



การศึกษาการบูรณาการเนื้อหาด้านวัฒนธรรมของเจ้าของภาษาของครูไทยในการสอนภาษาอังกฤษ
A Study of Thai Teachers' Integration of Native Speakers' Cultural Contents in English

Language Teaching

นางสาว ฐิติกฤ พูลขาว*

Thitikorn Poolkha

ผศ. ดร. จันทร์ทรงกลด คชเสนี**

Chansongklod Gajaseni, Ph. D.

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาการบูรณาการเนื้อหาด้านวัฒนธรรมของเจ้าของภาษาที่ครูไทยบูรณาการในการสอนภาษาอังกฤษและ 2) ศึกษาความเห็นของครูไทยที่มีต่อความสำคัญในการบูรณาการวัฒนธรรมของเจ้าของภาษาในการสอนภาษาอังกฤษ กลุ่มตัวอย่างประกอบด้วยครูผู้สอนวิชาภาษาอังกฤษชั้นมัธยมศึกษาจำนวน 30 คน จากสองโรงเรียนในเขตพื้นที่การศึกษามัธยมศึกษา เขตสอง เครื่องมือที่ใช้ในการวิจัยประกอบด้วยแบบสอบถามและการสัมภาษณ์กึ่งโครงสร้าง ผลของการวิจัยพบว่า เนื้อหาด้านวัฒนธรรมที่ครูนำมายูนิฟายมากที่สุด ได้แก่ การใช้ชีวิตประจำวัน สภาพความเป็นอยู่ อาหารและเครื่องดื่ม นอกจากนี้ครูผู้สอนภาษาอังกฤษมองเห็นความสำคัญของการบูรณาการวัฒนธรรมของเจ้าของภาษาในการสอนภาษาอังกฤษมากที่สุด เพราะครูคิดว่าล้านักเรียนได้เรียนรู้วัฒนธรรมของเจ้าของภาษาจะทำให้นักเรียนมีความเข้าใจ และยอมรับความแตกต่างระหว่างวัฒนธรรมไทยและวัฒนธรรมของเจ้าของภาษา อีกทั้งครูยังมองว่าในชั้นเรียนภาษาอังกฤษควรจะมีการสอนเนื้อหาทางวัฒนธรรมของเจ้าของภาษาให้มีความหลากหลาย และผลจากการสัมภาษณ์พบว่าครูใช้หนังสือเรียนเป็นแหล่งข้อมูลหลักในการสอนเนื้อหาด้านวัฒนธรรมของเจ้าของภาษาและครูใช้อินเทอร์เน็ตเป็นสื่อการสอนค่อนข้างมากและครูใช้การแสดงบทบาทสมมติมากที่สุดในการสอน ในการประเมินผลการเรียนรู้ด้านวัฒนธรรมของเจ้าของภาษาครูสร้างเกณฑ์การให้คะแนนในการประเมิน แต่มีครูจำนวนหนึ่งที่ไม่ได้ประเมินความรู้ด้านวัฒนธรรมเลย

* United Nations Development Programme, Bangkok Thailand

E-mail Address: thitikorn.poolkha@undp.org

** Division of Foreign Language Teaching, Department of Curriculum and Instruction

Faculty of Education, Chulalongkorn University, Bangkok Thailand

E-mail Address: chansongklod.g@chula.ac.th

ISSN

Abstract

The objectives of this study were to 1) To examine Thai teachers' integration of native speakers' cultural contents in English Language Teaching (ELT) and 2) To investigate Thai English language teachers' opinions towards integrating native speakers' culture in ELT. The participants were 30 Thai English teachers at two schools in Bangkok Educational Service Area 2. The research instruments were the questionnaire and semi-structured interviews. The results indicated that native speakers' cultural contents that teachers integrated the most consisted of daily life and routines, living conditions, food and drinks. Teachers realized the importance of native speakers' culture because they thought that the more students learned the native speakers' culture the better they understood and accepted the differences between Thai and native speakers' culture. Furthermore, the participants thought that the variety of native speakers' cultural contents should be taught in English classes. The interview results revealed that textbooks were used as a main cultural resource and teachers used internet as an instructional media quite often. Teachers mostly used role-play when teaching culture. In terms of assessment methods, teachers used scoring rubrics to assess their students' cultural competency but a few teachers did not assess student's cultural competency at all.

