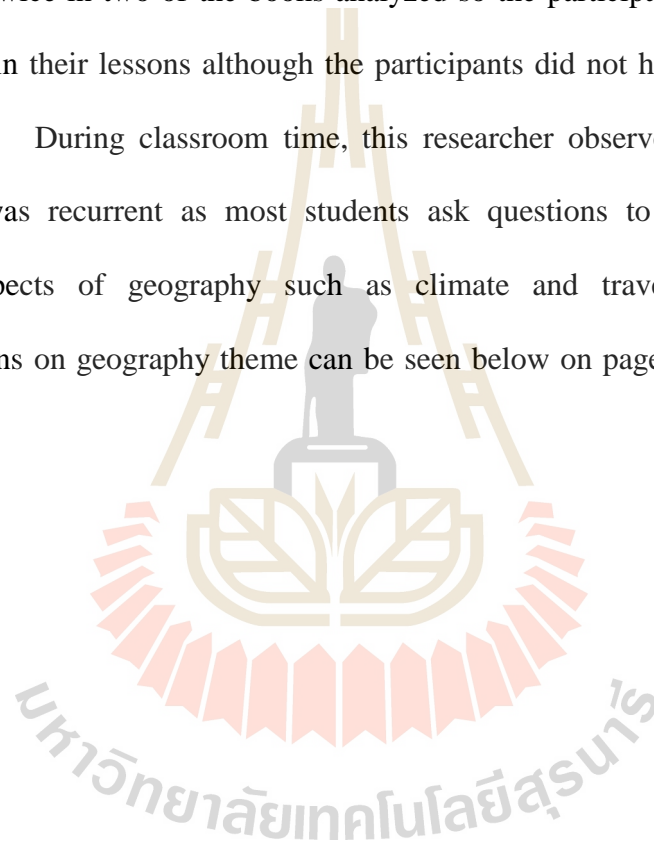
3 Far and Away

1 Listen and Discuss

1. What is the most interesting place you have traveled to?
2. If you could travel anywhere in the world, where would you go? Why?
3. Read about these unusual hotels. Which would you like to stay at? Why?

Jules' Undersea Lodge
Florida, USA

Undoubtedly, most people have never been to a hotel like Jules' Undersea Lodge before. This extremely unusual hotel, located in Key Largo, Florida, is on the ocean floor! Guests scuba dive to the hotel's one unit, which is over 19 feet (six meters) below the surface. The unit includes two bedrooms, a television, and 50-inch (107-centimeter) circular windows that offer views of passing sea life.
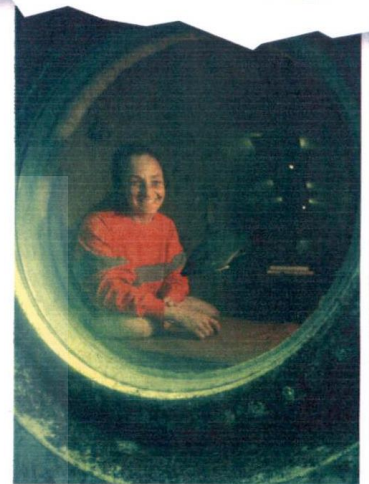
Capsule hotels
Throughout Japan

In recent years, capsule hotels have gained widespread popularity in Japan. Capsule hotels are hotels in which guests stay in a small sleeping space that is just big enough for a bed. There is so little room that some people can scarcely sit up in these capsules. However, in expensive cities, capsule hotels offer a relatively inexpensive alternative to more traditional hotels.

Ariau Amazon Towers Hotel
Manaus, Brazil

Ariau Amazon Towers Hotel in Manaus, Brazil, is the world's largest commercial tree house. Amazingly, Ariau's towers are built at the level of the rainforest treetops, about 72 feet (22 meters) in the air. The towers are linked together by four miles (six kilometers) of wooden catwalks. This very unusual setting gives guests the unique opportunity to experience the plant and animal life of the rainforest canopy while leaving the rainforest's ecosystem undisturbed.

18
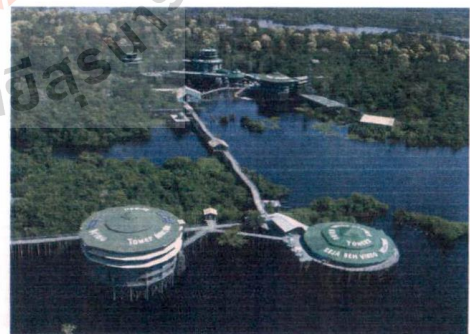
Fig. 4.2 Geography items

3 Far and Away

8 Reading 📖

Before Reading

Eco- means "related to the earth or environment." What do you think *ecotourism* means?

Ecotourism: See the World While Saving It
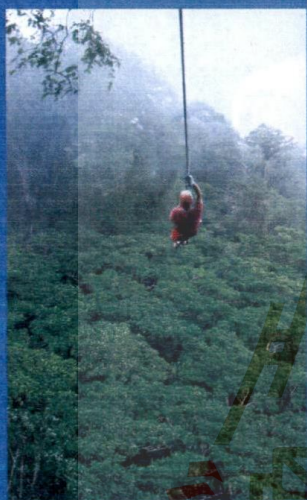
Imagine vacationing in a place of stunning, natural beauty. Picture yourself relaxing on a pristine beach in Belize, exploring the desert on a camel in Dubai, or following lions and zebras in Kenya. Now imagine that while enjoying these experiences, you are also helping to preserve the environment, protect wildlife, and support local communities. Sound too good to be true? It isn't! Such vacations are part of the fastest growing trend in the travel industry. The trend is called ecotourism.

While ecotourism was almost unheard of before the 1990s, it has quickly become a multi-billion dollar industry. But what exactly *is* ecotourism? These are some of its characteristics:

- It involves travel to natural, often remote, destinations. These are often protected areas where development is limited.
- Ecotourism destinations focus on recycling, water conservation, and using renewable energy sources.
- It builds environmental awareness. As visitors explore an area, they also learn about it.
- It provides an economic incentive to preserve the environment and raises money to help protect it.
- It creates financial opportunities and jobs for the local population.

Costa Rica was one of the first ecotourism success stories. At one time, Costa Rica had the highest rate of deforestation in all of Latin America. However, since ecotourism, there has been a dramatic reduction in deforestation. Now, more than a quarter of Costa Rica's land is protected from development. Costa Rica is now the world's top ecotourism destination. Amazingly, this small country of four million people has about 1.5 million visitors per year.

Stacy Davison is one of the million-plus tourists who chose to visit Costa Rica this year. "We wanted to explore a country that was largely unspoiled by development. And, boy, did we get what we were looking for! We saw beautiful beaches, lush rainforest, and exotic wildlife." Stacy is especially enthusiastic about a wildlife refuge she and her husband visited during their trip. "Getting there took four hours by bus along an unpaved road. But it was so beautiful that it was worth it. We hiked the trails and took a tour through the rainforest canopy. Our guide showed us how to poke a stick into a termite nest to get a snack (They have a nutty flavor!), and how to use live leaf-cutter ants to create stitches for a cut. It was quite an amazing experience!"

24

Fig. 4.3 Geography items

8 Reading

Before Reading

Look at the pictures and the map.
What do you think the reading is about?
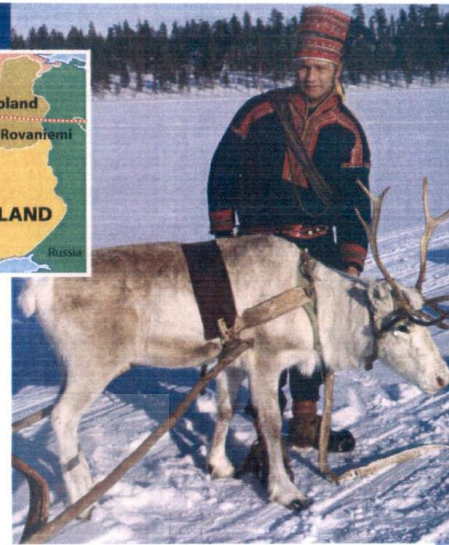
Lapland:
The Home
of Santa Claus

Mr. Santa Claus
Santa Claus Village
Arctic Circle
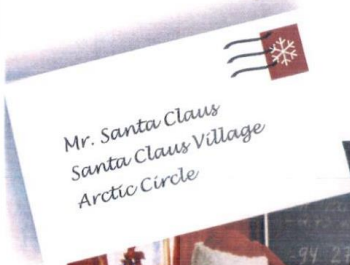
My name is Hannun, and I'm from Lapland. Lapland is a region in Finland near the Arctic Circle. It's very cold, and from December to January, it's dark most of the time. I live here with my family and my reindeer.
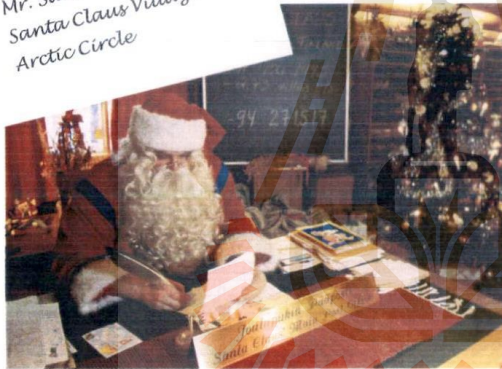
The main city of Lapland is Rovaniemi. It's a famous town in the north of Finland. It's the home of Santa Claus, too. The town's Santa Claus Village is a popular tourist attraction. Every year the post office receives hundreds of thousands of letters from children all over the world. It often receives more than 500,000 letters from about 185 countries. The children write to Santa to ask for Christmas presents.

After Reading

Complete the chart.

Name of person	
Region	
Country	
Famous town	
Famous attraction	

9 Writing

Write and give to your teacher: your street address, telephone number, and email address. Your teacher can make a class directory.

10 Project

In a group, make a chart with the following information about your country: capital, population, language(s), principal cities, places of interest.

25

Fig. 4.4 Geography items

During observation time in classrooms, it was noted that the students were particularly interested to talk and listen about the geography theme hence providing a means for constructive and meaningful dialogue in the classroom setting. The most common geographical aspect was that of weather and seasonal differences. For example, some students asked Cora, if she has dark skin because her country is hot and Cora too the opportunity to talk to the students about Afica being very diverse in terms of weather climate and scenery. Not only did the students talk about scenery, they also talked about visiting as tourists which is geographical talk as well. This particular lesson was on the theme " Ecotourism".

The participants who taught this cultural theme (Mark, Nora, Mimi, Cora, Naya and Nico) could talk about the differences in seasons between temperate native English speaking countries and Thailand. This seasonal differences caught the students'attention because most of them are still in awe of snow which does not fall in Thailand. During observation of these six participants who taught geographically related themes, it was also noted that they easily talked about travel within and without Thailand and this talk almost always got the students to talk and ask questions in the classroom sessions. Once again, Mark from America always had time to recount his weekend stories and said during the focus group interview that "*I explain my weekend trips to my class and this serves as an icebreaker for lessons"* . Cora, from Cameroon said *"I often have something to say and answer about my country and compare with curious Thai students. They ask about climate and vegetation mostly. They almost always ask me if we have snow in my country –they love it"*. Nico said she felt comfortable telling her students about different places she knows about in the

world because her students mostly "*listen to me more and ask more questions when I talk about the world*" . The teaching technique observed in Cora' s class was the culture aside technique where she had to talk to and with the students because the chance occurred for teaching and talking on ecotourism. However, very little was said about Thailand except for the fact that some students asked her where she liked to visit most in Thailand.

