



**AN INVESTIGATION INTO INTERCULTURAL CONTENT
IN ENGLISH TEXTBOOKS WHICH HELPS PROMOTE
INTERCULTURAL AWARENESS**

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AWARENESS

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เรื่อง : การสำรวจเนื้อหาด้านความหลากหลายทางวัฒนธรรมในหนังสือเรียน
ภาษาอังกฤษที่ช่วยส่งเสริมความตระหนักรู้ด้านความหลากหลายทางวัฒนธรรม

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ความสามารถด้านความหลากหลายทางวัฒนธรรม

วิจัยนี้มีจุดมุ่งหมายเพื่อวิเคราะห์หนังสือเรียนเวิร์ดลิงลิช วัน และหนังสือเรียนภาษาอังกฤษเพื่อการสื่อสาร ว่ามีแบบฝึกหัดและเนื้อหาที่สามารถส่งเสริมความรู้ด้านความหลากหลายทางวัฒนธรรมของภาษาต่างประเทศให้กับนักศึกษาหรือไม่ และสำรวจว่าหนังสือเรียนใดให้ความรู้ทางด้านความหลากหลายทางวัฒนธรรมมากกว่ากัน กรอบแนวคิดในการวิจัยใช้แนวคิดของเบคเกอร์ (2012) ซึ่งประกอบด้วย 12 ลักษณะ ของความตระหนักรู้ด้านความหลากหลายทางวัฒนธรรมของภาษาต่างประเทศ ผลการวิจัยจะวิเคราะห์เป็นข้อมูลเชิงปริมาณและข้อมูลเชิงคุณภาพ

ผลการวิจัย พบว่า หนังสือเรียนเวิร์ดลิงลิช วัน มีแบบฝึกหัดที่ให้ความรู้ด้านความหลากหลายทางวัฒนธรรมมากกว่าหนังสือเรียนภาษาอังกฤษเพื่อการสื่อสาร ทุกบทในหนังสือเรียนเวิร์ดลิงลิช วัน มีแบบฝึกหัดที่ให้ความรู้ด้านความหลากหลายทางวัฒนธรรม ส่วนหนังสือเรียนภาษาอังกฤษเพื่อการสื่อสารพบว่ามีแค่บทเดียวเท่านั้นที่ให้ความรู้ด้านความหลากหลายทางวัฒนธรรม เวิร์ดลิงลิช วัน ให้ความรู้ด้านความหลากหลายทางวัฒนธรรม 3 ลักษณะ ส่วนหนังสือเรียนภาษาอังกฤษเพื่อการสื่อสารพบแค่ 2 ลักษณะ

ABSTRACT

TITLE :AN INVESTIGATION INTO INTERCULTURAL CONTENT
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KEYWORDS : WORLD ENGLISH I, ENGLISH FOR COMMUNICATION,
INTERCULTURAL CONTENT, INTERCULTURAL TASK,
INTERCULTURAL ABILITY

The research aimed at analyzing tasks and contents in “World English I” and “English for Communication” that contribute to students’ intercultural awareness. Moreover, these textbooks were compared to find which one contained more tasks and contents used to raise students’ intercultural awareness. The research framework was 12 features of intercultural awareness based on Baker’s framework (2012). The results of finding were analyzed into both the qualitative and quantitative data types.

The findings revealed that the “World English I” contained more intercultural contents than the “English for Communication”. The intercultural contents could be found in every unit of “World English I”; while “English for Communication” contained only one unit. “World English I” textbook presented 3 features of intercultural awareness. “English for Communication” textbook found two features of 12 features of intercultural awareness.

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CHAPTER 1

INTRODUCTION

This chapter provides the background, purposes of the study, research questions, significance of the study, scope of the study, and definition of key terms.

1.1 Rationale and Background

Nowadays, people should be able to communicate across many different cultures. If they have intercultural awareness, they can communicate with people from different cultures appropriately because they know and understand about others' backgrounds. Then, they can use their knowledge and understanding to communicate and interact appropriately with people. Therefore, students should increase their intercultural awareness which leads to the development of intercultural communicative competence (Young, 1999; Gray, 2010).