คำสำคัญ: เนื้อหาด้านวัฒนธรรมของเจ้าของภาษา / การบูรณาการวัฒนธรรมของเจ้าของภาษาในการสอนภาษาอังกฤษ / ครุไทยผู้สอนวิชาภาษาอังกฤษ

KEYWORDS: NATIVE SPEAKERS' CULTURAL CONTENTS / INTEGRATING NATIVE SPEAKERS' CULTURE IN ELT / THAI ENGLISH LANGUAGE TEACHERS

Introduction

From the widespread use of English language since the colonization began in the 15th century, the term English as a lingua franca (ELF) has emerged. A lingua franca is a 'contact language' between persons who share neither a common native tongue nor a common culture, and for whom English is the chosen as a language of communication (Firth 1996). ELF is part of a general phenomenon of English as an International Language (EIL) or World Englishes. Kachru (1985) divides World Englishes into three concentric circles: (a) the *Inner Circle*, where English is the primary language of the country, such as in Australia, Canada, the United States, and the United Kingdom; (b) the *Outer Circle*, where English serves as a second language in a multilingual country such as in Singapore, India, and the Philippines; and (c) the *Expanding Circle*, where English is widely studied as a foreign language such as in China, Japan, and Korea. The Expanding Circle, of course, contains most of the world's population which ranges from 100 to 1000 million. Graddol (2006) states that more than 80% of interactions in English worldwide are estimated to be between non-native speakers. However, Crystal (2003) states that one out of every four users of English in the world is a native speaker. Even though the number of native speakers is not as large as non-native speakers, they still play a part in an English speaking community.

Pulvernness (2003) underlines the necessity of studying culture of native speakers, arguing that a language seems senseless if learners know nothing about the people who speak the target language and the country in which the language is used. In other words, if students learn only the language without the knowledge of native speakers' culture, the students cannot fully understand the language as a whole.

There are some significant benefits of integrating native speakers' culture in ELT for learners. McKay (2002) contends that native speakers' cultural knowledge has long been a major component in the ELT classroom. The rationale for integrating native speakers' culture into English classroom lies in firstly that learning native speakers' culture will help develop students' attitude and enhance students' motivation. Moreover, Svanes (1988) states that a successful learner is one who has a positive attitude towards the native speakers' culture. In conclusion, native speakers' culture creates motivation for learners and once the learners are motivated, they tend to be successful in language learning.

Other than learning context, cultural information in student textbooks is another concern. Textbooks is another factor that indicates the importance of native speakers' culture learning. Cortazzi and Jin (1999) distinguish three types of cultural information that is used in language textbooks and materials: 1) 'source culture materials' means the learners' own culture as content; 2) 'target culture materials' refers the culture of a country where English is spoken as a first language; 3) 'international target culture materials' is a great variety of cultures in English and non-English-speaking countries around the world. Obviously, native speakers' culture should be integrated in teaching materials and students' textbooks. Therefore, native speakers' culture knowledge is considered as a requirement for English language learners.

In Thailand, the Basic Education Core Curriculum B.E. 2551 (Ministry of Education, 2008) emphasizes the importance of language and native speakers' culture in two Standards. Standard F2.1, "Appreciating the relationship between language and culture of native speakers and ability in using language appropriately" (p.284) and Standard 2.2, "Appreciating the similarities and differences between language and culture of the native speakers and Thai speakers, and ability in using accurate and appropriate language" (p.286). From these two Standards, it is clear that understanding native speakers' culture is a requirement for Thai students.

According to Biyaem (1997) which claims that Thai English teachers faced many obstacles in teaching. One of the results indicated that Thai teachers had insufficient English language skills and native speakers' cultural knowledge. In addition, Pulvernness (2003) states that English teachers who have no idea about native speakers' culture cannot motivate students to learn English. These problems affected Thai students' communicative competency and decreased their motivation for learning English.

Adaskou, Britten and Fahsi (1990) categorize the cultural contents in ELT into 3 senses which are 1) Aesthetic sense means literature, music, films and the fine arts; 2) Sociological sense involves the way of life, interpersonal relations and free time activities and; 3) Pragmatics sense refers to social skills which make learners communicate successfully with others who are from the target language community. Not only Adaskou et al (1990) but also Hammar (2013) find that Sociological sense of culture was taught the most in English classrooms. In this study, researcher would like to investigate whether or not the cultural contents that Thai English teachers integrate native speakers' cultural contents differently than those of the previous research. Thai EFL teachers' opinions of cultural contents relating to native speakers' culture in ELT is another interesting point to investigate in this study because teachers' opinions are the major factors that affect their teaching.