When asked if she taught them about countries of other speakers of English, she answered "*I talk much of the time about USA, UK…..sometimes about Australia too*". Mimi reported that her students were most often the initiators of dialogue about geography because they wanted to know if she had dark skin because of the hot climate in her country. Mimi reported also that "*it becomes more relaxing and easy to communicate with my students in English at such moments*". Naya said that he talked about the geography of different countries such as Japan and his native India *" just because the students are sometimes curious to know about these and other places"* . Naya did not use any teaching or learning aids but asked the students to use google and find out more about the world when the need arises. Themes on geography were absent in all Naya's lesson plans that were analyzed too. Nora, on two classroom observation occasions talked to her students about typhoons and storms in her country and compared this to the recurrent floods in Thailand. This researcher considered that to be small talk and not a major aspect of the lesson observed.

4.1.1.3 Literature

It was observed that half of the final eight participants taught aspects of literature during classroom time although they taught only aspects of native speaker

literature, mainly poems, rhymes, and songs used as lesson icebreakers. Short articles and stories found in the textbooks and the teacher's own resources such (as the Internet) were used to teach mostly listening and reading comprehension although predominantly about native speaking culture. This aspect of culture was however not included in the sections of analyzed textbooks nor in the lesson plans reviewed. The teachers who taught this aspect were of the opinion that it is not necessary since they are still required to teach mostly language structure and form. All participants who taught about this theme got the resources and materials from sources other than the prescribed textbooks; some from their personal library and mostly, the Internet. Nora from the Phillipines said, *"I think the students do not yet understand English well so they cannot understand literature easily"*. However, the researcher noted instances during classroom sessions when literature was taught unknowingly by the teachers through explanation of events in passages found in musical text and reading comprehension texts such as the one shown below from page 25 of Mega Goal 1.

Naya said, "*I often read stories like Snow White and the Seven Dwarfs to my students when I can find the time to do so. I do this because I can find this on the Internet and can show them pictures too…the kids love it"*. The researcher observed that Mark and Naya taught poems too but they did not figure that they were teaching literature. Mimi asked students to tell short stories in class to encourage speaking practice but she did not think it was literature too as she understands it.

4.1.1.4 Music

Mimi from Cameroon, Nico and Toni (Fillipinas) from Prachaniramit school taught items on the theme of music. During classroom observation time, the above mentioned three participants answered questions from students about popular songs in

English and in one instant even asked Mimi to do a song which is a background song in the movie "Fast and Furious" . Mimi could not but explained the use of and meaning of lyrics in English. Some background information was also provided on the singers. This theme was also found to arouse students' interest in classroom participation. The main focus was to teach about music as something that belongs to international culture. The theme on music was observed to be more useful in the lower secondary grade classrooms. However, when asked if she ever talks about Thai music, Nico said "*I don't. I can't understand much when I listen to Thai music".* Toni had a similar response: *" I rarely think or listen to Thai music. The language is not easy for me to understand so I never care about Thai music".* Such responses show the barrier that keeps the teachers in this study from teaching music in classrooms adequately. Mimi told her students that she hardly listens to Thai music whenever they asked her but she helps them to understand the lyrics of some popular songs in English. When asked if they had any cultural focus in mind when they teach about music, Mimi, Nico and Toni all said they teach and explain what songs that are sung in English are about whenever they can but not focusing on culture(s) other than that of the native speakers of English.

4.1.1.5 Education

Education was one of the cultural themes that were most recurrent in the language classroom during this study. Six of the participants (Mark, Cora, Toni, Naya, Nico and Nora) taught about education as an aspect of culture, predominantly native speaker and source culture. One participant also taught aspects of culture related to other countries who are also speakers of English. During classroom

observation, some students asked repetitively if classroom and school life is the same in the participants' countries.

Cora from Cameroon explained the difference in the educational system in Cameroon and that of Thailand and other English speaking countries. She mostly talked about the number of years that students have to spend in school from kindergarten, through primary and secondary school before they can enter the university. Mark from the USA explained to his students that "*it is essential for them to know English if they wish to study in the US or other English-speaking countries in future because the language of instruction is predominantly English in most schools*"

Although the theme of education did not appear in the analyzed textbooks, neither in the lesson plans of participants, it was still of much use in culture instruction to the participants and students during classroom sessions because the six participants said that the students were curious to find out what happens in terms of education in the participants' countries and how that can be compared with their Thailand. All six participants told this researcher that their students were interested in undertaking exchange programs to countries where English is spoken but that they were not too sure if they will be able to communicate well when they are in schools in these countries.

To summarize, five out of seven aspects of external culture selected based on Weaver's Cultural Iceberg, Nomnian (2013) and Yuen (2011) investigated in this study were taught by some of the participants. The extent to which these five aspects were practiced differ markedly, with education and geography being the most recurrent themes followed by literature, music and history. The arts and economy

themes were completely neglected by the participants during classroom sessions. More focus was also placed on native speaker culture than on source culture and the culture of all other users of English language. It was noted that whatever aspects of external culture were taught, it was done so explicitly by lengthy explanations about the culture theme by the teachers and on rare occasions by using clips of video from the Internet. Cora from Cameroon explained that *"English is taught from the first day at school until the last day"* and that it is compulsory to pass a general English exam too as required in Thailand and that English is one of the two main languages of instruction at all levels in school, the other one being French language.

The results of this study are different from others in the sense that this study found that external aspects were taught in classrooms at secondary school level in the research site although it was not the focus in the language classrooms. Previous studies looked at the aspect of teaching and learning culture in Thailand without looking at specific aspects of culture

4.1.2 Internal Aspects of Culture Taught in Classrooms

A total of seven aspects of internal culture based on previous studies (Weaver, 1984; Nomnian, 2013; Yuen, 2013) were also selected to be investigated in this study. These aspects where selected because they are considered as those aspects which can be easily taught following Arries "Acivity School" process recommended for teaching culture in classrooms. It was observed that internal aspects of culture were taught in classrooms by the participants. However, some themes on culture were more preponderant than others in the different textbooks used and during classroom sessions. After analyzing the textbooks used in teaching for cultural content, one

(Mega Goals 1) out of three textbooks used was found to contain a good number of internal cultural items in terms of activity, pictures and dialogue on the theme of rituals of greetings and leave taking as can be seen from the table below and also on pages 2, 5 and 6 (see figs. 4.5, 4.6 and 4.7). The table that follows shows the textbook analysis for the different aspects of internal culture presented in the textbooks.

Table 4.3 Analysis of Internal Aspects of culture presented in Analyzed Textbooks

Textbooks Small"c" Categories (Internal aspects of culture)	MEGA GOAL 5 (2016)			Reading in Focus 1-3 (2016)			MEGA GOAL 1 (2007)		
	D	P	A	D	P	A	D	P	A
Appropriate choices on conversation								1	
Rituals of greetings and leave taking							15	14	1
Non-verbal expression of gratitude									
Appropriate ways of complaining and criticizing									
Dangers of stereotyping									
Variation of personal space		1							
Culture shock									

However, this study sought to explore the teaching of the themes of internal aspects of culture on a one-by-one basis, leaving out selected internal cultural themes (from the seven selected) that were not taught in the classrooms by the participants. Internal aspects of culture taught by some of the participants are presented in the subsections that follow.

4.1.2.1 Appropriate Choices for Conversation Topics

Seven out of the eight participants of this study taught about appropriate choices for conversation topics. These seven participants however did not teach that such topics could vary across cultures, so they focused only on the culture of native speakers of English, leaving out the source and international culture. The participants considered teaching culture of the Inner Circle of English speaking countries. Mimi from Cameroon who teaches at Prachaniramit School said *"I teach my students appropriate choices for conversation topics because there are cultural taboos we don't talk about, even in Thailand"*. He told the researcher that he does this when taboo topics come up in the classroom. I asked him how he decides between what is taboo and what is not. He answered the occasion rarely arises for him to explain taboos but that he feels the students know what to talk about and what not to talk about. This theme of culture was not found in the textbooks that were analyzed or in the lesson plans provided by the teachers.

4.1.2.2 Rituals of Greetings and Leave Taking

All the participants taught about the rituals of greetings and leave taking with seven of them teaching both native speaker culture and source culture on this theme. Nora compared the Thai *wai* to native speaker handshaking observably teaching about

the culture of other users of English on this theme. Nora thinks " *a comparison between the home culture and the target language culture is a very simple and straight forward way to teach culture* "

The theme on rituals of greetings and leave taking however appeared dominantly in only one of the textbooks that were analyzed for cultural content. The participants all had to draw lessons from other sources of teaching materials such as the Internet and this theme was also present in lesson plans provided by the participants. It was observed that this theme occurred during lessons on a daily basis if students made mistakes in performing the greeting or leave taking ritual. All the participants explained to students, in the words of one participant, "*a good bye cannot replace hello when greeting using English*" , the reason being that it has been an existing cultural practice for the users of English and by not following such cultural norms in greetings will be absurd.

Sample pages depicting greetings are shown below.

Fig. 4.5 Rituals of Greetings and Leave taking items

See you later.

D. Complete the conversations. Use the phrases in the box.

How are you	Good morning	Nice to meet you
See you later	My name is	Good evening

1. My name is Robert, but my friends call me Bob.
I'm Sarah.

2. This is Carol. — good morning, I'm Jeff.

3. Bye. Take care.

How are you, Rick? — Fine, thanks.

4. good evening, My name is Joseph. — Good evening, Joseph.

5.

6. Hi, Vicky. — _____, Ken.

4 Pronunciation

Listen to the intonation. Then practice.

What's your name?   How are you?   How's it going?

5 Listening

Listen. Mark the correct response.

1. a. ___ Not bad.
   b. ___ Thank you.
2. a. ___ My name is Brad.
   b. ___ Goodbye.
3. a. ___ Nice to meet you.
   b. ___ I'm OK.
4. a. ___ Good morning, Miss Jones.
   b. ___ Hi. How are you?
5. a. ___ Goodbye.
   b. ___ Fine, thanks.
6. a. ___ Nice to meet you.
   b. ___ Take care.

6 About You

1. How do you spell your first name?
2. How do you spell your last name?
3. What do your friends call you?
4. What's your best friend's name?
5. What's your dad's name?
6. What's your mom's name?
7. What's your teacher's name?
8. How are you today?

5

Fig. 4.6 Rituals of Greetings and Leave taking items

1 Good Morning!

7 Conversation

Carlos: Are you Rick Morgan?

Rick: Yes.

Carlos: Hi. I'm Carlos Rodriguez. I'm from your host family.

Rick: Nice to meet you, Carlos.

Carlos: Nice to meet you, too. Welcome to Spain.

Rick: Thank you.

Carlos: So, is this your first time here?

Rick: Yes. I'm very excited.

Carlos: All the family is at home, and a big meal is ready for you.

Rick: Great. I'm starving. The food on planes is terrible.

Your Turn

You are meeting a stranger at the airport. Make up a conversation with a classmate.

A: Are you (Mr. / Mrs. / Dr.) _____?

B: Yes.

A: I'm _____.

B: Nice _____.

A: Nice _____, too.
    Welcome to _____.

B: Thank you.

A: _____ your first time here?

B: Yes. / No.

6

Fig. 4.7 Rituals of Greetings and Leave taking items

4.1.2.3 Appropriate Ways of Complaining or Criticizing

All eight participants of this study teach about appropriate ways of complaining and criticizing. They generally considered this theme as common across all cultures (they all affirmed so during the focus group interview) and so did not explain differences that may exist between the source culture and the culture of others who use English language. As observed during classroom time, the teachers always had the chance to explain this theme over in a reiterative manner because the students always had complains to make about their peers and not in a very polite manner. Most students interrupted the teacher in an inappropriate way and the teachers always used the chance to explain again to the students how to make complains or criticize. The participants often taught this theme under the topic of politeness and courtesy. *" Being polite is what every teacher must teach students*" said Jira, the Fillipina teacher at Pakchong School. This theme is however not represented in the textbooks analyzed for this study. The teachers all said that they get materials and resources to teach this theme from other sources and this theme was represented in most of the lesson plans. During classroom observation, this researcher found out that the participants repeatedly told their students polite ways of complaining about their classmates, friends, family members and even the teachers themselves. Mark said "*it is very easy for my students to forget even the classroom rules so I incessantly have to remind them of ways of complaining during classroom time"*. Nico, Haya, Mimi, Nora and Toni all agreed *that their students have a habit of complaining without permission and talking when they felt like doing so in class, so they all took time to remind them about complaining in the right way*. The above remarks from the participants who taught about appropriate ways of complaining and criticizing took

this aspect into serious consideration during classroom time.