English is taught as a foreign language at all levels of Thai education. It is used for learning and teaching in almost all universities in Thailand (OBEC, 2008; Nomnian, 2013). Both government and private institutions have become aware of the importance of the English language. English is taught in the primary, secondary, and tertiary levels in Thailand because the Thai government aims to develop the people's English skills. The government has allocated financial support for English teaching and learning, and has developed the Thai education system by adding English as a core subject in the curriculum (Foley, 2005; Nomnian, 2013; Prapphal, 2008).

There are three aspects in both core and elective English courses which are knowledge, skills and positive attitudes towards the English language. Knowledge consists of using the English language in communicating, learning and understanding the culture of native speakers, knowing the difference between the Thai and the English languages, using English to gain information in other subjects, using English at work, and using English for learning and pleasure. English language skills include

communication strategies, thinking skills, critical and creative thinking, self-evaluation, learning skills, knowledge seeking skills, technology skills, and social skills. A positive attitude means appreciating the English language and its culture (Wiriyachitra, 2001).

“Foundation English” is a compulsory subject for undergraduate students. It is called English 1, English for Communication and so on. This course is included in many curricula of Thai universities, even at Rajabhat University. It focuses on four skills involving listening, speaking, reading and writing. It intends to provide English proficiency for students in communicating in various situations. English textbooks have important roles in giving instruction, especially in the EFL classroom. They are also main resources for introducing cultures and language materials. They provide cultural knowledge that learners can experience in the classroom (Mendez Garcia, 2005). Byrne (2001) stated that the cultural content of textbooks provides new knowledge and illustrations that can help students understand others in the world. Thus, cultural contents in textbooks should be taken into consideration because they can improve students’ intercultural awareness.

At present, most textbooks are produced according to the needs of educational institutions (Daniel, 2012). At a university level, students have to follow the textbooks based on each university. These textbooks may be chosen or composed by lecturers based on each course description. Some are written by only one writer, others are compiled by many teachers, professors or experts who have knowledge of a specific field (Fredericks, 2015). However, some textbooks are composed based on the teachers’ preferences and individual needs. Therefore, they may not provide enough intercultural communicative competence to students (Wisniewska, 2012). Vellenga (2004) mentioned that many English Language Teaching (ELT) materials used by many learners today are not enough for students to even acquire basic competence in English: reading, writing, listening and speaking, and so fail to develop the students’ abilities to use English successfully. As a result, the students may not master how to interact with other people on a day-to-day basis.

The “English for Communication” textbook is used at SakonNakhonRajabhat University. It was compiled by lecturers of the Foreign Language Department in 2011.

Another, “World English I” is used to teach first-year students at UbonRatchathani University. The book was written by Martin Milner in 2010. It is an EFL commercial textbook. Both textbooks are used to teach “Foundation English” course for first-year students. UbonRatchathani University and SakonNakhonRajabhatUniversity use different textbooks in teaching “Foundation English” course. If a textbook is interesting, it can make students pay more attention and have motivation to study. Therefore, this study aims to analyze the textbooks and find out more about the tasks used to raise students’ intercultural awareness.

1.2 Purposes of the Study

The purposes of this study are to analyze and compare intercultural content in “World English I” and “English for Communication” that contribute to first-year students’ intercultural awareness in class

1.3 Research Questions

1.3.1 What intercultural content is represented in “World English I” and “English for Communication”?

1.3.2 Which students’ textbook “World English I” or “English for Communication” contains more intercultural content which promote students’ intercultural awareness?

1.4 Significance of the Study

This study can provide important information for teachers to compile textbooks for first-year students.

1.5 Scope of the study

“World English I” and “English for Communication” students’ textbooks were examined in this study. The study focused on to what extent do the students’ textbooks titled “World English I” and “English for Communication” help raise students’ intercultural awareness. All tasks examined are from 6 units of “World English I” and all units of “English for Communication.”

1.6 Definition of keyterms

The keyterms found in this study are:

1.6.1 “World English I” is a textbook used in teaching “Foundation English I and II” at UbonRatchathani University in 2016.

1.6.2 “English for Communication” is a required subject for first-year students at SakonNakhonRajabhat University.

1.6.3 Intercultural Content is the factual information of different culture provided in “World English I” and “English for Communication” textbooks.

1.6.4 Intercultural task refers to any activity contained in “World English I” and “English for Communication” that provides students’ intercultural knowledge.

