CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Teachers perception

2.1.1 Definition of Perception

According to Wang (2007), perception is a set of internal sensational cognitive processes of the brain at the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind. Perception maybe considered as the sixth sense of human being since almost all cognitive life functions rely on it. Perception is also an important cognitive function at the subconscious layers that determines personality. Braund (2008) argued that perception is inherently active and exploratory. It is seeks out alterations in the vast flow of information enveloping it. These alterations are detected when the perceiver moves through the environment and probes it with a pair of glancing eyes. According to indirect theoris, perception is elaboration of an inadequate stimulus input, and according to the direct theory of perception, on the other hand, stimulus information sufficiently specifies the environment, so that the perceiver only has to detect this information, not to elaborate it (Wagemans, 1985) in Braund (2008).

So, it can be concluded that perception is the detection of invariant structures in the flow of stimulus information, which is sparked when the active perceiver moves through the environment. If perceptions are to be useful, they must be executed in performance of effective actions on the environment. If actions are to be effective, they must be constrained by direct perception.

2.1.2 Definition of Teacher's Perception

Teacher's perception is called as teacher's belief. It is about the theory of teacher's behavior, knowledge, language skill and activity in classroom. Bauch (in Saad, 2013: 1986) explains teacher's beliefs are attitudes that affect a person's intentions and decisions. In the context of education beliefs refer to teachers' behaviors with some individual teaching practices reflecting teachers' beliefs about teaching and learning a foreign language. MacLeon (1992) states that beliefs are largely cognitive in nature, and are developed over relatively long period of time. Emotions, on the other hand, may involve little cognitive appraisal and may appear and disappear rather quickly, as frustration of trying to solve a hard problem is followed by the joy of finding a solution. Talis (2009: 93) defines the core aspects of teachers' beliefs is general pedagodical knowledge. Richards (2011: 19) explains teachers's beliefs as thoughts and thinking processes that shape their understanding of teaching and their classroom practices. Canbay, et al. (2012: 71), explain teacher's belief is based on the teacher's prior experiences, school practices, and a teacher's individual personality. McDiarmid, et al. (1988: 4), explains teacher's belief is about understandings of the individual common places: subject matter, learners, learning and teaching, and context. In conclusion, it is thought that teacher's belief is related to attitudes, emotions and experiences that are owned by the teacher in the implementation of the teaching and learning program.

2.1.3 The Importance of Teacher's Perception

Teachers are one of the most important personnel in educational system that are in the front line of education, heavily involved in various teaching and learning processes, and also the final practitioners of educational principles and theories. In the field of English Language Teaching professionals, significant roles of teachers" perceptions have been highlighted. Smylie (1988:23) in his path analysis study of 56 teachers undergoing a staff development process concluded that teacher's perceptions and beliefs are the most significant predictors of individual change.

Barcelos (2003: 15) states that language teachers" perceptions influence what language teachers do in the classrooms. Similarly, Yu in Srangkang and Jansem (2013:50)　　mentions that teachers" perceptions influence what teachers do both inside and

outside the classrooms. Therefore, teachers must be aware of what they perceive and believe when conducting their daily teaching. This means that teachers" perceptions are the basis for teacher to form judgment or make decisions. In addition, teachers" perceptions result in how teachers deal with shortcomings in their teaching situations (Moloi, 2009: 142).

Jia (2004: 26) states in her study that some writers believed that as behavior is led by thought, exploring teachers" perceptions and beliefs help gain deeper understanding of teachers" behaviors in classrooms and provide guidance for enhancing teachers" practices. Teachers have a primary role in determining what

is needed or what would work best with their students. Findings from research on teachers' perceptions and beliefs indicate that these perceptions and beliefs not only have considerable influence on their instructional practices and classroom behavior but also are related to their students' achievement (Anderson & Roth, 1991).

Thus, knowing the perceptions and beliefs of teachers enables one to make predictions about teaching and assessment practices in classrooms.

2.2 Intercultural Awareness (ICA)

Intercultural awareness, according to Chen and Starosta (1996) say that intercultural awareness means understanding of one's own culture and other things that affect people's thinking and behavior. According to Tomlinson and Masuhara (2004) said that culture, increased understanding of your culture and others, and positive interest in how cultures connect and differ. Increasing cultural awareness helps learners expand their hearts, increase patience and achieve cultural empathy and sensitivity.