4.1.2.4 Dangers of Negative Stereotyping

Four participants teach about the dangers of negative stereotyping although this theme is not represented in any of the textbooks that are used by the participants to teach. The theme is also not presented in their lesson plans but it was noted during classroom observation that these four participants had the chance to explain issues related to stereotyping in native speaker culture and international culture (by one participant). The one participant who is from India had to always explain for example, to his students that not all Indians are Hindus and so generalizations should not be made by their learners when they talk about religion in India and the world. Toni from The Phillipines explained to her students that "*not all Fillipinos have the Tagalog accent when they speak English*". During the focus group interview, most of the participants agreed that they teach something about negative stereotyping when the chance occurred during lessons and that they never planned that before. They taught this aspect in order to enable their students become aware that people come from different backgrounds although they make share the same language in communication.

4.1.2.5 Culture Shock

Of the eight participants, four taught about culture shock mainly about issues in native speaker culture and as well in the source culture and international culture. The participants mostly dealt with issues that are very much different from the predominant Thai culture in a typical Thai classroom setting. All participants in this study are from a different sociocultural background different from Thailand so it was

easy for them to find items of cultural practices that could lead to culture shock. For example, Mark, Mimi and Haya said some of their students find it not normal when they cannot clasp their palms during morning Buddhist prayer sessions in school. They think "we are unbelievers" not that we may come from a different sociocultural background. Culture shock too was not represented in the textbooks used and did not feature on lesson plans but could be explained spontaneously as observed in the classroom sessions.

It can be observed that of the fourteen themes on culture chosen for this study, ten themes were taught in different classrooms at the different research sites. At first sight, this seem to mean that culture instruction done in language classrooms at junior high school level in North East Thailand but this is not completely true. Not all the participants who are the subjects of this study teach all the ten culture items found to be taught by this study. Those who teach culture also have not focused on the culture of English as an international language but on the culture of native speaker countries mostly. The section above and the explanationprovides the answer to the first research question which seeks to find out what aspects of culture are taught in EFL classrooms at secondary school level in N. E. Thailand.

In sum the following five aspects of internal culture was taught in classrooms: appropriate choices for conversation topics, rituals of greetings and leave taking, appropriate ways of complaining and criticizing, dangers of negative stereotyping and culture shock.

From the main tools used to examine what aspects of external culture and internal culture was taught in this study, the classroom observation time was most

useful. Some of the cultural aspects taught were done so by the participants unknowingly even when it was not found in their lesson plans. During the in-depth interview, it was also found out that it is not possible to completely leave out culture themes during language lessons because cultural themes came up in all the participants' classrooms either explicitly or implicitly. More often, it was implicit particularly when aspects of internal culture were taught.

4.2 What are The Approaches, Methods and Techniques Used by Teachers to Teach Culture in EFL Classrooms at Secondary School Level in North East Thailand?

The aim of the third research question was to find out about the approaches, methods and techniques used by the participants to teach culture in classrooms. There are current approaches, methods and techniques which can be used to teach culture in language classrooms suitable for the level at which this study is done. The sub-sections that follow explain what techniques were used to teach the different cultural themes that arose in the language lessons. Some techniques were used and some were not used to teach items of culture. Only the techniques used by the participants of this study are explained below. The tools that were used to answer this question include classroom observation periods, the in-depth and focus group interviews. The findings from this subsection were used to answer the second research question. The findings are presented separately as in the subsections that follow.

4.2.1 The Slice-of-Life Technique

This technique was predominantly used by participants who taught about the dangers of negative stereotyping and culture shock. For example, the only participant from India, Haya had to explain to his students that not all Indians worship cows as the students in one of his classrooms thought. He used religious strife in his country to explain to students that there exist people " *with different cultural backgrounds all coming from India and mostly share English as a common language"*. Religious strife was a part of life in his native India used to explain some cultural aspect. The slice of life technique was also used to teach geographical aspects of culture such as comparing the *"predominantly flooded nature of Thai plains as opposed to the hills in Switzerland that favored animal farming unlike rice farming in Thailand"* as explained to the students by Mark during one of his classroom sessions that this researcher observed. This technique has been used by the partcipants when the chance came up in class. It was observed not be be a central culture teaching technique.

4.2.2 The Culture Aside Technique

The culture aside technique was used in combination with the dramatization technique to teach on the theme of rituals of greetings and leave taking. When the participants who used this technique wanted to teach on the cultural theme of rituals of greetings and leave taking, they explained and compared the way different people from different cultural backgrounds greet each other although they use English as a common language. The technique was usually accompanied by dramatization to show the students how the rituals of greetings and leave taking are practiced by native speaking people. It was almost always accompanied by role play of the learners. This

technique was also employed by the participants to teach ways of complaining and criticizing. It was accompanied by dramatization still to demonstrate impolite and polite ways of complaining and criticizing. The participants used this technique because they can employ it spontaneously to teach and explain issues of culture that arise in the classroom without prior preparation.

Mark from the USA told his students that they have to "*keep eye contact to show politeness and sincerity*" when they complain or criticize. He accompanied this aspect with a demonstration between him and a student.

Mimi from Cameroon indicated to his students that body posture was important when greeting people of a different social class which is also the case in Thailand for example, standing at akimbo is considered impolite when talking to other people. But he also mentioned that native speaking people also have their own norms of politeness when they greet or take leave

4.2.3 The Audio Monitor Unit

This technique was sometimes used to teach the rituals of greetings but it was a series of instructions (*whose hands to shake and to whom they had to wave*) which they had used more to teach the vocabulary involved in the rituals of greetings and leave taking. Nora gave to follow during role play. Haya also used this technique to teach the rituals of greeting and leave taking. However, focus was on the way native speakers of English practice this ritual. This technique got the students excited and more involved in classroom activities. During classroom observation, the students listen to and follow instructions from the teacher about what act they were expect to perfom or what they where expected to say for example Haya asked students to shake

hands and say words about greetings according to what time of the day the lesson was taking place (for example, good morning or good afternnon or good bye, see you).

4.2.4 Dramatization

This technique was mostly used to teach the internal aspects of culture, mainly the rituals of greetings and leave taking together with appropriate ways of complaining and criticizing. It was done by role play involving the students taking turns in acting out different roles, the students being guided by the teacher. The observed sessions when dramatization was used were quite interesting and humorous, providing opportunity for authentic learning. All the participants who taught cultural aspects used this technique in their lessons and sometimes spontaneously to help to clarify cultural issues that they could not explain using just words.

As concerns on the approaches, methods and techniques employed in culture instruction, it should be noted that all of the participants had no pre-planned focus to teach culture; all of them said so during the in-depth interview. They taught some aspects of culture thinking that they are teaching just listening and speaking as required of them by the school curriculum at the two sites where this study was conducted. In order to answer the second research question, this researcher had to decipher what teaching approach, method or technique was being used during classroom observation time. Most of the participants of this study mostly used a combination of more than one teaching technique to teach a particular cultural theme. No clear-cut differences could be noted in the techniques used by the native speaking participants and the non-native speaking participants to teach lessons with cultural themes. They all seem to be a homogenous group, their differences in origin and

teaching experience notwithstanding. Dramatization, slice of life technique and role play were the most frequent methods/ techniques used in the classrooms by the participants.

To conclude, this study found out that two approaches and four methods/techniques which have been currently used to teach culture predominate in classrooms. The main instrument used to know the approaches were classroom observation, the in-depth interview and the focus group interview. The two approaches are the mono-cultural approach and the intercultural approach, although the mono-cultural approach was used by all the participants. Which approach or technique that takes precedence over the others is the decision of the participant teacher and the task to be taught or performed by the students. During classroom activities, it was noted that more than on approach or technique was used by all the participants during lessons.

4.3 What are the Problems that Arise in Culture Instruction in EFL Classrooms at Secondary School Level in North East Thailand?

This question aims to find out the major problems that occur in the classrooms during culture instruction in classrooms at the research sites. The focus group interview was the main tool used to find out the problems that arose in classrooms during language instruction. The problems that arose in culture in the language classroom existed at four levels. These levels include: the students, the teachers, the teaching materials and the school curriculum. Each of the four levels was considered separately in the present study although all four levels are interrelated. Most of the

problems were shared in common by all the participants who took part in the focus group interview. Some of the problems were also observed by this researcher during classroom time. Some of the most easily observed problems was the students' passiveness. Some students actually did not want to listen to the teacher and talked more between themselves. In some rooms, the students were walking around the classroom during lessons not matter the fact that the teachers tried to make them take their seats.

4.3.1 The Students

The students who study at secondary school level in Thailand generally have been studying English for at six years. Their proficiency level is quite low and so they generally have a low level of knowledge about aspects of culture that come up in the language classrooms. As observed, throughout all the classrooms, this current study reveals that very few students could understand basic English so it was difficult to explain aspects of culture to the students and make them understand.

The students spoke Thai language to the teacher and expected the teachers to speak back to them in Thai about the cultural aspects being taught. It was noted during classroom observation time that in classrooms that lacked a Thai co-teacher, it was much more difficult to make the students understand the issues of culture that were taught. The participants who took part in the focus group interview shared the low proficiency level of the students as a common problem that they encounter.

Mark said that *" most students get bored at the start of class and often get irritated when pushed to participate in lessons"*. Cora said that her students only got interested in her classes when " *I make efforts to speak Thai. It is much fun for them"* . Mimi

complained that "*my students ask me to teach them what they want and not what I have to teach; it makes my job difficult*". Nora, Mark, Nico and Haya also agreed with Mimi that students mostly wanted to learn something else rather than what was planned and this led to lack of interest during classroom sessions. This researcher observed this fact in one of Mimi's classroom where she was asked to sing a song (from the movie "Fast and Furious") rather than teach. Most students were not motivated enough to communicate verbally because they do not find English useful in their present sociocultural context as this researcher found during classroom observation. They have been trained to pass just exams required by the Ministry of Education so they show little interest in learning English.

4.3.2 The Teachers

The outstanding problem with the teachers who were the participants of this study was their wrong perception of teaching and learning of culture in the language classroom and lack of sufficient cultural knowledge. For example, Mark, from the USA stated that "*the culture to be taught in language classrooms should be that of native English speakers in order to help students learn better English*". Nora, a Fillipino participant also has the view that "*the language classroom is not the proper place to teach culture*". Teachers with such opinion on culture in the language classrooms are most likely not going to include cultural items in their lessons as need be because of the way they perceive the role of culture in language learning. The teachers who are participants in this study have not had any prior training on the teaching of culture in English language classrooms although they have a good command of speaking, writing, reading and listening skills in the English language.

All participants went on to confirm this stating that they gained experience while on the job. Another problem with the teachers is the lack of any professional development training in teaching English once they start working. They complain that there is lack of avenues to develop their teaching skills and knowledge because most often their employers think they are skilled enough to teach efficiently and so do not find the need to organize or let them attend training sessions or take courses for professional development. Mimi, from Cameroon, said " I took Thai culture lessons for 20 hours just to fulfill the requirements of the teachers' council of Thailand to be able to interact better with Thai people and not to use it to teach in the classroom". He thinks more professionally oriented training opportunities should be provided by the Teachers Council of Thailand for professional development.