1.6.5 Intercultural ability or intercultural competence is the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviors and communications that are both effective and appropriate in intercultural interactions.

CHAPTER 2

LITERATURE REVIEW

2.1 English as a Lingua Franca (ELF)

Nowadays, the English language is used as a lingua franca among people around the world. The English language serves as the international language that non-native speakers use to communicate among themselves. It plays a major role in many fields, such as entertainment, science, medicine, engineering, education, business, technology, banking, computing, and tourism (Widdowson, 2009). Most communication facilities, mediums, and websites are carried out in English. The statistics indicate that 75 percent of the world's communications, including mails, e-mails, faxes, letters, messages and documents are in English. Khan (2015) mentioned that "English is the main language of books, newspapers, airports, air-traffic control, international business, academic conferences, science, technology, diplomacy, sports, international competitions, pop music and advertising."

The English language can be categorized into three contexts: An Inner Circle in which English is spoken as a native language (ENL) that is used in the UK and the USA and many other countries; An Outer Circle in which English is spoken as a second language (ESL) that is used in former UK and US colonies such as Singapore and the Philippines; and an Expanding Circle in which English is used as a foreign language (EFL) that is used in many countries such as China and Thailand. Crystal (2008) and Guerra (2009) agreed that there are around 320 to 380 million ENL speakers and around 150 to 375 million ESL speakers, and around 100 to 1,000 million EFL speakers. These amounts show that it has a large number of non-native speakers from different cultural backgrounds who use English as a means for intercultural communication (Meierkord, cited in Dombi, 2011, p.184).

English as a lingua franca (ELF) is used most among non-native speakers of English but it does not mean that native speakers are excluded from ELF communication (Paradowski, 2013). However, very often they form a minority of the

interlocutors (Paradowski, 2008). The way English is used as a lingua franca depends on the specific situation of language use. ELF interactions concentrate on function rather than the form. It lies on communication strategies other than nativeness which can lead to communicative situations that English native speakers are not familiar with. Consequently, they do not know how to use English appropriately in these situations (Hulmbauer et al, 2008; Seidlhofer, 2004). Thus, the concept of intercultural communication has become an important ability to survive in the world.

Teaching English as a lingua franca (ELF) should embody the relationship between language and culture in intercultural communication (House, 2003; Seidlhofer, 2004; Cogo & Dewey, 2006; Dewey, 2007; Jenkins, 2006, 2007; Prodromou, 2008). ELF communication can occur in many settings (Baker, 2008). People should have the ability to communicate in English in diverse global contexts. The use of a second language should focus on the cultural background of interlocutors and the context of communication (Byram, 1997; 2008 and Kramsch, 1993; 1998)

2.2 Communicative Competence

To be competent in communication involves more than just an understanding of syntax and ranges of expressions in a language. Traditionally, to communicate effectively with people, a person must study the rules of the language with less emphasis on the details of language behavior (Canale & Swain, 1980; Cooley & Roach, 1984). However, knowing grammatical rules is not enough for students. They should also know how to use the forms in an appropriate way (Broughton & others, 1980; Johnson, 1995; Prabhu, 1987). Therefore, learners' communication ability has been the focus of different studies. In 1972, Hymes, a world renowned scholar proposed the ideas of communicative competence in ESL/EFL study. His theory of communicative competence involves four basic types of knowledge; the interaction of grammatical, psycholinguistic, socio-cultural and probabilistic systems of competence. Hymes' model recognizes not only linguistic competence but also the social and the pragmatic context of language use. He emphasized on the importance of understanding the socio-linguistic aspects of the language.

This concept of communicative competence has also included intercultural communicative competence (Byram, 1991; Kramsch, 1993). Communicative competence entails an understanding of the norms of social interaction in a socio-cultural community, while intercultural communicative competence tends to lead to an understanding of the differences in interactional norms between different speech communities and an ability to reconcile or mediate between different modes present in any specific interaction (Byram & Fleming, 1998). Central to the notion of intercultural communicative competence is cultural awareness. Cultural awareness involves not only an understanding of the language being studied, but also of the students' culture. It is pointed out as an integral part of language learning and without it successful communication may be impossible.

Canale and Swain (1980) suggested theoretical framework underlying their model of communicative competence that involves three basic aspects.