Objectives

- 1) To examine cultural contents that Thai English Language teachers integrate in ELT.
- 2) To investigate Thai English language teachers' opinions towards the importance of integrating native speakers' culture in ELT.

Definition of terms

1. Native speaker culture refers to the culture of the countries that English is used as the primary language which are United Kingdom, the United States of America, Canada, Australia and New Zealand.

2. Cultural Contents refer to the cultural contents that were divided into 10 categories which were adapted from Gonen (2012). The 10 categories are: 1) History, geography and political system; 2) Different ethnic and social groups; 3) Daily life and routines, living conditions, food and drinks; 4) Youth culture; 5) Education and professional life; 6) Traditions, folklore, tourist attractions; 7) Literature; 8) Other cultural expressions (music, drama, art); 9) Values and beliefs and 10) Relations between Thailand and native speakers' countries.

3. Thai English Language Teachers refer to Thai English teachers who teach at public schools at secondary education level in Bangkok Educational Service Area 2.

Research Method

The present study employed both quantitative and qualitative research methods. The questionnaire and semi-structured interview were used to investigate Thai teachers' integration of and opinions towards the native speakers' cultural contents in English Language Teaching.

Population

The participants of the study were 30 Thai English language teachers who taught Grades 7 to 12. The 2 schools were located in Bangkok Educational Service Area 2. 15 participants from each school completed the questionnaire and 33% of the total number, or 10 participants, were selected randomly to be the interviewees in the semi-structured interview.

Research Instruments

The research instruments used in this study were as follows:

1. **Questionnaire** adapted from Teaching culture in the classroom: Teachers' perspective by Gonen, 2012.

The questionnaire consisted of 3 parts:

Part 1 The respondents' general background.

Part 2 The respondents were asked about the native speakers' cultural contents that they integrated in ELT. The Likert scale used was divided into 5 levels. Each item entailed the following description:

Table 1: *Interpretation of Questionnaire Scores on Native Speakers' Cultural Contents that Teachers Integrate in ELT*

Frequency	Average Mean	Level
Always Integrated	4.00-5.00	Very High
Usually Integrated	3.00-3.99	High
Sometimes Integrated	2.00-2.99	Moderate
Rarely Integrated	1.00-1.99	Low
Never Integrated	0.00-0.99	Very Low

Part 3 There were 11 questions about teachers' opinions towards integrating native speakers' culture in ELT which were divided into 3 major topics 1) teaching culture; 2) learning culture and 3) the effect of learning culture. The Likert scale used in the questionnaire was divided into 5 levels. Each item entailed the following description:

Table 2: *Interpretation of scores on Teachers' Opinions Towards Integrating Native Speakers' Culture in ELT*

Frequency	Average Mean	Level
Strongly Agree	4.00-5.00	Very High
Agree	3.00-3.99	High
Neutral	2.00-2.99	Moderate
Disagree	1.00-1.99	Low
Strongly Disagree	0.00-0.99	Very Low

2. Semi-structured interview

The semi-structured interview was designed to obtain deeper understanding of the participant's instruction in integrating native speakers' culture in ELT and how the participants integrated native speakers' culture in their English lessons. There were six questions in the semi-structured interview.

Validity of research instruments

Validity

To measure the validity of the questionnaire and semi-structured interview questions on teachers' instruction in integrating native speakers' culture and their opinions towards integrating native speakers' culture in ELT, IOC (item-objective Congruency Index) was used. The researcher asked three experts in Teaching English as a Foreign Language field to validate the appropriateness of the items.

The interpretation of the IOC value is as follows:

1. If IOC score was higher or equal to 0.50, the item was valid.
2. If IOC score was less than 0.50, the item was invalid and needed revision.

Validity of the questionnaire

The result indicated that 100% of the items were rated higher than 0.5 of the IOC index, meaning that they were congruent with the research objectives.

Validity of the interview questions

The result indicated that 100% of the items were rated higher than 0.5 of the IOC index, meaning that they were congruent with the research objectives.

The researcher revised the questionnaire and interview questions according to the three experts' recommendations.