4.3.3 Teaching Materials

It has been found out that after analysis of the textbooks which are used in the classrooms at the research sites, culture was not highlighted in the choice of textbooks. All of the three textbooks that were analyzed for cultural content had no inclusion of the source culture either in the form of pictures, activities or dialogue. All of the cultural content was mainly native speaker culture (see extract pages in the appendix E) and some international culture. This made it difficult for the teachers to explain issues on the source culture as related to the culture of the target language. Another point about the teaching materials is that it did not match the proficiency level of the students. Six participants (Mimi, Mico, Mark, Nora, Haya and Jira) were of the opinion that their students seem not to have had enough previous knowledge about the English language to be able to use the textbooks chosen for them.Most often

the materials presented were at a higher proficiency level than that of the students. It was observed during classroom time that some students could barely read a few sentences from texts and understand. This made it difficult for students to follow lessons with correct understanding. Two participants, Toni and Cora, think that the textbooks were acceptable for the secondary school level but the students have to become more motivated to learn English**.**

4.3.4 The School Curriculum

The problem with the existing school curriculum that hinders the effective teaching of language is that it targets exams and not effective intercultural communication in English. All the participants of this study complained during the focus group interview about the pressure on them to get the students to pass exams rather than communicate effectively. Also, the school curriculum demands that more material be taught to students within very limited classroom hours- 50 minutes per session. All the participants complained that very limited teaching and learning can also occur within that time and so they have to focus more on teaching grammar and other structural aspects of English which are prioritized on the curriculum.

Looking at the results to answer the third research question, it is evident that some problems exist that hinder the smooth teaching and learning of culture at secondary school level in North East Thailand. The problems exist at the four levels of the teaching/learning debate namely: the students, the teachers, the curriculum and the teaching materials. The problems comprise the lack of student motivation and low student proficiency, inadequate professional development of teachers, inadequate

curriculum design and inappropriate teaching material used to teach and learn English.

4.4 Summary of the Results

This chapter has taken a look at the overall results as related to the research questions. The chapter has shown that aspects of culture were not well represented in prescribed textbooks used in the schools in this study. The focus was mostly on native speaker culture whenever cultural themes were represented. The teachers who are English teachers do not find it important to make culture an integral part of their classrooms because they themselves have a faint notion of what role culture plays in language teaching and learning. The result also show that although culture instruction in the language classroom was not completely left out, the approaches, methods and techniques used were almost limited to role play and dramatization leaving out other techniques which have been proven to be also effective in teaching and learning culture in the language classroom. The results also show that problems exist at different levels for all the stakeholders in the teaching and learning of culture in language learning- teachers, students, school policy makers.

The next chapter discusses the implications and limitations of the findings of this exploratory study and seeks to provide recommendations for further research.

CHAPTER 5

DISCUSSION

The present chapter will firstly provide a summary of this exploratory study as related to the three research questions and then move on to discuss about the findings from the instruments used for the study and detailed findings of observed classroom practices.

5.1 Summary of the Research Findings

This study was carried out to explore what he is practiced in teaching culture in EFL classrooms in North East Thailand at secondary school level. The study was a qualitative study using five main tools, namely textbook analysis, lesson plan analysis, an in-depth interview, a focus group interview and classroom observation. Three research questions had to be answered.

As an aide-memoire, the research questions were: 1) What aspects of culture are taught during culture instruction in EFL classrooms at secondary school level in North East Thailand? 2) What are the dominant approaches, methods and techniques used by the teachers to teach culture in the EFL classrooms at secondary school level in North East Thailand? 3) What are the major problems that arise in culture instruction in EFL classrooms at secondary school level in North East Thailand?

The research questions concerned the aspects of culture taught in classrooms, the approaches used and the problems encountered in culture instruction in EFL classrooms. In order to answer the research questions a preliminary study was done with five teachers at two secondary schools which were the research sites in Pakthongchai and Pakchong in Nakhonratchasima province, North East Thailand. A final phase was conducted with eight teachers, four from each research site. One of the participants in the final phase did not take part in the preliminary phase of the study. The study lasted over a period of four months and the results were analyzed by triangulation and interpretation of the data collected using the different research instruments.

The salient findings of this study are as follows) firstly, some aspects of internal and external culture (Weaver, 1986) were taught in the classrooms at both research sites. Ten out of the fourteen aspects of culture were taught. For the ten aspects of culture that came up during lessons, the attention paid to each theme varied, with some cultural themes completely left out. The representation of the cultural themes in the textbooks used at research sites varied. Some themes of culture were recurrent while some were completely left out. The teachers who were the participants in this study themselves had only a vague notion of what role culture has to play in the language classroom and did not know which items could be considered important and included in lessons for their classroom sessions. This researcher could know this from the answer and opinions they provided during the focus group interview and in-depth interview. The lesson plans contained aspects of culture that were also constantly overlooked or ignored by the participants. Some aspects were overlooked because of time constraints and some were deemed not important by the participants.

Secondly, of the eight major current teaching techniques which are used to teach culture in the language classroom, just three techniques were put into practice by the participants with dramatization coupled with role play being the most dominant technique. The mono-cultural and intercultural approaches were dominant. Next, is the issue of the teachers' knowledge about teaching of culture and how to effectively teach it in the language classroom. Lastly, this study sought to find out the major issues and problem areas that influence the teaching of culture in the language classroom at secondary level. The problems occurred at the level of the students, teachers, materials and the school curriculum.

The table below illustrates the findings as they relate to the three research questions
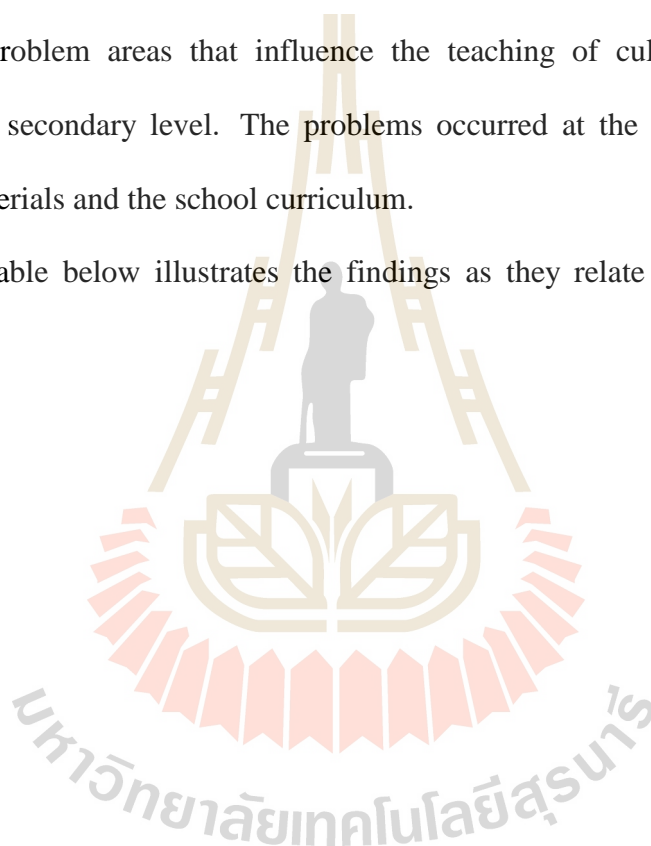
Table 5.1 Summary of the Research Findings.

Research Questions	Findings
Research Question1: What aspects of culture are taught during culture instruction in EFL classrooms at secondary school level in North East Thailand?	10 of the 14 items (history, geography, literature, music, education, appropriate choices for conversation topics, rituals of greetings and leave taking, appropriate ways of complaining and criticizing, dangers of negative stereotyping and culture shock) of external and internal culture were taught in classrooms with different amount of focus on target language culture, source culture and international culture. Arts, economy, personal space and non-verbal appreciation of gratitude
Research Question 2: What are the approaches, methods and techniques used to teach culture in EFL classrooms at secondary school level in North East Thailand?	Two main approaches were used to teach culture namely the mono-cultural approach and the intercultural approach. Out of eight current methods/techniques, only three were dominant in classroom practice- dramatization/role play, slice-of-life technique and culture aside technique.
Research Question 3: What are the problems that arise in culture instruction in EFL classrooms at secondary school level in North East Thailand?	Problems encountered were at four levels: low proficiency and insufficiently motivated students, undertrained teachers, inadequate curriculum and teaching materials such as the textbooks evaluated in this study.

5.2 Discussion of the Findings

Some recent research (Nomnian, 2011; Xu, 2015) has dwelled on the issue of culture instruction in language classroom and have proposed that focus should be on the aspects, teachers, approaches methods and techniques, not leaving out the problems that arise in teaching and learning of culture. These factors have been the focus of this study.

Possibly, neglect of the teaching of culture in the EFL classroom could be a reason for the low proficiency level of Thai students in English language as mentioned in the statement of the problem section in the first chapter of this study. A discussion on the effect of aspects of culture taught (or not taught), how these aspects are taught and the problems that arise are presented in the sections that follow. Previous research work done by some researchers (Holme, 2003, Roh, 2001, Seliger, 1998 Atkinson,1999) all indicate that culture is central in the learning of a second language so if culture is not integrated sufficiently and appropriately in language classrooms there is bound to be lapses in the teaching and learning process. Holme (2003) demonstrated that teachers who teach with a communicative view in mind seek to provide students with language that they will need to use in an increasingly globalized sociocultural context. If the present curriculum in Thai secondary school really aims to promote intercultural communicative competence of the students, then the issue of culture instruction in the language classroom needs more attention than is presently the case. A stepwise manner spanning from the aspect of culture taught to the problem that arise should be looked into.

5.2.1 Aspects of Culture Taught in Classrooms

As per the findings of this study, the aspects of culture taught can be represented as external and internal aspects. There exist factors that can influence what is taught in terms of culture in the language classrooms. One of these factors can be the types of tasks that are used by the teachers to teach English. Kramsch (2013) thinks that if teachers teach only the structural form of language and leave behind cultural tasks, this will not lead to the achievement of the intended goal of language teaching and learning. Specific tasks with specific intentions will most likely yield the desired results in teaching and learning of the language. This opinion is what is contested by some researchers like who think the classroom is not even the correct venue to teach culture in language learning. Some of the issues to be considered when teaching culture include knowledge about culture(s), knowledge about behavior in a given context, knowledge why such behavior is necessary and knowledge about one's own situation in a given cultural context (Moran, 2004). The results stated in the previous chapter is a reflection of all the above four factors. Wiriyachitra (2002) also included the cultural knowledge of English language instructors as one of the things that can affect what aspects are taught in terms of culture in the EFL classroom. This study has found out that the participants of this study are not knowledgeable enough in most of the different aspects of teaching culture which can improve the teaching and learning of culture in the classroom. This finding is in agreement with Wiriyachitra (2000). This can affect what tasks and aspects of culture are taught in classrooms. This was clearly demonstrated during classroom observation and responses provided during the in-depth interview and the focus group interview. However, when the participants taught some aspects of culture, focus was on mainly

native speaking culture, almost completely leaving out the source culture of L1 because they think acquiring native speaker culture and competence is the ultimate objective of learning English. For example, during dramatization of rituals of greetings and leave taking, role play used in all of the observed lessons was about shaking hands, greeting with words and saying goodbye which is typical with native speakers of English but not all other speakers of English. Bowing and other forms of genuflections that other users of English practice were not presented in any of the observed classrooms at the research sites.

The teaching of only the aspects of the target language culture is now obsolete (Buttjes and Byram, 1991; Saluveer, 2004). Teaching only facts about the target language could only provide cultural information rather than lead to the much sought after cultural transformation that is the goal for teaching culture in the language classroom – understanding foreignness (Kramsch, 1993). The few aspects of culture taught could not also be easily grasped by students because of lack of opportunity to do a comparison with their own L1 culture which is considered a better way of teaching and learning culture in language classrooms (Risager, 1998).

The aspects of culture which were present in the textbooks used by the participants were also limited to native speaking culture and few in number. Research has been done previously using Weaver's Iceberg model to find out how different aspects of culture are represented in textbooks used to teach in schools. Ho (2009) successfully used Weaver's model to study the cultural content of EFL textbooks in Vietnam where policy is shifting from a traditional stance to an intercultural stance. This researcher has also used Weavers model in this study in order to represent aspect

of culture which can possibly be taught at secondary school level in Thailand. In language learning, the textbooks used are important to guide the teacher to set objectives for different lessons, so if the textbooks are void of cultural content, there is little chance for aspects of culture to be included in classroom practice. However, this researcher is of the opinion that language teachers who are knowledgeable about the importance of culture in language classrooms could still include cultural content from other sources and not only textbooks that are prescribed in the curriculum.

