

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study which will clarify the reason why the research attempted to conduct the study to inform the advantage of the study. It will be followed by the scope and limitation which explains about where the data will take and what the research focuses on. In the last part is definition of key terms which provide the reader about the content of study.

1.1 Background of the Study

In the era of globalization, Languages are very important when people live or work abroad; to learning understand language and culture gives us opportunity to work around the world. However, the ability to exchange cultures or communicate in an effective, appropriate international environment through awareness of differences in their own culture including other cultures is important to the global environment. The education system of Thailand also gives importance to the ability of culture. In language and culture Announced by the Ministry of Education (MOE), the objective is to enable Thai language students to use English for coordinate with English culture, build relationships, appreciate the similarities and differences between two languages and cultures, use appropriate language and culture (MOE, 2008).

However, the integration of teaching English as a foreign language (EFL) in the Thai context is in debate. Intercultural competence is an important offer in language learning. On the other hand, it is clear that most of Thai EFL teachers focus on grammar and communication skills (Noom-ura, 2013; Saengboon, 2017).

According to Le (2007), It's still has a problem that they have to face communication caused by lack of social competence. In addition, they're not aware of the fact with each language is different, In the way of expressing feelings and creating messages because many learners ignore cultural elements. Therefore, students tend to improperly transfer the expression from mother tongue to the target language.

There are some importances of Intercultural Awareness (IA) in foreign language learning and teaching to promote intercultural competence. According to Deadorff (2006) taught intercultural awareness of language is great importance. Ho (2009) confirmed that it's impossible to segregate language and culture from each other and it also important to combine the ability between cultures in the language teaching process. Lack of cultural knowledge may cause of student's experience serious problems such as disagreements, misunderstandings and conflicts in communication in different cultural situations. Will Baker (2013, 2016) say that Intercultural awareness is an important element in preparing students for dialogue in diverse societies and flow of communication in cross-cultural universities. According to Chen and Starosta (1996), Intercultural awareness is understanding of one's own culture and others that affect to thinking and conduct of others. Colvin et al (2012) shows that intercultural awareness helps students expand their thinking. They're increase patience, achieve cultural empathy and sensitivity. In addition, based on information from Cakir (2006), intercultural awareness in EFL classes is very important. Learning to understand foreign cultures will help students from other languages use more vocabulary and expressions with skills and credibility. Leung and Chiu (2010) Intercultural

Awareness is a learning process that we adapt to language, goals, cultural situations and principles. Rappel (2009) This study, intercultural awareness in study of second language, not just focusing on the purpose of learning a second language. But to create cultural knowledge of current students and language connections through cultural awareness. In foreign language teaching and learning, Awareness of the target language and culture needs to be carefully considered. Otherwise, the potential for cross-cultural communication problems arises from a lack of conversation or behavior that can't be understand for each other.

Therefore, this study was to research the perceptions of Thai EFL teachers toward intercultural awareness in EFL teaching at Thailand school, specifically some school in three areas south of Thailand are Naratiwat, Yala and Pattani. The aim of the study was to research the perceptions of Thai EFL teachers toward of Intercultural Awareness in EFL teaching at Thailand school.

There were some previous studies that talked about intercultural awareness in EFL teaching, some researchers conducted study, and those are first, a research by Kazykhankyzy and Alagözl, 2019 entitled “Developing and Validating a Scale to Measure Turkish and Kazakhstani ELT Pre-Service Teachers’ Intercultural Communicative Competence” who research about the development of the Intercultural Communicative Competence Scale (ICCS) between two group from Turkey and Kazakhstan. The results from the content validity index (CVI) for the Intercultural Communication scale it was found that it accepted that this was the result 0.7. EFA results found that the scale consists of 4 factors, namely 1 Skills. 2 Attitude. 3 Awareness and 4 Knowledge. Each of these 4 factors has several items

so that the total number of all there are 52 items, namely in the skills component there are 21 items in attitude 13 items on Awareness there are 12 items and Knowledge there are 6 items.

Second, a research by Chau Thi Hoang Hoa and Truong Vien, 2019, entitled “The Integration of Intercultural Education into Teaching English: What Vietnamese Teachers Do and Say”. who research about what extent upper secondary school teachers perceived and practiced intercultural integration prior the educational reform. The findings suggested that educational management should be consistent with the progressive reform through the synchronization of all curricular factors towards intercultural education, and teachers should be oriented with intercultural teaching pedagogy to conduct suitable activities to develop students’ intercultural communicative competence.

Third, a research by Tabitha Kidwell, 2019, entitled” Teaching about Teaching about Culture: The Role of Culture in Second Language Teacher Education Programs” who research about teacher education program in Indonesia investigates novice teachers’ learning about and practices for teaching about culture. Findings indicate that teachers have few opportunities to learn about how to teach about culture, and they address culture in their classrooms relatively infrequently.