Data collection

Data collection was carried out into two phases. First, the questionnaire was administered at 2 government schools in Bangkok in semester 1 of academic year 2014. The questionnaire was distributed to 30 participants. The researcher informed the participants that their responses to the survey would be kept confidential and anonymous in order to get their most honest responses. After that, 5 participants from each school were selected randomly to participate in semi-structured interview. The second phase was the semi-structured interviews. The interviews were conducted in Thai language and recorded.

Data Analysis

1. The data obtained from the questionnaire were computed using version 21.0 of Statistical Package for Social Sciences (SPSS) program to find the mean and standard deviation of native speakers' cultural contents that Thai English teachers integrated in their English lessons and their opinions toward the importance of integrating native speakers' culture in ELT.

2. The data obtained from semi-structured interview were analyzed by using content analysis and were divided into themes.

Results

The majority of the participants were female English teachers (73.3%). Most of them had English teaching experience under ten years (66.7%). Half of the respondents (50%) taught English at lower secondary school level and the other half taught at upper secondary school level. Moreover, the majority of the respondents (80%) had been to native speakers' countries for various purposes and time frame.

The results from questionnaire data are shown in Tables 3 and 4 below.

Table 3: Native Speakers' Cultural Contents That Thai English Language Teachers Integrated in Their English lessons

Statement	Mean	S.D.	Level
1. History, geography and political system	2.80	0.761	Moderate
2. Different ethnic and social groups	3.07	0.907	High
3. Daily life and routines, living conditions, food and drinks	4.00	0.871	Very high
4. Youth culture	3.53	0.776	High
5. Education and professional life	3.60	0.855	High
6. Traditions, folklore, tourist attractions	3.43	0.898	High
7. Literature	2.63	2.830	Moderate
8. Other cultural expressions (music, drama, art)	2.83	0.874	Moderate
9. Values and beliefs	3.03	0.964	High
10. Relations between Thailand and native speakers' countries	3.23	0.935	High
Average	3.22	0.580	High

Table 3 shows that the native speakers' cultural contents that Thai English language teachers integrated in ELT at the very high level was Daily life and routines, living conditions, food and drinks (4.00), followed by Education and professional life (3.60), Youth culture (3.53) and Values and beliefs (3.03) respectively which integrated at a high level. On the contrary, History, geography and political system, Literature and other cultural expressions were integrated at a moderate level.

Table 4: *Thai English Teachers' Opinions Towards The Importance of Integrating Native Speakers' Culture in ELT*

Statement	Mean	S.D.	Level
1. Teaching native speakers' culture is important in English lesson.	4.10	0.885	Very high
2. It is impossible to teach English language and the native speakers' culture in an integrated way.	3.97	1.273	High
3. The more students learn the native speakers' culture the better they understand and accept the differences between Thai and native speakers' cultures.	4.30	0.750	Very high
4. The variety of native speakers' cultural contents should be taught in English classes.	4.30	0.596	Very high
5. The study of native speakers' culture in English classes can hinder the progress in linguistic accuracy	3.90	1.185	High
6. Learning native speakers' culture can change the student's attitude towards her/ his own culture.	3.47	1.074	High
7. An emphasis on the study of native speakers' culture can contribute to the student's loss of Thai cultural identity.	4.23	0.774	Very high
8. The most important goal in learning native speakers' culture is to develop positive attitude towards Thai culture.	3.13	0.937	High
9. Only students with advance English skills should learn native speakers' culture.	2.63	1.189	Moderate
10. Teaching native speakers' culture motivates students.	3.93	0.740	High
11. Integration of native speakers' culture and English language helps students develop English language skills more.	4.17	0.913	Very high
Average	3.83	.377	High

Table 3 shows that the average mean score of Thai English teachers' opinions towards the importance of integrating native speakers' culture in ELT was 3.83 which means that participants agreed that integrating native speakers' culture in ELT was important at high level. They also agreed at very high level that the more students learn the native speakers' culture, the better they understand and accept the differences between Thai and native speakers' cultures (Mean = 4.30), and item 4: the variety of native speakers' cultural contents should be taught in English classes (Mean = 4.30); an emphasis on the study of speakers' culture can contribute to the student's loss of Thai cultural identity (Mean = 4.23); integration of native speakers' culture and English language helps students develop English

language skills more (Mean = 4.17), and teaching native speakers' culture is important in English lesson (Mean = 4.10) respectively. They agreed that only students with advance English skills should learn native speakers' culture at moderate level.