To re-visit Weaver's Iceberg, a presentation of aspects of culture taught in the classrooms at the research sites is shown below.

EXTERNAL CULTURE

Explicitly Learned
Conscious
Easily Changed
Objective Knowledge

Music
Education
History
Literature
Geography

INTERNAL CULTURE

Implicitly Learned
Unconscious
Difficult to Change
Subjective Knowledge

Culture shock
Rituals of greetings
Stereotyping
Choices for conversation
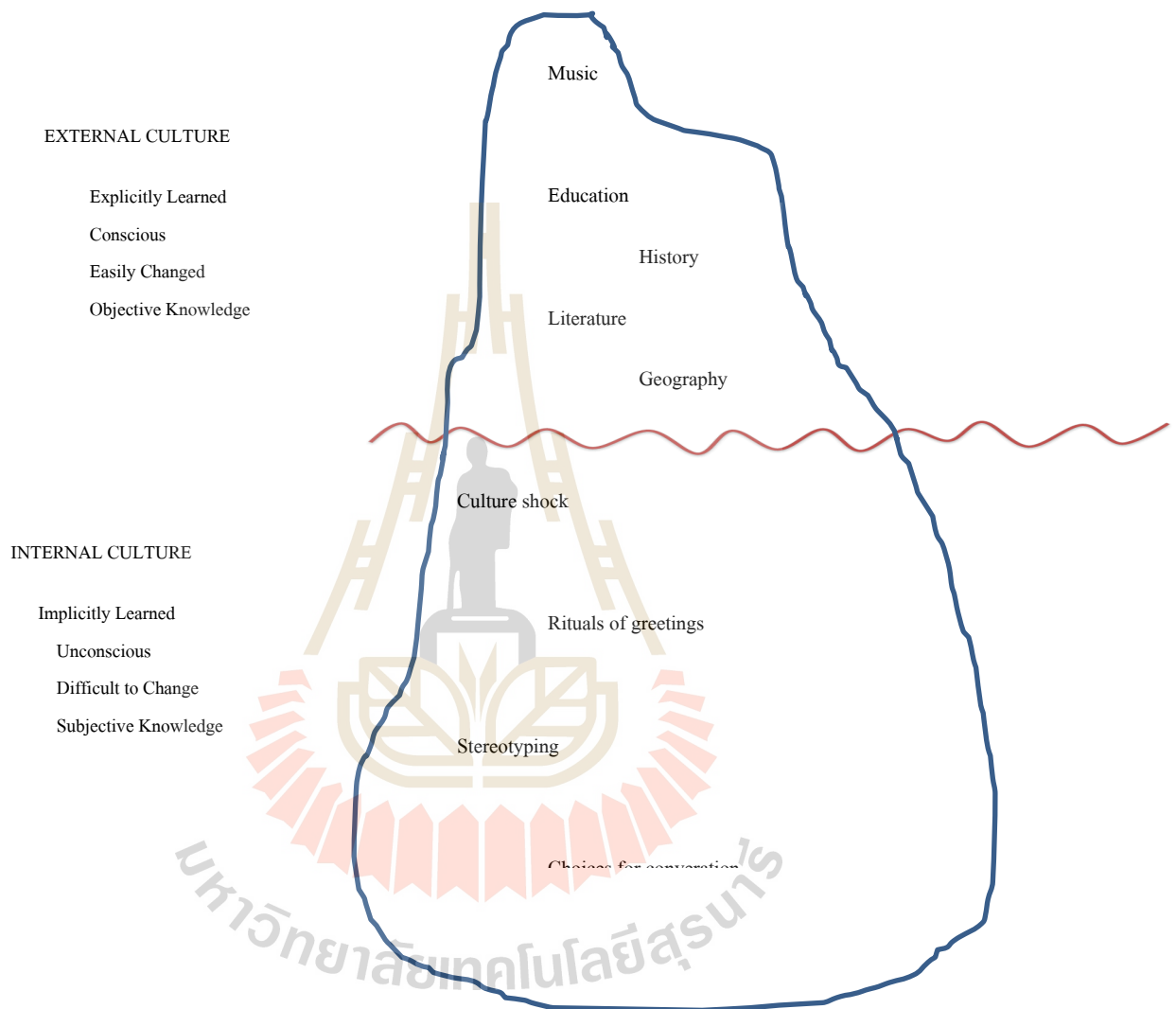
Fig. 5.1 The Adapted Cultural Iceberg (source: Weaver, 1993,
http://home.snu.edu/hculbert/iceberg.html)

Education, history, music, geography and literature were the external aspects that were recorded as taught in this study while appropriate topics for conversation, rituals of greetings and leave taking, culture shock, negative stereotyping and appropriate ways of complaining and criticizing were the internal aspects taught. These aspects fit in well with Weaver's representation above. It can be noted that aesthetic, sociological, semantic and pragmatic aspects (Neuer, 1994) of culture were all taught but not to the same extent. Although this work found out that many aspects were taught, they were done so at times by just a single participant of this study and it can be misleading. Not enough aspects of culture were included by the participants when considered as a whole. For example, rituals of greetings and leave taking was taught by all participants but non-verbal expression of gratitude was left out by all participants.

If language teaching and learning has to follow an integrated approach, Weaver's model can be used to show that language forms taught in schools make up explicit knowledge but language cannot be used explicitly as such (Li & Umemoto, 2010). Implicit knowledge of language should also require knowledge of time, place and context. Such knowledge is made up of the aesthetic, sociological, semantic and pragmactic cultural aspects of language.

From personal experience, inclusion of aspects of culture has often been overlooked in secondary school classrooms in Thailand not expressly but maybe because of misconceptions about what should be taught as priority to the students. Language structure and form are still the focus is classrooms. Teachers who are the resource persons in classrooms should provide scaffolding support to their learners in

their cultural knowledge aspects based on previous cultural knowledge aspects of the students.

To summarize, two main factors play a role on the extent to which culture is being taught at the two research sites. The first is about how familiar the teachers are with teaching and learning culture in the language classroom; enough familiarity with the issue of culture in language teaching and learning could enable the teachers to include culture in their lessons much more than they do now. Secondly, the representation of aspects of culture in the textbooks prescribed in the curriculum which can boost the teaching and learning of culture in language classrooms is of much importance. The focus of what aspects are represented should not be only about the target language culture (often considered to be native speaker culture) but also the source culture and international culture according to Cortazzi and Jin (1999)   Helping learners to get the best aspects and focus of cultural input from teaching materials and teachers would improve their cultural communicative competence (Cheng, 2000). The teaching materials should not necessarily be only prescribed textbooks. Much material and realia needs to be amassed to teach culture and so teachers could possibly make for the lack in textbook cultural content from other sources.

This study found that culture in taught in classrooms at both research sites which is very encouraging to find out that culture is not completely left out in language classrooms at secondary school level. More work should be done by language educators to increase cultural input in language classrooms by using appropriate teaching materials and realia.

5.2.2 Discussion on Approaches, Methods and Techniques in Teaching Culture

Out of a list of four approaches presented in chapter 2 comprising the mono-cultural approach, the comparative approach, the intercultural approach and the multicultural approach which are deemed suitable for culture instruction in the EFL classroom, the mono-cultural approach was most practiced followed by the intercultural approach. Risager (1998) states that no single approach is most effective but a variety of approaches could be used to teach culture in the classroom. The limit on the approaches used by the participants could have arisen because the participants mostly did not see culture as important in teaching and learning a second language. Another reason can be because teaching and learning of culture in the classroom is not a priority on the school curriculum at the research sites. This researcher also thinks that the time constraint factor of classroom teaching hours could be one of the reasons for the limited number of teaching approaches used in language classrooms.

When culture was taught during some lessons, three methods/techniques were used, namely dramatization/ role play, culture aside technique and slice of life techniques. The slice-of-life technique was good to use since it took a very small portion of classroom time (Chastain, 1988; Stern, 1992). Role play often accompanied the dramatization technique. The limited number of techniques used to teach culture in the different classrooms could be interpreted as a direct reflection of the number of aspects of culture that are taught. It is probable that more techniques could be used if culture was considered a main issue on the school language curriculum. More techniques could also be used if more aspects of culture were represented in textbooks and the teachers more conscious about the importance of teaching culture in the

language classroom. Dai (2010) thinks that the activities and tasks are central to successful teaching of culture in the language classroom. This researcher holds the same opinion if only the teachers who are the resource persons are conscious about why they need to have to teach culture.

Techniques such as creating an authentic cultural environment as proposed by Hughes, 1994 and Stern, 1992 could use posters, display charts, wall charts and other visual aids to establish more memorable learning. Throughout the course of this study, display charts which can be a source of cultural information and transformation were not seen in language classrooms at the research sites. More awareness about the importance of charts and posters on the part of the participants could make them include more cultural aspects, approaches methods and techniques in their lesson plans. Such charts and posters are easy to keep in classrooms. Techniques such as the self awareness technique can also be very useful in the classroom. It could make learners understand more about their own cultural context and that of other users of the same language.

On the other hand, one could consider as some researchers (Damens, 1987, Kraschen, 1982, Sercu, 2005) think that the language classroom might not be the right venue to teach aspects of culture. This will mean that the approaches, methods and techniques to teach culture in language classrooms are irrelevant and so other avenues should be exploited to teach the culture that is supposed to match language teaching and learning.

The findings of the present study indicate that an increased variety of approaches, methods and techniques is needed in language classrooms to improve on

the culture instruction during language teaching and learning.

5.2.3 Discussion on Problems Encountered in Teaching Culture

5.2.3.1 Problem of the Students

As indicated by the EF EPI 2015, the proficiency level of Thai English learners is still very low. This is also the case with students who study at the two secondary schools which were the research sites in North East Thailand too. It is difficult to teach such students at a low proficiency level many aspects of culture. This study found out that it was even more difficult to teach aspects of culture in lessons when there were no Thai co-teachers who assist the participants of this study in the classrooms. The students also are not motivated enough to develop intercultural communicative competence because the main aim for which they learn English was to pass exams. Although some students can grasp the language forms, they still cannot use the English language to communicate properly. The common picture of the classroom is the detachment of students from what goes on during lessons. The students are reluctant to take part in classroom activities. Mark as well as Haya and Mimi all said they could *"barely hide their anger many times"* about the passivity of the students. All participants of the focus group interview accepted that with the presence of a Thai co-teacher, the participation of students has increased during language lessons and a more disciplined classroom atmosphere. This researcher could confirm the problems of motivation and discipline of the students after classroom observation time. The high number of students per classrooms (50 plus) also posed a problem to the participants because they were not able to attend to individual students' need as they would wish to.

As Baker (2012) states, if the students seek only to develop their English targeting exams, they will not be able to develop the appropriate intercultural communicative competence which is the present goal of the Thai ministry of education in English language teaching and learning. Kongkerd (2013) re-affirms Baker's claim on the fact that students need more than just English proficiency to development intercultural communicative competence.

5.2.3.2 Problem of the Teachers

The teachers who teach English in classrooms are the resource persons for the learners. These teachers come to the classroom with their personal experience in teaching and learning of language. The result of this study shows that none of the participants had any prior knowledge about the importance of teaching culture in the language classroom. They all said they consciously thought about culture in language learning only when this researcher met them for this study during the in-depth interview and focus group interview. Only one of the participants, Cora, had formal training as a teacher but not specifically English language teaching. All the participants were proficient in English, but Kongkerd (2013) states that being proficient in English does not mean that the teachers can impart intercultural awareness in their learners when they themselves are still wanting as concerns intercultural awareness. Like Kardkarnklai & Fungchomchoei (2016) say, teachers teach culture from their own cultural experience. If they lack intercultural awareness, that will most likely affect the way they teach culture in their language classrooms too. I have mentioned before that teachers who are conversant with the issue of teaching culture in language classrooms could know what to do to make up for the lapses in teaching materials such as textbooks and school curriculum. Schools in

Thailand have been recruiting teachers not based mostly on their competence as teachers but based on the notion that every teacher who speaks English is able to teach English. This may not always be the case.