According to Tomalin and Stempleski (1993), cultural awareness covers three features: (1). Perception of behaviors caused by their own culture. (2). Recognition of behaviors caused by other people's cultures. (3). The ability to explain their own cultural perspectives.

According to Ho (2009), the development of cultural awareness in English language classes may be influenced by many limitations, including the cultural knowledge of existing English teachers, the availability of native speakers. Knutson (2006) points out that the development of student cultural awareness

begins by encouraging them to realize the cultural identity associated with other cultures. For this reason, Knuston (2006) recommends that Teachers should analyze the real world of students and academic needs. Cultural knowledge, awareness or ability to work in the proper way.

The important for this idea of cultural awareness (CA) is the understanding of the nature of cultural norms which leads to the ability to compare and mediate between different cultural norms in communication. Between cultures This has been well supported by Guilherme's (2002) postmodernism and an important method for CA, which emphasizes the fluid and inconsistent nature of cultural and identity characteristics. In addition, Byram (1997) has established a comprehensive framework for the teaching of CA, which leads to a more complex understanding of the culture and language of the L2 learners.

Korzilius et al., (2007) definition of Intercultural awareness is the ability to empathize and to decenter. More specifically, in a communication situation, it is the ability to take on the perspective of conversational partner from another culture or with another nationality, and of their cultural background, and thus, to be able understand and take into consideration interlocutors' different perspective simultaneously". Byram et al. (2002) is "the process of becoming more aware of and developing better understanding of one's own culture and others cultures all over the world to increase international and cross-cultural understanding".

This implies that the aims of language teaching should include both intercultural and linguistic competences; prepare students for interaction with

people of other culture ; enable them to understand and accept people from other culture who have their own perspectives, values and behaviors; and help them to see that such interaction is an inspiring, enriching, educational and new experience (Byram et al., 2002).

Based on definition above, Cultural awareness becomes essential mainly when we have to interact with people from other cultures. Individuals should be aware that it is difficult to think and behave in the context of their own culture within the confines of another culture. It can be seen that intercultural awareness a conscious understanding of the role culturally based forms, practices and frames of reference can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication.

According to Chau, T. H. H., & Truong, V. (2019). The Integration of Intercultural Education into Teaching English: What Vietnamese Teachers Do and Say. Questioner used by this researcher in which there are questions about several aspects including; Teachers' perceptions were classified as teachers' beliefs and perceived practices the former relating the importance and objectives of intercultural integration, the latter describing how intercultural teaching should be implemented following the principles proposed by Crozet and Liddicoat (2000), Newton (2016), and Newton et al. (2010). Intercultural teaching practices reflected by the teachers were further divided into four groups: teacher-centered activities to teach intercultural knowledge student-centered activities to teach intercultural knowledge activities to develop intercultural attitudes and activities to develop intercultural skills. As suggested by Hung, Vien and Vu (2018), to

ensure the intelligibility and clarity, the questionnaire should be subjected to linguistic modification for the equivalence of terms in English and Vietnamese. The bilingual version was piloted to a group of 47 teachers in another province of the Mekong Delta with positive coefficient reliability for teachers' perceptions and practices ($\alpha = .872$ and $.886$ respectively). Researchers in this case who came from Vietnamese using English and Vietnamese.

The components of Teacher creativity include (11 items) focusing on teachers' perceptions. Item distribution in focus teacher perception they are 2 aspects, teachers' beliefs in the objectives of intercultural integration and Teachers' perceived practices of intercultural integration. The instrument is adapted from Chau and Truong (2018). The questionnaire using for Thai EFL teacher's perception of intercultural awareness in English foreign language are as follows:

1. Culture should be an integral part of English lessons.

2. Integrating culture motivates students to study a foreign language better.

3. Integrating culture fosters students' understanding of foreign cultures.

4. Integrating culture fosters students' communicative competence with people coming from other cultures.

5. Culture should be integrated into foreign language lessons as early as possible.

6. Culture can be integrated into language lessons in form of skill activities.

7. Integrating culture can be done in form of intra and extra curriculum activities.

8. Integrating culture can be organized by using internet applications (e.g. YouTube, Zalo, Facebook, etc.)

9. Integrating culture should take students' home culture into account.

10. Integrating culture should include students' home culture.

11. Integrating culture should involve clearly stated lesson objectives.

2.3 English Foreign Language Teaching (EFLT)

According to the Cambridge International Dictionary of English, teaching means to give (someone) knowledge or to instruct to train (someone), whereas the Longman Dictionary of Contemporary English suggests that is means to show somebody how to do something or to change somebody's ideas.

The teacher's job is to help learners learnt. Teachers are responsible for a large amount of what happens in the classroom, what is taught, the resources used, the type and order of activities, classroom management, assessment, feedback, correction, and so on. It is also part of the teacher's job to encourage learners to take responsibility for their own learning and become active learners (Knight, 2006).

Brown (2000) defined teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition to learning.

Based on the Harmer (2001), suggest that to facilitate the student's progress in some way or other and it is useful to adopts more precise terms than fasilitator, the teacher should indicate some roles: as controller, organizer, assessor, prompter, participant, resource, tutor, and observer.

In communicative approach, learning a language means using the language to communicate contextually: monologue-dialogue, oral-written, receptive-productive, and interpersonal-transactional. It means that language teachers should be able to cover those aspects in teaching certain language to students. They should be able to motivate, facilitate, and guide students so that they can learn how to use the language in real communication.

As stated in PP 19/2005 that the characteristics of an effective teaching and learning process are active, innovative, creative, effective, and fun, language teachers should be able to create such condition in order to attain the goal of language learning. An active teaching and learning process is teaching and learning process in which the students are involved intensively. In the context of language teaching, an active teaching and learning process is shown by the activeness of the students in using the language to communicate. Innovative teaching and learning process means that the teaching and learning process makes use of recent teaching and learning model, such as role play, focus group discussion, task-based instruction, inquiry-based learning, and problem-based learning. Creative teaching and learning process is teaching and learning process which uses various activities. Those various activities should be suited with students' competency, teaching material, teaching method, and evaluation. While an effective teaching and learning process is teaching and learning process which

is able to develop students' competency described in standard competence, basic competence, and indicator. Last but not least, a fun teaching and learning process is teaching and learning process which stimulates students to be motivated to learn the language.

2.4 Previous study

The previous study is done by **Chau**, T. H. H., & Truong, V. (2019). with the title *"The Integration of Intercultural Education into Teaching English: What Vietnamese Teachers Do and Say".* The study report the result or research by University of Foreign Languages, Hue University, Vietnam. To enable the Vietnamese youth to join the international workforce during ASEAN integration, teaching English in general education has undertaken a reform to aim for intercultural communicative competence instead of communicative competence. The data were collected and analyzed mainly statistically based on responses from 101 EFL teachers in upper secondary schools. The basic instrument that research used is questionnaire. A Questioner was developed to collect the necessary data from the teacher. The results 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.

The Second previous study is done by Karacabey, M. F., Ozdere, M., & Bozkus, K. (2019): with the title "*The Attitudes of Teachers towards Multicultural Education*". The population of the study consisted of 524 teachers who taught Turkish to the Syrian migrants in Sanliurfa province. All of the teachers were provided with data collection tools. Out of the returned forms, the wrong forms were eliminated, and 248 forms remained. Of the participants, 115 were male and 133 were female. The data for this study was collected through a 5-point Likert scale called "Teachers' Multicultural Attitude Scale". Based on the results, it can be suggested that more research is needed on how to develop, alter teaching methods and programs according to multicultural education and why teachers of certain subjects have a more positive attitude towards multicultural education.

This research is based on those two previous studies. The similarities of this research and both previous researches are intercultural education into Teaching of English of EFL teachers as the research participants. The difference of between this research and both researches are using instrument to get data from the subject of the research use EFL teacher from Thailand as the subject's research but both previous research use EFL teacher from Turkish and Vietnam as subjects of the research.

From some previous studies above, 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