The results from interviews were divided into 4 themes.

Theme 1 Native speakers' cultural contents

The mostly used contents were Daily life and routines, living conditions, food and drinks. The main reason that the teachers integrated Daily life and routines, living conditions, food and drinks the most was because these contents were in the textbooks and it was necessary for the students to learn. The following were their opinions:

“Because the students need to be accustomed to it. It is in their real life situation as well.”

(Teacher F)

“Because these contents are in the textbooks and when it comes up then I explain more to the students. I also want the students to be familiar with how they should act or speak English properly in their real life.”

(Teacher H)

The other native speakers' cultural contents that were used to integrate in ELT were Traditions, folklore and tourist attractions which also shown in the questionnaire that the teachers used these contents in a high level. The major reasons were because these contents were in the textbooks quite a lot and the students like to do activities about Traditions more than other cultural contents. The following were their opinions:

“I use a lot of Traditions to integrate in ELT a lot because the students are interested in it. When they are interested they will be enthusiastic to do the activities.”

(Teacher E)

The Majority of the teachers said that the native speakers' cultural contents they integrated in ELT the least were History, Geography and political system. The main reason was that these contents were not shown or included in the textbooks they used. Two teachers thought that Geography is not important.

“These cultural contents can't be found in the textbooks”

(Teacher A)

“It is not in the textbooks and from my point of view I think it is not very important. I don't see that the students need to know much about it.”

(Teacher C)

Theme 2 Cultural resources

In terms of resources, internet was mentioned the most, followed by visual aids such as pictures and videos. It is very interesting how the teachers used the internet. Not only that the participants found the information online by themselves but also they let the students use the internet on their smart phones in the classrooms while they were teaching. The main reasons were because the internet was up to date and convenient.

“The Internet has everything for them whatever they would like to search for and it is very attractive for the students because they can see and hear it. Sometimes, I ask them to send their homework via Facebook like writing assignments so they can see their friend's work and comment on each other's work on Facebook.”

(Teacher A)

“I use the internet sometimes. The students have smart phones so I ask them to search on their phones in the class. This is very convenient and effective.....I ask them to search if a specific situation happens in England, how the native speakers act or say. Can you see the similarities or differences between Thai culture and Native Speakers' culture?”

(Teacher C)

“They use their phones to do the search even the phones are not allowed to be used in school. I ask them to search in the class.”

(Teacher E)

However, one participant said that he integrated the cultural contents that included in the textbooks only.

“I don't really use many things. I rely on the textbooks a lot.”

(Teacher J)

Theme 3 Teaching techniques

The teaching techniques used by the participants when integrating native speakers' culture in ELT were very various. For example, the teachers asked the students to work in groups or pairs by using role-plays. Teachers compared Thai and native speakers' cultures in their lessons then the students discussed about the differences. Students were also assigned to do the research on cultural topics as an individual work and were assigned to do bulletin boards on native speakers' culture as group work. However, the most frequent technique was role-play.

“I use role-play, for example, greeting. I ask the students to do role-play and make conversations of how to greet each other. I ask them to do in in group or pair.”

(Teacher A)

“Most of the time I use group discussion because other activities are too difficult for them.”

(Teacher D)

“If it is Christmas, I will assign them to do group work. They will do some Mini-exhibitions or activities before the national anthem in front of every student in the school.”

(Teacher G)

“Just individual work. I ask them to do research on their own most of the time.”

(Teacher J)

Theme 4 Assessment

Half of the participants stated that they set their own scoring rubrics. For example, the students did the role-plays then the teachers assessed them from the language used in the role-play whether it was appropriate or not and whether the culture that was presented in students' role-plays went along well. Two participants said that they used only observation to assess students' native speakers' culture knowledge. However, a few teachers mentioned that they do not really use any kind of assessments to assess students' culture knowledge or skill. The following were their opinions:

“I set the criteria of how English language is used, the pattern they used or it depends on the activities as well if it is role-play I will see if the culture and the language go along well.”

(Teacher C)

“I would just observe their interest. I see if they are interested enough to show some opinions about culture but I won't give any score for this....I don't think we can assess them on the culture competency”

(Teacher D)

“I do not set any standards or anything but I use my own observation to judge whether the students can use the language properly or not.”