In some cases, the native English speakers who are always given priority during recruitment of English teachers were not able to teach any aspect of culture other than theirs in the language classroom. Wongsothorn, Hiranburana and Chinnawongs (2002) state that for successful learning to take place in Thai EFL classrooms, teachers must be the first to recognize the role of culture in the classrooms given their position of authority. This may not be the case this far as found by this researcher; teachers still seem not to appreciate the role of culture in language classrooms. This may be one reason why teaching and learning mostly native speaker culture is still the practice in Thailand as stated by Ho (2009). If teachers have not been trained to teach culture, this will lead to lack of clear strategies and clear goals that would help them create a framework for organizing instruction around cultural themes (Gonen & Saglam, 2012). It is already known that a mono-cultural approach to language teaching is no longer what is required for learners like Thai secondary school students. Baker (2012) reasserts that many Thais will have to communicate with people from multicultural backgrounds and so the teachers who teach language should develop the English linguistic knowledge as well as the pragmatic knowledge of their learners, which is not the case at both research sites. Most schools (the research sites of this study too) are yet to find enough teachers with such capabilities.

5.2.3.3 Problems of the Teaching Materials

From analysis of three textbooks used in this study, it was found that some aspects of culture (for example rituals of greetings and leave taking, geography, economy and education) were presented in the textbooks but most of the selected 14 aspects of culture were absent. It was also noticed that the aspects of culture presented focused on native speaker culture and in a few instances, international culture. The source culture was completely left out in all the three textbooks. Focus on native speaker culture does not create cultural awareness. Creating cultural awareness is the way forward to teach and learn culture. To achieve such ends require that teaching materials such as textbooks take into consideration the contextual aspects of culture of both the teachers, learners and other people who use the same language. Also of importance is the use of other aids such as wall charts with diverse cultural depictions on different cultural themes to enhance memorable learning. This was almost not found in the classrooms observed in this study. A majority of posters and wall charts still focused on the structure of language. The materials such as textbooks used should emphasize sociocultural content and not only grammatical, discourse and strategic features of the language curriculum (Saphonova, 1996). Materials, such as language textbooks that take into consideration the sociocultural context in which English is taught in Thailand will very likely improve on the possibility of including culture in language classrooms in a more profound way than is the case presently.

5.2.3.4 Problems of the School Curriculum

The school curriculum in secondary schools is generally designed by the Ministry of Education which sets the policy for English language learning and teaching as well. The target set by the ministry seemingly does not take into

consideration the myriad factors that can enhance effective language learning and teaching which include the teaching of culture in English language classrooms. All the participants of this study said so during the focus group interview. The problems found with the curriculum include the following issues.

Firstly, from the two research sites, it has been found out that course materials chosen by the school for English language teaching lacks a local cultural component which is essential for enhanced language learning and teaching in an EFL context like Thailand. Darasawang (2007) sees the local component as one of the things which can enhance teaching and learning of culture and at the same time boost intercultural communication. This researcher however thinks that if the teachers who teach language were culturally aware enough, they could use the target language presented in textbooks eclectically to mirror and present the target language culture. For example, teaching the students about the different genres of music in Thailand could enable them learn more about different genres of music in other countries which use English language as well.

Secondly, the classroom time set for teaching English in secondary schools is very limited for effective teaching and learning of culture in language classrooms. The time per period is a meager 50 minutes. Mimi at Pakthongchai school said "*my students have to switch rooms after every lesson, they spend at least 15 minutes to get to my class so when they are seated, I have just 35 minutes left to teach*". Most of the recent techniques used to teach culture cannot be practiced effectively within such time constraints. All participants think that the classroom time per lesson is not enough for them to do effective teaching. More time per classroom session could lead

to more effective teaching and learning of culture in secondary school classrooms. However, techniques such as the WebQuest technique that allows learners to do cultural activities on the Internet could give learners more time to learn about culture online with some supervision from their teachers.

Thirdly, the teachers who teach in secondary schools are chosen by education policy makers with the idea that these teachers can implement the drawn up curriculum in the schools. Most often, these teachers could not do this implementation because most of them are not trained to do so. Sometimes most teachers are recruited based on their nationalities rather than qualification and competence to teach English language. Priority is often given to native speakers who mostly have a mono-cultural approach to teaching culture as found out in this study, leaving out teachers from a comparatively more diverse cultural background who could bring in more diverse cultural settings in language classrooms. Toni and Nico, both from the Phillipines complained that "*we always get the lowest pay from all the schools no matter how trained we are. They treat you Africans better*". Mimi from the same school also claimed that from his present and past experience, less qualified native speakers than him were given priority in schools where he applied to work. From personal experience as a teacher in Thailand too, a majority of adverts put up for teacher recruitment on the Internet target native speaking teachers and not competency.

Lastly, the curriculum for secondary schools should be designed to match the proficiency level of the students. This study found out that most participants could not make the students understand some simple cultural aspects because of their low language proficiency. Mark remarked that "*I find it absurd and embarrassing when*

students tell me, using Thai language, that they are just dumb and cannot learn English". Mark said it was very common to get such statements from his students when he tried to make them use the English language in class. The targets set in the curriculum should be realistic with the students' proficiency levels. Realistic targets could serve as scaffolds on which teachers and students could progress in effective teaching and learning of the English language at secondary school level.

The results show that " culture teaching and learning is likely to gain its place in class as far as it fits within the language teaching prescribed by the curriculum" (Nilmanee & Kittitouch, 2014). Like Kaikkonen (2001) proposes, a mono-cultural country like Thailand will need a curriculum designed to promote multicultural education because Thai learners learn English in an EFL context and will need motivation from a well-designed curriculum to achieve its aims.

5.3 Implications of the Study

There are some pedagogical, methodological and policy oriented implications of this study addressed to language planners, pedagogues and teaching and learning material developers. These are listed in the sub sections that follow.

5.3.1 Pedagogical implications

An increase in classroom hours by language planners so that teachers can find enough time to present cultural content in classroom lessons should be encouraged. Classroom hours could be increased in two ways; either by adding more teaching periods per week for English language or by increasing the length of each period from the present 50 minutes duration.

Instructional materials such as textbooks should focus not only on the target language culture but should also focus on the source culture and international culture. Textbooks should be selected only after giving much consideration to the sociocultural context in which the textbooks are to be used.

1. Language planners should exploit EFL teachers' opinion about cultural content in textbooks when they carry out textbook design.

2. Schools should also use multimedia facilities to enhance teachers' presentation of aspect of culture and help the teachers to perform other tasks such as dramatization and role play.

3. EFL teachers should take courses and participate in workshops on how to teach cultural content in language classroom.

5.3.2 Methodological Implications

After noticing that the mono-cultural approach is predominant in culture instruction in English language classrooms, language educators in Thailand should seek avenues to encourage an intercultural/multicultural approach in teaching culture in English language classrooms. This will foster the learners' notion of not only the culture of English as an international language but at the same time it will make them become more aware of their "Thainess" and hence help them to gain more intercultural communicative competence.

5.3.3 Policy-related Implications

Based on the findings of this study, culture is not completely left out in the English language classrooms at secondary school level at both research sites. This is a good thing. However, policy makers should ensure that the teaching of culture is

highlighted in English language classrooms at secondary school level because this is very likely going to increase the intercultural communicative competence of the learners. Culture instruction should not only be highlighted but it is an issue that also has to be revisited often times to ensure that it is not relegated in English language classrooms in Thailand.

5.4 Conclusion

This study sought to cast some light on the place and role of culture in EFL classrooms at secondary school level in North East Thailand. To carry out this study, eight teachers from two schools in Nakhonratchasima province took part in an exploratory study about aspects of culture taught, approaches, methods and technique used and the problems encountered in culture instruction in language lessons. The findings show that some aspects of culture are taught and some are left out. It also shows the limited use of two approaches – the mono-cultural and intercultural approaches coupled with three main methods/techniques (slice-of-life, dramatization and the culture aside techniques) in culture instruction. It was noted that a knowledge gap exists between what teachers know about culture and language teaching/learning and the teachers' actual classroom practices. Teachers were also found to give priority to teaching the target language culture other than boosting intercultural communicative skills of the learners. The participants viewed limited classroom time and lack of professional development opportunity as the main hindrances they faced in culture instruction in classrooms. The study also found out that target language culture was prioritized in the textbooks used in language instruction at the research sites.

5.5 Limitations of the Study

The present study provides an insight into what happens in EFL classrooms in culture instruction but there exist some limitations to the interpretation which should be given to the findings.

Firstly, the study is limited to two secondary schools in North East Thailand only. The sample size of participants in these schools does not represent all secondary schools in Thailand. The study did not have any Thai teachers who teach English in language classrooms too. None of them volunteered to take part in the study although this researcher consulted them to take part.

Secondly, given the small size of the sample, broad generalizations should be made carefully because conducting this same study with a bigger sample and over a longer duration could yield different findings.

Lastly, the findings of this work do not apply to the teaching and learning of other languages taught and learned in secondary schools in North East Thailand such as Japanese and Chinese languages.

5.6 Recommendations for Further Study

Three recommendations for further study include:

1. This study can be replicated in other areas of Thailand, and for a longer duration to see if the results are consistent with the present study. Very few studies have been conducted so far on the issue of culture in the EFL classrooms in Thailand. It is easy to make wrong over

generalizations on the issue of teaching and learning culture in classrooms so more studies in each environment with a unique cultural context is necessary.

2. A similar study can be done with a wider sample of participants to find out if the results turned out will be the same.

3. Studies should also be carried out to see if major differences in intercultural communicative competence will exist between students who are given explicit and implicit cultural instruction in EFL classrooms and students who do not get explicit or implicit instruction in culture.

5.7 Summary

This last chapter provides a summary of the results, and discusses the principal findings of the study. It also provides the pedagogical, methodological and policy-related implications of the study, limitations and recommendations for further studies on the topic of culture instruction in EFL classrooms in Thailand. To conclude, the issue of culture instruction in EFL classrooms in Thailand has been underexplored. It is expected that more research in this domain will help advance the teaching and learning of culture in classrooms with the objective to improve the intercultural communicative competence of the learners of English through the improvement of teachers, teaching materials, teaching approaches, methods and techniques.