(1) Grammatical competence is related to producing a structured comprehensible utterance. It includes knowledge of lexis, syntax, morphology and phonology. It focuses on accuracy of the utterance as well as fluency.

(2) Socio-linguistic competence is the ability to know how to use grammatical sentences appropriately in the social context. Any social context involves the roles of the participants, information sharing, and function of the interaction. It focuses on the appropriateness of meanings and forms.

(3) Strategic competence refers to the ability to use verbal and non-verbal communicative strategies which occur when there is a breakdown in communication due to lack of competence or varying degrees of fluency. It helps improve the effectiveness of communication (e.g. deliberate speech) and compensate for breakdowns in communication (e.g. comprehension checks) (Savignon, cited in Celce-Murcia, 2001, p. 17-18).

Canale and Swain (1980) believed that the study of grammatical competence is as essential to the study of communicative competence as the study of sociolinguistic competence. They also claimed that a more natural integration of language and culture takes place through a more communicative approach than through a more grammatically based approach. The communicative competence is based on

the understanding of the relationship between language and culture. Therefore, the development of these competences must be intertwined with the development of cultural awareness. At present, many language teachers and scholars start to turn more attention to the incorporation of the cultural aspect of language into learning and teaching English as a foreign language. Then, Canale (1983) proposed his model of communicative competence that consists of four components; grammatical competence, socio-linguistic competence, discourse competence and strategic competence. It is the shaping of the language in a purposeful communication of different genre (text types), using cohesion (sentential linking) and coherence (structural linking) in language. The researcher added the discourse competence in his model. Discourse competence is the ability to organize, structure and arrange the grammatical forms and meanings to accomplish the communication purpose.

Intercultural communicative competence is included in communicative competence. It is a key factor in the globalized society of the 21st century (Alred & Byram, 2002). Intercultural communicative competence is defined in different ways by many scholars. Hamiloglu and Mendi (2010) stated that intercultural communicative competence is “one’s awareness of others’ cultures as well as his/her own culture.” It is the ability to think and to interact in appropriate ways with others who have different cultures (Chen, 1990; Byram et al., 2001; Wiseman, 2002; Hammer et al., 2003; Fantini, 2006 and Callen, 2008). Byrum, Nichols, and Stevens (2001) described that “intercultural communicative competence” is the ability to perform successfully within and across many cultures. Byram, Gribkova and Starkey (2002) defined that it is the ability to ensure a shared understanding by people of different social identities and the ability to interact with other people as complex human beings with multiple identities and their own individuality. Thus, intercultural communicative competence is the understanding and ability to interact appropriately with people from different cultures. There are complex abilities that should be performed appropriately and effectively while communicating with people who come from other cultures. Furthermore, intercultural communicative competence is the knowledge, skills, and personal traits that help people to live and work in a diverse world that involves cultural sensitivity, intercultural communication skills, personal

and collective attitudes towards different cultures, and knowledge of other cultures (Deardorff, 2009).

The dimensions of intercultural communicative competence include knowledge, attitude, skill and critical cultural awareness (Byram, 1997). Fantini (2000) mentioned that intercultural communicative competence involves five dimensions: awareness, attitudes, skills, knowledge, and proficiency of another culture. Awareness is considered to be the most important component of intercultural competence development (Fantini, 2000).

Many theorists have proposed the framework of ICC. Byram and Zarate (1997) proposed four dimensions of socio-cultural competence that language learners need to develop as part of intercultural communicative competence. These dimensions are as follows:

(1) Attitudes and values: An affective capacity to relinquish ethnocentric attitudes towards and perceptions of others and a cognitive ability to establish and maintain a relationship between native cultures and foreign cultures

(2) The ability to learn: A capacity to devise and operate an interpretative system which sheds light on unknown cultural meanings, beliefs and practices associated with either a familiar or a new language and culture

(3) Knowledge: A system of cultural references which structures implicit and explicit knowledge gained in linguistic and cultural learning, taking into consideration the needs of learners in their interaction with their interlocutors. This skill tends to rely on the learning of the target language and a specific context of use.

(4) Know-how: An ability to combine the three skills in particular situations of bicultural contact, that is, between the culture(s) of the learner and of the target language.