Fourth, a thesis by Karacabey, Ozdere and Bozkus, 2019, entitled “The Attitudes of Teachers towards Multicultural Education”. Who research about The purpose of this study is to determine the teachers' attitudes toward multicultural

education. The findings, it is determined that teachers have positive attitudes towards multicultural education.

From some previous studies above, hence the author argues that because teaching English is cannot separated from culture. So that if it is not involved with culture, English cannot be a totality not to be clear. There is no researcher obtained the data through giving questionnaire to Thailand teachers, perception of intercultural awareness in EFL teaching at Thailand school. This has aroused writers' interest to take part in this research, focusing on Thailand teachers' in EFL teaching at Thailand school especially in Southern of Thailand.

Considering the reasons above, such as intercultural awareness for EFL teachers EFL in Thailand is really important especially in EFL teaching. in addition, based on some previous research that talked about intercultural awareness whereas there is no subject of research that are Thailand teachers in EFL teaching an teaching in some Thailand school so, the writer interests to investigate EFL Thailand teachers perception toward intercultural awareness in EFL teaching at Thailand school through this study entitled **“Thai EFL Teachers' Perception Of Intercultural Awareness In English Foreign Language Teaching At Thailand School”**.

1.2 The Research Question

This study to investigate teachers' perception in EFL teaching at Thailand school. Specially, the researcher tried to answer the questions. “What are Thai EFL teachers' perceptions toward intercultural awareness in EFL teaching at Thailand school?”

1.3 The Objectives of the Study

There objectives of this research is to know Thai EFL teachers' perception toward of intercultural awareness in EFL teaching at Thailand school.

1.4 The Scope and limitation

In order to make this study more specific, the researcher determine the scope and limitation which focus on all the teacher EFL at Thailand. In this research, the researcher just focuses on EFL teacher perception of intercultural awareness in EFL teaching and understands of teacher in teaching intercultural awareness.

The researcher makes the scope and limitation because of the limited that the researcher some school in three areas south of Thailand are Naratiwat, Yala and Pattani.

1.5 The Significance of the Study

The result of this research is expected to give significance both theoretical significance and practical

1. Theoretically

- a. The results of this research can be used as a reference for further research.

- b. The results of this research can add knowledge to readers about Thai EFL Teachers' Perception of Intercultural Awareness in English Foreign Language Teaching at Thailand School in 2019/2020 academic year paper.

2. Practical significance

From this study, it is expected that the results of the research can give contribution to the improvement of the effective English teaching learning process in general by knowing teacher perception of intercultural awareness, especially for EFL teacher. The result of this research can be used by teacher, students and other researcher.

For the Teacher, this study will help teacher's perception toward intercultural awareness in EFL teaching. Thus, teacher has perception toward intercultural awareness in English foreign language teaching at Thailand school.

For the student, this study will hope to improve their intercultural awareness in EFL teaching at Thailand school especially for EFL teacher, because this study will find out Thai EFL teachers' perception toward intercultural awareness in English foreign language teaching at Thailand school. It aims to motivate the Thai EFL teacher's perception toward intercultural Awareness in English foreign language teaching at Thailand school. They will understand intercultural awareness farther.

For other researcher, this result of the research hoped can be used as the reference for other researcher when conducting the researcher. It may be different object or another technique.

1.6 Definition of Key Terms

To avoid misunderstanding of key terms used in this research, therefore it will be defined as below.

1. Teacher perception:

Teacher's Perceptions is understands of Thai EFL teachers toward of Intercultural Awareness in EFL teaching regard to the activity, topic selection, and place at school in Thailand. In this study, the researcher conducts questionnaires to the teachers to know their perceptions. The selection of the teachers is come from schools in Thailand and the data collection takes place at school where the teacher teaches.

2. Intercultural awareness:

Intercultural awareness means understanding one's own culture and other things that affect people's thoughts and behavior. Teaching second language should have both language and cultural ability. Teachers should prepare students to interact with people in the foreign culture, make students to understand and accept people from the foreign culture with their views, values and behaviors. Therefore, it will help students to see a kind of interaction is an inspiring experience that add value to new studies.

3. English foreign language teaching:

Teaching is to educate students or teach students. Teaching is to help learners how to do something, to give advice, to study something, to give

knowledge or to understand. Teaching is to guide and facilitate learning, make students to learn, determine learning conditions. Effective teaching and learning processes are energetic, creative, effective, and fun. Language teachers should be able to create these conditions to meet their language learning goals. Language teachers should be able to cover various aspects of teaching a specific language to students. They should be able to encourage, help, and guide students so they can learn how to use language in real communication.