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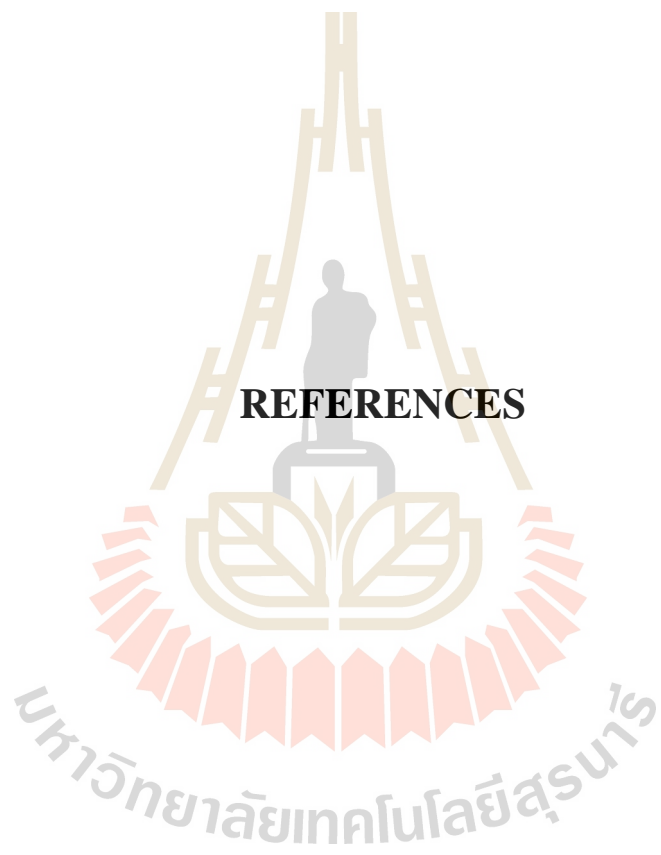
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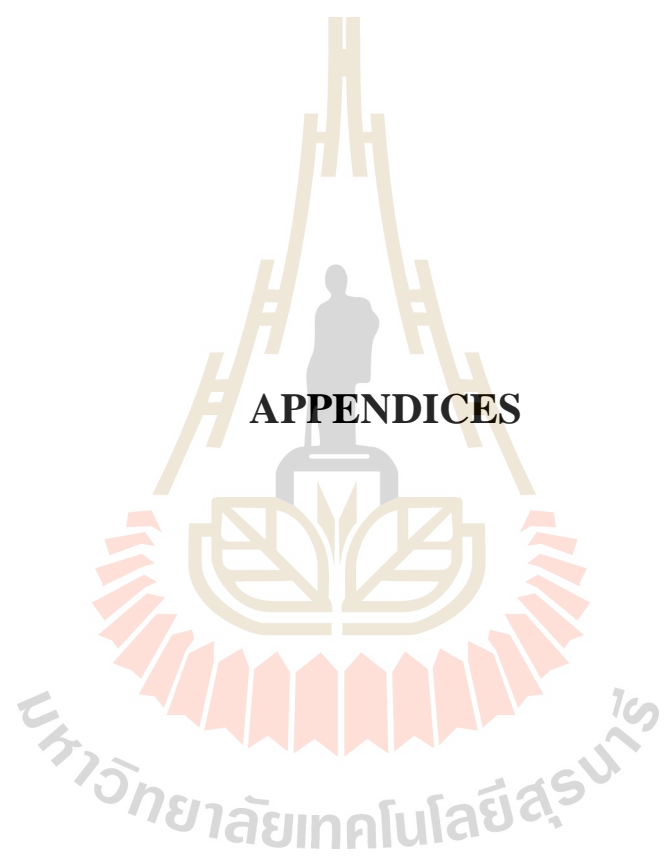
APPENDICES

APPENDIX A

Checklist of items of culture taught in EFL classrooms, Cortazzi and Jin (1999)

External aspects of culture	Item	Source Culture (Thai)	Target Culture	International culture
	Arts (painting and sculpture)			
	Economy (current social and political events)			
	History			
	Geography (photos or videos of famous sites)			
	Literature (short stories, poems etc.)			
	Music (Information about singers and lyrics)			
	Education			
Internal aspects of culture	Appropriate choices for conversation topics.			
	Rituals of greetings and leave taking.			
	Non-verbal expression of gratitude			
	Appropriate ways of complaining or criticizing			
	Dangers of negative stereotyping			
	Variation of personal space from on culture to another.			
	Culture shock			

Consent to Participate in a Research Study

Title of the Study: An Exploratory Study of Practices in Teaching Culture EFL Classrooms at Secondary School Level in North East Thailand: The Cases of Pakthongchai Prachaniramit School and Pakchong School, Pakchong. Nakhonratchasima.

Researcher: Oliver EBUA MUA Suranaree University of Technology Tel: 0916623607.

You are being asked to be part of this study on teaching of culture in EFL classrooms in North East Thailand. You have been selected because you meet the criteria for the desired subjects for this study. I ask that you read through this form and understand before agreeing to take part or not. The purpose of the study is to help improve on teaching and learning of English at secondary school level in Thailand.

If you agree to be part of this study, you will be required to take part in a semi-structured interview, allow classroom observation by this researcher for 4hours when you teach, and finally take part in a focus group interview with at least 5 other participants of the present study.

There are no risks involved. Confidentiality is assured and you may withdraw from this study anytime you may wish.

Your signature on this document guarantees you have volunteered to take part in this study.

Name (Participant)……………………………………………..……..

Signature…………………………... Date……………………………….

Name (Researcher) ……………………………………………..……..

Signature…………………………… Date………………………………

APPENDIX B

IN-DEPTH INTERVIEW

1) Do you teach your students the appropriate choices for conversation topics in the foreign language?

   Why (not)? ☐   If yes, how? ☐

2) Do you teach your students that the rituals of greeting and leave-taking can be different in each culture?

   Why (not)? ☐   If yes, how? ☐

3) Do you teach your students the appropriate ways of complaining and criticizing in the target language?

   Why (not)? ☐   If yes, how? ☐

4) Do you teach your students how to express gratitude non-verbally in the target culture(s)?

   Why (not)? ☐   If yes, how? ☐

5) Do you tell your students that personal space (e.g. how far you stand from people when you talk) varies in each culture?

   Why (not)? ☐   If yes, how? ☐

6) Do you teach the dangers of negative stereotyping (prejudices) with your

students?

Why (not)? ☐   If yes, how? ☐

7) Do you usually tell your students about culture shock?

Why (not)? ☐   If yes, how? ☐

8) Do you encourage your students to try to react to unexpected or ambiguous

situations without excessive discomfort?

Why (not)? ☐   If yes, how? ☐

9) When you do the activities in above, which country or countries do you

mostly focus on? Please indicate in what proportions the following countries

are treated in your language lessons.

Australia   ☐☐%

Britain   ☐☐%

United States   ☐☐%

Students᾽ country of origin   ☐☐%

Other countries   ☐☐% Please specify_____

Why do you think you focus on the countries mentioned in the proportions

mentioned?

....

....

....

10) How much do you think your students are aware of cultural differences?

not at all	very little	to some extent	very much
☐	☐	☐	☐

What makes you think they are aware to _____ extent?

11) Which course book(s) do you most frequently use?

_____ (title of first book)

Does this book help you teach the issues related to language and culture?

not at all	very little	to some extent	very much
☐	☐	☐	☐

_____(indicate another course book here if

applicable)

Does this book help you teach the issues related to language and culture?

not at all	very little	to some extent	very much
☐	☐	☐	☐

Can you elaborate on the quality of the course books you use? How would you

evaluate them from a cultural perspective?

....

....

....

....
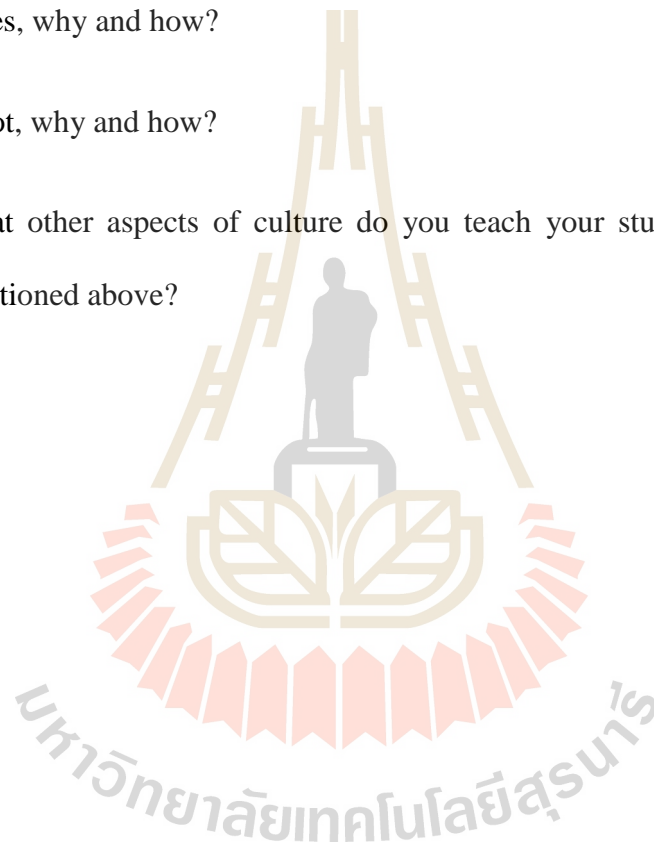
12) How do you think the teacher can promote multicultural awareness among students at secondary level, given the state where they do not already sufficiently appreciate the L2 culture?

13) Do you think only the L2 culture is enough to promote intercultural awareness and communication?

If yes, why and how?

If not, why and how?

14) What other aspects of culture do you teach your students which are not mentioned above?

APPENDIX C

Sample of lesson plans.

Lesson Plan

Topic: Hospital

Lesson: Sick

Objectives: By the end of the lesson, students should be able to; converse among themselves about hospital and illness,to know vocabulary of words in Thai language and pronounce words correctly.

Time: 1 hour

Song: Teacher intones a song to sing with the students in order to refresh their

memories.

Activities: -Students will listen to the teacher while she reads.

-Students will read after the teacher.

-Students will write

-Students look up vocabulary of words in Thai language using their

dictionaries.

Vocabulary: 1. Hospital   2. Fever

3. Cough   4. Sick

5. Meeting

Conversation:

Hospital:

A: Hello! Where are you?

B: I'm going to the hospital.

A: What happened?

B: I'm going to the hospital, my sister is sick.

A: What's the matter?

B: She has a fever and cough.

A: Sorry, will you come over for the meeting?

B: No, bye.

A: Bye.

Lesson Interest: Students to converse about hospital and illness, pronounce words correctly.

Visual Aids: -Notebooks

-Actions from students

-Whiteboard

Evaluation/Assessments: Students will read, pronounce words correctly, converse among themselves with the help from the teacher. Teacher will help students who were unable to read and converse among themselves.

LESSON PLAN		P C M School	
GRADE/ LEVEL : Matayom 4	TOPIC : Wh questions	SUBJECT : English conversation	SUGGESTED TIME FRAME : 60 minutes

GENERAL OBJECTIVES:

☐ The students will be able to ask questions about different topics (traveling, working, studying, just to name a few) using "wh" questions.

SPECIFIC OBJETIVES:

☐ The students will identify and use "wh" questions in order to get information related to different situations, e.g:

    ☐ Asking for information about something.

    ☐ Asking for reasons.

    ☐ Asking about time.

    ☐ Asking about a place or position.

    ☐ Asking about choice.

    ☐ Asking for a subject/object.

☐ The students not only will be able to ask for information but to give information too.

☐ The students will form "wh" questions with the correct structure.

BACKGROUND INFORMATION:

☐ The use of Simple Present: its semantic and grammatical function.

☐ The use of different verbs, for instance: to drink, to eat, to do.

TEACHING PROCEDURE:

Warm Up:

☐ An introductory activity will consist of an informal conversation (for instance, a conversation between two friends) with the students in order to make questions about the places where they live, things that they like to do,

GRAMATICAL FOCUS:

"Wh" questions are interrogative forms used in an information statement.

etc.	
Presentation: 1. To show the grammatical function of the "wh" questions and how to use each one in a conversations using as an example the introductory activity. 2. To give students other examples of "wh" questions. 3. To ask students to form in pairs; they will be given some pictures of people doing different activities (traveling, working, studying, etc.); the students will have to make questions about what they see in the pictures. 4. The students will have to write those questions.	**PRONUNCIATION:** The pronunciation of "wh" questions is going to be listened, learnt and used during the class by its constant repetition and correction at the right moment. ☐ What /(h)wət/ ☐ Where /(h)we(ə)r/ ☐ When /(h)wen/

FOLLOW-UP ACTIVITIES:
 	
1. The students will choose a member of their families and they will ask questions about any experience or situation in their lives, for instance:
   ☐ What is your favorite TV show?
   ☐ When did you start watching the show?
   ☐ Where was it aired for the first time?
 	
GENERAL SUGGESTIONS:
 	
1. To recommend students to do exercises on the Internet.
	VOCABULARY:
	
	To wake up, to work, to like, to play, to travel, to meet, to go, to eat, to drink, to buy, to do, to see, to swim, among others.
	
