

Abstract

The aim of this study was to investigate teachers' perceptions, and the ways which language teachers use to integrate intercultural issues in the classroom. In addition, this study also explores the cultural aspects available in the coursebook and how the coursebook helps to promote intercultural awareness. The sample for this study was 20 English language teachers who were teaching at Traimudomsuksapattanakarn School in Bangkok. Random sampling procedures were used. Questionnaires, Classroom Observation and Teachers' Interview were employed to collect data.

The research revealed that most language teachers had positive attitudes and perceptions towards integrating cultural issues into the language classroom. They expressed a willingness to teach culture and develop intercultural competence with their students. However, they showed very little understanding of the concept of intercultural awareness: many of them only vaguely recognize it. Nowadays the authors of coursebooks encourage the promotion of cultural awareness by adding many cultural topics and discussion sections in the coursebook. Unfortunately, in my own research study many teachers disregarded teaching cultural aspects due to the fact that there was a time constraint during the lesson and some were exclusively exam-oriented.

The recommendations of this research are that the cooperation among school administrators, syllabus designers, researchers, and language teachers is required. The course syllabus should be frequently revised to meet the current situation of the need to develop intercultural competence. Moreover, language teachers should be regularly provided with training courses to develop teaching skills and keep up with the latest ideas such as the status of English as an international language. Besides this, all aspects concerning teaching values should also be inculcated in training programmes, so as to strengthen the perceptions and skills of intercultural competence on language teachers.