(Teacher H)

Discussion

From the results, it can be concluded that the majority of teachers agreed that integrating native speakers' culture in ELT is important. Moreover, the majority of the respondents strongly agreed that the more students learn the native speakers' culture the better they understand and accept the differences between Thai and native speakers'

cultures. This finding coincides with Tomalin and Stempleski (1993), which states that integrating culture in language learning help students to develop an understanding of the fact that all people exhibit culturally conditioned behaviors as well as develop understanding that social variables such as age, sex, social class and place of residence influence the way that people speak and behave. The reason might be because the teachers realized that the students need to learn cultural differences because they help prepare them to the real world situations.

The native speakers' cultural contents that the participants mostly used to integrate in ELT were daily life and routines, living conditions, food and drinks. This supported the statement of Hammar (2013) that the teachers mainly integrated sociological sense culture which refers to the organization and the nature of family, work, leisure, customs and institutions. The majority of the participants mentioned that these cultural contents were important to the students because these contents could be encountered in everyday life. The students would benefit significantly from these cultural contents since they would acquire plenty of general knowledge regarding native speakers' culture.

Nevertheless, there are more cultural contents that would be interested by the students. According to Adasku, Britten and Fashi (1990), cultural contents were divided into 4 categories which are 1) Aesthetic sense; 2) Sociological sense; 3) Semantic sense and 4) Pragmatic sense. The results revealed that EFL teachers mainly integrated only sociological sense culture in ELT. This might be insufficient in terms of cultural contents when integrating in English classes. The reason might be the lack of teachers' training in cultural teaching. The result of the study was consistent with Taylor (1991) and Hadley (2001). They state that the lack of adequate training and experience for teaching language and culture could have an influence on cultural information provided in the classroom. In order to increase students' motivation for learning English, teachers could help them by integrating more of native speakers' cultural contents in particular the cultural contents that the students like.

Based on the interview results, it can be concluded that the native speakers' cultural contents which were used to integrate in English lessons the least was history, geography and political system. On the contrary the questionnaire results revealed that literature was integrated the least in ELT, and two teachers from the interviews confirmed that literature was a difficult cultural content for their students. This conflict may happen possibly because the interview was conducted two weeks after the questionnaire. Therefore, there was time lapse between collecting quantitative and qualitative data. That is why the participants may not remember their previous answers in the questionnaire, literature was the least integrated topic in the questionnaire.

The interview result can be summarized that the cultural resources that the participants mentioned the most were the internet, smart phones and textbooks. Internet

and smart phones are becoming primary source when teachers integrate culture in English lessons based on the interview answers. This finding contradicted with Pattaraworathum (2007) which indicated that English teachers used CDs and VCDs as main materials. This might be because of globalization and technological advancement that made the internet resource available for everybody and easily accessible. As a consequence, internet and smart phones seem to take crucial roles in learning and teaching English. However, as mentioned previously that cultural contents in the textbooks were still used as a main resource in teaching native speakers' culture, this finding can be supported by Pattaraworathum (2007) case study research and Katechaiyo (2013) experimental research which state that course books were teachers' major resource of cultural information. The reason that textbooks were the major cultural resources was possibly because the teachers did not have enough time to search in other resources and they believed that the textbooks would have accurate cultural information and suitable for the students' level already.

In terms of teaching techniques, it can be concluded that role-play was used as a main activity when integrating native speakers' culture in ELT. Based on the interview answers, the activities organized by the teachers when integrating native speakers' culture seemed to be in the same direction. The reason that teachers used role-play as a major technique was probably because the students can learn how to use English language and express themselves in the situations appropriately at the same time and the teachers saw that it is quite effective comparing to other techniques.

In addition, The majority of the participants stated that they assessed their students' cultural competency by using rubrics. This result is consistent with Pattaraworathum (2007). However, a few participants rarely assessed their students on the cultural competency. This could be because of the teachers' misleading that language competency must be achieved through linguistic study only and they thought that linguistics skills are more important than cultural skills. Consequently, most of the teachers overlooked the importance of culture teaching and devoted more time during class on linguistic contents. One teacher also stated that Thai EFL students learn English just to pass school requirements and have good scores but not for applying in their real lives.