Gaining intercultural communicative competence is the preparation to interact appropriately with people who have different cultures (Sinecrope et al, 2012). Bennett (2011) mentioned that “intercultural communicative competence provides a perspective for basic concepts in communicating across both internal and external cultural differences.” If people do not have intercultural communicative competence, they may lack the ability to interact with people from different cultures. Consequently,

it can lead to communication problems or misunderstandings. For example, people who have different cultures, have different views of a similar subject. Some appropriate practices in one culture may not be appropriate in another. Gaining knowledge of diverse cultures can lead to effective conversation with people from other cultures. They can maintain a good relationship between other people and prevent communication errors.

To sum up, intercultural communicative competence is the acquisition of cultural knowledge (Turkan&Servet, 2007: 23). It is the ability to communicate, relate, and work across different cultures that involves developing ability in three areas: knowledge, skills and attitudes (Deardorff, 2008). It is the ability to deal with people from other cultures in a positive way. Basically, ICC requires learners to acquire the knowledge, skills, attitudes and critical cultural awareness that are necessary in communicating with people. Learning English should emphasize improvement of learners' ability to understand both their own culture and other cultures (Kramsch& Sullivan, 1996; Alptekin, 2002). Then, they can use this understanding to communicate successfully with other people from different cultures (Xiao, 2010).

2.3 Intercultural Awareness (ICA)

Cultural awareness can be divided into three levels namely basic cultural awareness, advanced cultural awareness and intercultural awareness (Baker, 2012). The basic cultural awareness (CA) is related to an understanding of cultures at a very general level. This level focuses on the first culture (C1) rather than specifically orientated to intercultural communication. It involves a conscious understanding of C1 and the manner that influences behavior, beliefs, and values, and its importance in communication. The advanced cultural awareness consists of more complex understandings of cultures and cultural frames of reference moving away from essentialist positions. This level has an awareness of cultures as one of many social groupings or contexts and of the fluid, dynamic and relative nature of any cultural characterization or understanding. It is also combined with specific knowledge of other cultures, and the effects it may have on communication in terms of misunderstanding and miscommunication. The third level is intercultural awareness

(ICA). This level recognizes that cultural references and communicative practices in intercultural communication may or may not be related to a specific culture. In other words, there is also an understanding of the luminal and emergent nature of much intercultural communication through English as a global lingua franca. This level is relevant to extending intercultural competence to the contexts of global and lingua franca English use. At this level, understanding of cultures moves beyond their own culture or other cultures (Holliday, 2011).

Many experts and scholars define the term “Intercultural Awareness” differently. Chen (2010) views intercultural awareness as the cognitive aspect of intercultural communicative competence. This cognitive aspect refers to the understanding of cultural conventions that influence the way we think and act. There are two common features of intercultural communication awareness that include the influence of culture on human behavior and the importance of recognition of differences between cultures. Another expert, Liu (2008) defines intercultural awareness as the awareness of different cultures in the communication process.

According to Baker (2012), ICA refers to a conscious understanding of the role that culturally based forms, practices, and frames of understanding have in intercultural communication, and an ability to apply these concepts in a specific and a flexible environment in real time communication. Cultural awareness and intercultural awareness can be divided into three levels namely basic cultural awareness, advanced cultural awareness and intercultural awareness (Baker, 2012). These levels will be explained as follows:

The first level is basic cultural awareness (CA). It is related to an understanding of cultures at a very general level. This level focuses on the first culture (C1) rather than specifically orientated to intercultural communication. It involves a conscious understanding of C1 and the manner that influences behavior, beliefs, and values, and its importance in communication. This awareness is combined with an ability or the development of an ability, to articulate one’s own cultural perspective and an ability to make general comparisons between one’s own culture and others. It may be at the level of broad generalizations or stereotypes. Therefore, any understanding of culture may be essentialist in perspective.

The second level is advanced cultural awareness. It consists of more complex understandings of cultures and cultural frames of reference moving away from essentialist positions. This level has an awareness of cultures as one of many social groupings or contexts and of the fluid, dynamic and relative nature of any cultural characterization or understanding. It is also combined with specific knowledge of other cultures, and the effects this may have on communication in terms of misunderstanding and miscommunication. At the second level, participants in intercultural communication should be able to use their cultural knowledge to make predictions for possible misunderstanding and miscommunication. To avoid stereotyping, it needs to be combined with the ability to move beyond generalizations in response to the specific instance of intercultural communication that participants are engaged in. They should also be able to compare and mediate between specific cultural frames of reference at this level. It is related to the previous conceptions of intercultural competence.