	EXERCISES ONLINE :

HOMEWORK	EVALUATION
Make 5 sentences with the words below: 1: What 2: Where 3: When 4: How 5: Which	Students will have a quiz regarding "wh" questions.
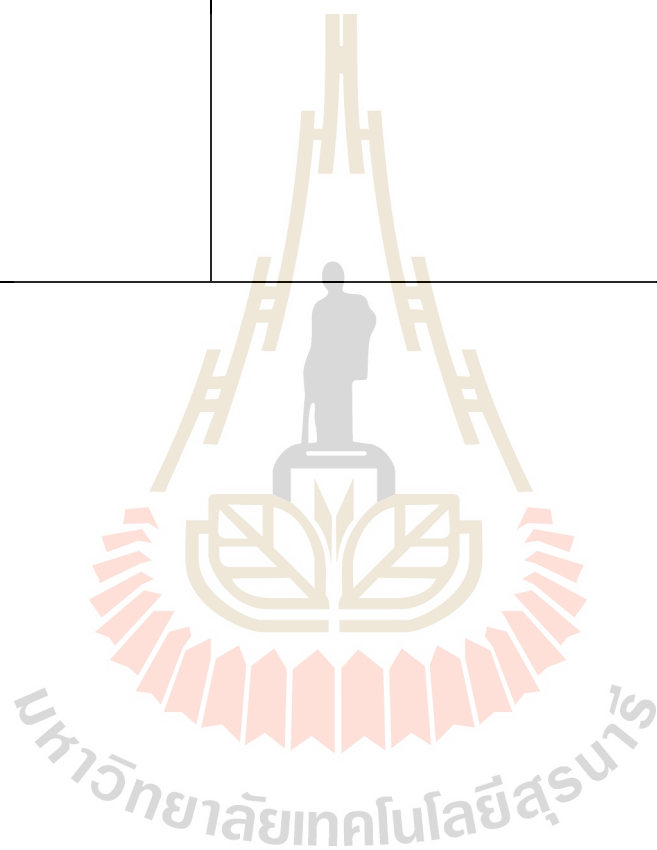
Lesson Plan

Grade: M1

Topic: At the museum

Objectives: This lesson will help students to know what a museum is and what they can find and talk about in the museum.

Time: 1 hour.

Activities: The students will read and repeat vocabulary after the teacher. New words will be explained to the students.

Students will talk about museums they have visited and what they found in these museums which interested them.

Lesson Interest: Enable students learn new vocabulary about museums and how to use it in conversation

Visual Aids: Textbook, videos and wall charts.

Evaluation and assessment: By question and answer exercises between students and their peers. By writing practice about museums

Lesson Plan

Grade: M3

Topic: Greetings and Introduction.

Objectives: Students are expected to greet properly and introduce themselves and other persons in correct and polite ways.

Time: 1 hour

Activities: Students will listen to the teacher while she presents some common greeting phrases and forms that are in common use in English.

Students repeat common phrases so that they can practice and retain them.

Students do conversation practice and roleplay.

Aids: Textbooks, whiteboard, videos.

Conversation:

A: Good morning James.

B: Good morning Ben. How are you?

A: I am ok. Thanks. How about you?

B: I am good too. Thanks. Meet Rose, my friend from London.

A: Hi Rose. I am Ben. Nice to meet you.

C: Nice to meet you too.

A: It is my pleasure. Thank you.

Evaluation and assessment:Based on performance of the students during role play.

APPENDIX D

Coding guidelines for the fourteen themes of culture selected.

Themes	Definition	Examples
Economy	The relationship between production, trade and the supply of money in a particular country or region	Introduction of enterprises
		Activities of enterprises
		Businesses in a country
		Statistical data of consumptions
		International economic issues
History	All the events that happened in the past, the past events concerned in the development of a particular place, subject	History of a university
		History of farming and agriculture of a country
Geography	The scientific study of the earth's surface, physical features, divisions, products, population	Geographical description of a place
Literature/Art	Literature: pieces of writing that are valued as works of art, especially novels, plays and poems	Paintings
		Sculpture and decorative arts
		Textiles and costumes
	Art: the use of the imagination to express ideas or feelings, particularly in painting, drawing or sculpture	Literature
Social norms	Where it is appropriate to say certain things, to use certain	Advices for learners
		Using the appropriate questions

Themes	Definition	Examples
	words, to discuss certain topics or wear certain clothes, and when not to.	when carrying out a task
		The most important information when talking about self.
Education	A process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills.	Organization of education system
		Curriculum, courses, subject descriptions
		Educational institutions and organizations
Architecture	The art and study of designing buildings, the design or style of a building or buildings	Great architectural products or works
		A method or style of building designing and building structures
Music	Sounds that are arranged in a way that is pleasant or exciting to listen to. People sing music or play it in instruments	Types of modern music
		Traditional and classical music
		Music appreciation
		Introduction to great musical works
Food	Things that people or animals eat; a particular type of food	Dietary characteristics
		Etiquette when people eat

Themes	Definition	Examples
		Types of food
Holiday	A day when most people do not go to work or school, especially because of a religious or national celebration	Origin, purpose and significance of the holiday
		Symbols and signs of the holidays
		People's particular activities on the holiday
Lifestyles	The way in which a person or a group of people lives and works	Daily routine schedule
		Interpersonal interaction and social activities
		Activities and styles of family life
		Styles of entertainment, Consumption and fashion
Customs	An accepted way of behaving or of doing things in a society or a community	Wedding ceremony traditions
		Invitation card traditions
Values	Beliefs about what is right and wrong and what is important in life	Identifying what is good, beneficial, useful, beautiful, desirable, appropriate, etc. Both positive or negative values are involved
		Values for love, life, and jobs
		The new ethics, suggestions on better ethics
		Feminism and women's status

		in modern society
Themes	**Definition**	**Examples**
Hobbies	Activities that you do for pleasure when you are not working	TV program preferences
		Reading books
Gestures/body language	A movement that you make with your hands, your head or your face to show a particular meaning	Body posture, gestures, facial expressions, and eye movements. Humans send and interpret such signals subconsciously.
		The signals from the above aspects which provide clues as to the attitude or state of mind of a person

Note: The definitions are based on The Oxford Advanced Learner's Dictionary, 6th

Edition

APPENDIX

Textbooks' content pages and sample pages from textbooks with cultural themes

1 Good Morning!

1 Listen and Discuss

Greetings

a
7:00 AM
Hi, Mom.
Hi, Dad.
Good morning.
Good morning.

b
1:00 PM
Hello, Emily.
How are you?
I'm fine, thanks.
Good afternoon, Mr. Porter, Mrs. Garcia.

c
7:00 PM
Good evening, Miss Lang.
Good evening.

d
Hi, Alex...
Hello, Alex...
HELLO!
I'm sorry. Hi, Danny. How's it going?
Not bad.

Saying Goodbye

a
Goodbye.
Bye. Take care.
See you later, Samantha.

b
8:00 PM
Good night, Mr. Jones.
Good night, Ms. Wilson.

2
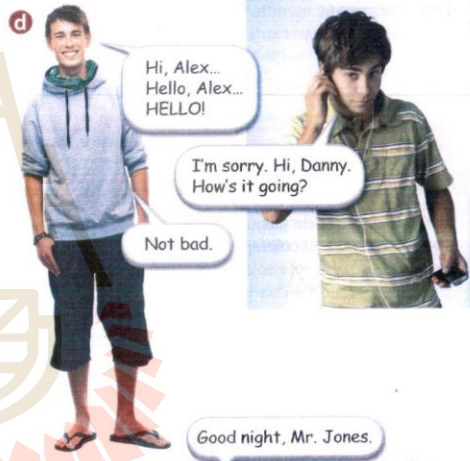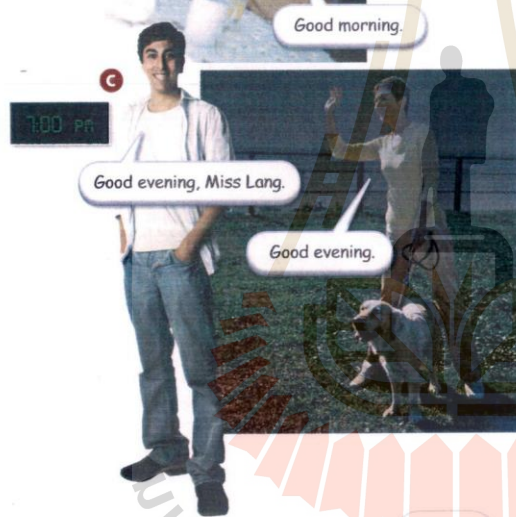
## The Kakslauttanen Hotel
Lapland, Finland

In the heart of Finnish Lapland, 155 miles (250 kilometers) north of the Arctic Circle, lies a truly magical place. The Kakslauttanen Hotel offers guests the opportunity to stay overnight in either a snow or glass igloo. Those who choose the glass igloos can enjoy the night skies and the stunning Northern Lights from the comfort of their own bed. Luckily, the hotel provides cozy, extra-warm sleeping bags for the guests who choose to sleep in snow igloos!
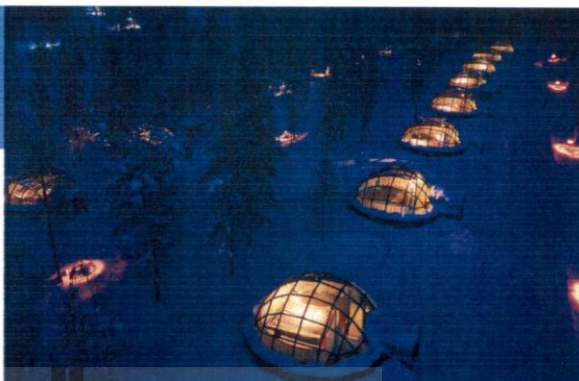
Quick Check ☑

A. Vocabulary. Complete the paragraph with words from the box.

commercial	relatively	undisturbed
ecosystem	surface	widespread

I live in a beautiful area of Panama that is very popular with tourists. In the last few years, there has been (1) _____ development of large, impersonal hotels. Lately, I've been thinking about opening a small, friendly hotel. It would be (2) _____ close to the center of town, but far enough that the guests would be (3) _____ by the noise and traffic. I'd like my hotel to have a view of the water. There's nothing I like better than to watch the sun reflect off the (4) _____ of a lake. I'd also like to run a wildlife park close to the hotel. I wouldn't charge admission to the park because I don't think enjoying nature should be a (5) _____ activity. However, I'd limit the number of people who could enter the park each day, as too many visitors would disrupt the (6) _____.

B. Comprehension. Answer *true* or *false*.

1. _____ Capsule hotels are popular in Japan.
2. _____ Guests take a boat to Jules' Undersea Lodge.
3. _____ Jules' Undersea Lodge has small, square windows.
4. _____ The Kakslauttanen Hotel gives guests the opportunity to explore the rainforest canopy.
5. _____ Capsule hotels provide an inexpensive alternative to traditional hotels.
6. _____ Guests at the Ariau Amazon Towers Hotel have a negative effect on the rainforest's ecosystem.

2 Pair Work 👥

Design your own hotel. Choose special characteristics that will make your hotel unique.

CURRICULUM VITAE

Oliver Ebua Mua was born on May 10, 1972 in Buea, Cameroon. He attended Bilingual Grammar School Molyko, Buea. He obtained a Bachelor of Science degree in Chemisty and Technology from the University of Buea in 1996.

Since then he worked as a Civil Engineering quality control technician until he moved to teach English and Science in Thailand, beginning 2012. He enrolled on the M.A program of English Language Studies at Suranaree University of Technology in 2013. He earned an M.A in English Language Studies in 2017.

He is currently an English language teacher at Bansalakdai School and Bankhongyang School in Nakhonratchasima, Thailand. His research interests include teaching of language and culture to speakers of other languages. He is fluent in both English and French languages.