A few difficulties found in integrating native speakers' in ELT were mentioned in the interviews. Two participants indicated that the time constraint, tight curriculum and large number of students made it difficult for them to integrate native speakers' culture in their English teaching. This result is consistent with Katechaiyo (2013).

Pedagogical Implication

Teacher training on integrating native speakers' culture in ELT is required. As a result of doing this, teachers will be well equipped with native speakers' cultural knowledge and

teaching techniques. Therefore, the teachers could make their lessons to be more interesting to the students. Native speakers teachers can be used as resource persons or coaches to help some teachers who need to learn native speakers' culture more.

Based on the interview result, the assessment methods seemed to be a problem because a few teachers did not assess their students' cultural competency at all. If the training could show EFL teachers that there are many ways to assess their students' cultural knowledge and competency. This would help Thai teachers on how to assess the students more effectively.

It was obvious that the internet and smart phones were used as instructional media. This new technology should be applied in material design in order to develop more modern materials which can be used in English classes. As a result, this will also make the students more interested in learning English.

In conclusion, the result of the study showed that Thai teachers' agreed that the integration the native speakers' cultural contents in ELT was important. Therefore, EFL teachers should incorporate native speakers' cultural contents in their English lessons. As a result, students would be open and tolerant towards native speakers' culture and they could be competent in English language use.

Recommendation

Further research should not study only native speakers' culture since English is now used as an international language. The trend in teaching culture in ELT is shifting to intercultural communication. Therefore, the research in intercultural communication would be more useful for EFL teachers. Since the number of participants in this study is limited only in Bangkok Educational Service Area 2, the further research should be conducted in a wider area to investigate if the EFL teachers' integration of native speakers' culture in ELT would be different from this study.

References

Adaskou, K., Britten, D., & Fashi, B. (1990). 'Design Decisions on the Cultural Content of a Secondary English Course for Morocco'. *ELT Journal*, 44(1), 3-10.

Biyaem, S. 1997. *Learner Training: Changing Roles for a Changing World, Educational Innovation for Sustainable Development*. 3rd UNESCO-ACEID International Conference, Bangkok.

Cortazzi, M., & Jin L. (1999). Cultural mirrors: Materials and methods in the EFL classroom. In E. Hinkel (Ed.), *Culture in second language teaching* (pp. 196-219). Cambridge: Cambridge University Press.

Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge: Cambridge University Press.

Firth, A. (1996). 'The discursive accomplishment of normality: On "lingua franca" English and conversation analysis'. *Journal of Pragmatics*, 26(2), 237 – 59.

Gonen, S. I. (2012). Teaching culture in the FL classroom: Teachers' perspectives. *International Journal of Global Education*, 1(3), 26-46.

Graddol, D. (2006). *English Next*. London: British Council

Hadley, A. O. (2001). Teaching for cultural understanding. In *Teaching language in context* (3rd ed.). Boston: Heinle & Heinle Publishers.

Hammar, M. (2013). Culture in EFL classroom-which cultures dominate the classroom?. (BA Degree paper). University of Gothenburg. Sweden.

Kachru, B. B. (1985). Standards, codification, and sociolinguistic realism: The English language in the outer circle. In R. Quirk & H. Widdowson (Eds.), *English in the world: Teaching and learning of language and literature* (pp. 11–30). Cambridge: Cambridge University Press.

Katechaiyo, N. (2013). A Study of Techniques in Teaching Culture Among English as a Foreign Language Teachers at Upper Elementary Education Level, *An Online Journal of Education*, 8(1), 2779-2792.

McKay, S. L. (2002). *Teaching English as an international language*. New York: Oxford University Press.

Ministry of Education. (2008). *Basic Education Curriculum B.E. 2551*. Retrieved from <http://academic.obec.go.th/web/doc/d/147>

Pattaraworathum, N. (2007). A case study of culture teaching practices of upper secondary school english teachers. Master's Thesis, Program in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University.

Pulverness, A. (2003). *Distinction & dichotomies: Culture-free, culture-bound*. Retrieved from <http://elt.britcoun.org.pl/forum/distanddich.htm>.

Svanes, B. (1988). Attitudes and "cultural distance" in second language acquisition. *Applied Linguistics*, 9(4), 357-371.

Taylor, C. (1991). *The Ethics of Authenticity*. Harvard, MA: Harvard University Press.

Tomalin, B., & Stempleski, S. (1993). Introduction. Cultural awareness. Oxford: Oxford University Press.