The third level is intercultural awareness (ICA). This level moves beyond viewing cultures as bounded entities and recognizes that cultural references and communicative practices in intercultural communication may or may not be related to specific cultures. In other words, there is also an understanding of the luminal and emergent nature of much intercultural communication through English as a global lingua franca. This level needs an engagement of many of the previous elements simultaneously. It includes the ability to mediate and negotiate between different cultural frames of reference and communication modes that they occur in specific examples of intercultural communication. It also involved comparison and mediation. At this level, the ability to mediate and negotiate is combined with an awareness of the emergent nature of cultural forms, references, and practices in intercultural communication. They are important elements of ICA. The third level is relevant to extending intercultural competence to the contexts of global and lingua franca English use. At this level, understanding of cultures moves beyond their own culture or other cultures (Holliday, 2011). It refers to a conception of cultures which is not tied to any one native speaker community or even group of communities. Moreover, it recognizes

that English is used to express and enact cultural practices and forms that are related to a range of communities, moving between the local and the global in dynamic ways. It often represents in novel, emergent practices, and forms.

Baker (2012) proposed that intercultural awareness involves twelve features. These features can be divided into three levels as follows:

Level 1: basic cultural awareness

An awareness of:

- (1) Culture as a set of shared behaviors, beliefs, and values;
- (2) The role culture and context play in any interpretation of meaning;
- (3) Our own culturally induced behavior, values, and beliefs, and the ability to articulate them;
- (4) Others' culturally induced behavior, values, and beliefs, and the ability to compare this with our own culturally induced behavior, values and beliefs.

Level 2: advanced cultural awareness

An awareness of:

- (5) The relative nature of cultural norms;
- (6) Cultural understanding is provisional and open to revision;
- (7) Multiple voices or perspectives within any cultural grouping;
- (8) Individuals as members of many social groupings including cultural ones;
- (9) Common ground between specific cultures as well as an awareness of possibilities for mismatch and miscommunication between specific cultures.

Level 3: intercultural awareness

An awareness of:

- (10) Culturally based frames of reference, forms, and communicative practices as being related to both specific cultures and also as emergent and hybrid in intercultural communication;
- (11) Initial interaction in intercultural communication may be based on cultural stereotypes or generalizations but one has an ability to move beyond these;
- (12) The need to negotiate and mediate between different emergent socio-culturally grounded communication modes and frames of reference based on the above understanding of culture in intercultural communication.

According to Siddiqie's (2011) framework, there are nine aspects of intercultural ability as follows:

- (1) Relate new knowledge to their context or experience
- (2) Share information
- (3) Compare values
- (4) Diversify perspectives
- (5) Adjust to new environments
- (6) Learn from others to improve themselves
- (7) Accept cultural diversity
- (8) Make contributions to the global community
- (9) Be curious about new values

Zhu (2011) and Kourova and Modianos (2013) mentioned that there are two parts of intercultural awareness: the awareness of one's own culture and the awareness of another culture. From both parts, people will become aware of not only their own cultural values, beliefs and perceptions, but also those of other cultures. For example, looking straight into the face of another person is regarded as disrespectful in Japan (Quappe&Cantatore, 2007). People from different cultures usually interpret and evaluate things in different ways, and what is appropriate in one culture may be inappropriate in another.

Cultural differences can cause conflict (Martin & Nakayama, 2013). This conflict can lead to misunderstandings or communication problems between the speaker and the interactant. These problems may arise from six barriers: anxiety, assuming similarity instead of difference, ethnocentrism, stereotypes and prejudice, nonverbal misinterpretations, and language (Jandt, 2013). To achieve propriety in communicating with people from different cultures, the interlocutors should develop their intercultural awareness.

In summary, Baker's framework (2012) covers all features of intercultural awareness. Moreover, the framework can classify texts clearly that it is easy to analyze each text into its feature. Thus, Baker's framework (2012) is selected to use in this study.

2.4 The Development of Intercultural Communicative Competence

The intercultural communicative competence is seen by many language teaching professionals as an extension of communicative competence. It is very important for people around the world because this skill can overcome prejudice, discrimination and misunderstanding between people from different cultural backgrounds (Deardorff, 2014). Intercultural communicative competence is based on an understanding of the relationship between the language and the culture in communication. The language learners need to develop not only their linguistic competence but also their intercultural communicative competence to overcome linguistic and cultural barriers that they may encounter in communication with people from different cultures.

The language and culture cannot be separated because they are acquired together (Mitchell & Myles, 2004). Without knowing culture, one may not be accepted in a society (Boonnuch, 2012). Intercultural communicative competence is the ability that people use to interact properly with others from different cultures. Therefore, the learners should acquire knowledge both language and culture that can lead to successful communication with others from different cultures.

At present, there is an increasing need to deal effectively and appropriately with cultural diversity. Learners need to acquire intercultural communicative competence. The aim of acquiring intercultural communicative competence is to prepare learners to interact appropriately and successfully in real life situations (Reid, 2014).

International cultures in English textbooks have been emphasized by educators, researchers and material writers. This has facilitated today's textbook to incorporate diverse cultures for awareness raising to students (Cortazzi & Jin, 1999). To develop learners' ICC, instructors can use specially designed teaching methods and materials in language teaching which influence ICC (Sercu, 2000). Wright (2000) mentioned that the common approach to teach the target culture in foreign language class is providing information about people, products and customs. Thus, instructors should integrate a variety of cultural information in teaching foreign language (Lazar, 2007). Providing intercultural experiences is necessary for developing the knowledge, skills and attitudes in class (Baker, 2009; Byram et al., 2001). Teachers can guide the learning process to allow learners to explore, discover, analyze and

evaluate intercultural information by using primary and authentic texts, audio, video and other forms of media (Byram et al., 2002). Both teaching methods and materials provide learners opportunities to develop and put into practice what they have learnt in the classroom. Then, learners will be able to understand their own language and culture as well as acquire an insight into other languages and cultures.

Many researchers have tried to develop their learners' ICC by using teaching methods providing learners opportunities to explore by themselves, to experience different cultures, and to reflect and comment on their experiences (Kimura, 2015). Sercu (2006) mentioned that foreign language teachers should have the knowledge of both their own culture and other cultures, and should be able to explain similarities and differences of their own as well as foreign cultures. They should know learners' attitudes towards foreign cultures and select appropriate teaching materials to promote learners' intercultural competence. Wandel (2002) mentioned that textbooks should contain materials that support learners to express opinions and discuss cultural stereotyping. Learners should practice communicating to develop their interactive and meta-linguistic skills. Bao (2006) believed that an incorporation of culture in textbooks may help learners to communicate effectively in cross-cultural situations and help them to be tolerant and receptive to the values of other cultures.

In conclusion, ICC is a gateway to reach the goal of communication. Teachers need to provide students the opportunities to explore and recognize cultural differences because some conflicts and misunderstandings can arise from cultural differences. They can learn about other cultures through teaching methods or materials. Then, they acknowledge other cultures, and can communicate with people appropriately. Therefore, teachers should introduce diverse cultures through teaching processes or materials to students.

2.5 The Benefits of ICC on L2 Learners

English has become a world language and the tool for communication among people around the world (Crystal, 2003). English language teaching has an increasingly significant role because English is used as a medium of intercultural communication in Asia (Baker, 2008). Successful intercultural communication is a process which goes

beyond vocabulary, grammar and phonology (Byram, 1997). Intercultural communication requires not only linguistic, but also cultural knowledge. Thus, students should have both language skills and knowledge of different cultures that lead to successful communication.

English in Thailand is taught as a foreign language (EFL). The use of second language should be treated as intercultural communication with an emphasis on the importance of the cultural background of participants and context of communication (Byram 1997; 2008 and Kramsch 1993; 1998). At the heart of intercultural competence is the preparation of individuals to interact appropriately and effectively with people from other cultures (Sinicrope et al., 2012). Teaching language cannot be separated from culture. Culture should be an important part of teaching English as a foreign language because one of the main purposes of teaching a foreign language is intercultural communicative competence (ICC). Therefore, in order to achieve development and progress in all areas of language learning, it is necessary to incorporate culture.

Students need to communicate in English with people from diverse cultural backgrounds. They need successful intercultural communication. They should know other cultures so they will be able to communicate appropriately. Knowing how to interact with people from different cultures can prevent misunderstandings and enhance a tolerance of differences (Neuliep, 2003). Moreover, gaining knowledge of diverse cultures helps students understand and accept cultural differences in a global society. Therefore, developing intercultural awareness is necessary in EFL instruction that can help students reach effective communication.

When instructors teach EFL students, it is important to prepare students for challenges that they may meet when they travel or move to a country where English is spoken. Teachers should provide students opportunities to explore and recognize diverse cultures. McKay (2002) mentioned that introducing cultural content in the textbooks can provide students knowledge of different cultures. Students will have a chance to learn about topics and vocabulary related to their native background in English so that they can interact with people from different cultural backgrounds. Incorporating cultural contents in the textbook can raise their awareness of cultural

differences and improve their intercultural communicative competence (Byram, 1997). Consequently, it can encourage EFL students to think about their own culture and make connections across cultures while studying English. EFL textbooks should pay more attention to promoting students' international understanding.

With the importance of English as a world language, students should develop their intercultural communicative competence. Intercultural communicative competence is based on the understanding of the relationship between language and culture. The development of their intercultural communicative competence should be intertwined with raising intercultural awareness. Therefore, instructors should incorporate the cultural contents in EFL textbooks that the knowledge of cultures can enhance students' intercultural awareness.

2.6 Related Research Studies

The notions of intercultural communicative competence have been used for evaluating textbooks worldwide as follows:

Aliakbari (2004); Zu and Kong (2009) analyzed English textbooks at the secondary school level. Aliakbari (2004) analyzed four English textbooks which were used in Iran. They presented about culture, place of culture and raising intercultural competence. The study explored the amount and type of various cultures in the textbooks. The study revealed that ELT textbooks used in Iran could not enhance intercultural competence and cultural understanding. The books distracted attention from cultural points. Moreover, the cultural content was very limited. The textbooks under investigation were inadequate to be the task of teaching culture because there was only one reference to English speaking countries. Texts related to science, biographies of scientists and world figures scored the highest frequencies. There was almost no reference to literature or other arts. The texts did not present the depth cultural information.

In similar research, Zu and Kong (2009) analyzed one set of English textbooks used for Chinese secondary school students. They used six cultural features to evaluate the English textbooks that involve (1) Presentation of a wider range of cultural topics, (2) The variety of culturally-conditioned activities involved, (3) A truthful

presentation of home culture and target culture, (4) A reflection of popular cultures, (5) A focus on everyday life and (6) Adoption of authentic pictures. Moreover, it investigated the direct and the indirect introduction of culture in the English textbooks. The study revealed that most of these topics were concerned with the target cultures such as everyday life, leisure, family relationships, social customs and holidays. In addition, the textbook provides learners with target culture, home culture and international culture.

Aijala (2009); Hamiloglu and Mendi (2010) surveyed English course books. Aijala (2009) surveyed three English course books used at Finnish upper secondary school. The researcher examined learning tasks which promote the acquisition of intercultural competence and investigated the dimensions of intercultural competence. This study was used a monomodal criteria-based course book analysis that focused on investigating learning tasks and dimensions of intercultural competence of the course books. The result revealed that from 306 learning tasks in these three course books, 33 learning tasks were classified as IC learning tasks. “In Touch 4” had the highest ratio of IC learning tasks. The course book titled “Culture course” and “In Touch 5” contained the least number. It showed that all the course books contained learning tasks that represented the dimensions of IC: knowledge of cultures, attitudes towards cultures, interpreting and relating cultural elements, and intercultural interaction.

A similar study was conducted by Hamiloglu and Mendi (2010). They explored cross-cultural topics and numbers of cross-cultural elements in five English course books. The course books were published in 1998, 1999, 2001 and 2006. The researchers assumed that these EFL course books were written after the communication movements in foreign language teaching and learning in the 1970s and the 1980s and would have a lot of intercultural contents. The cultural elements of the USA and England were excluded in the study. The other cultural elements of English speaking countries such as Australia, Canada and New Zealand were counted as cross-cultural elements. The results showed that the frequency of cross-cultural elements was not related to their publication dates. The distribution and frequency of cross-cultural elements were not balanced with their dates chronologically. Each course

book contained intercultural contents in different degrees, except for the New Streetwise which contained only cultural elements from the USA and England.

Siddigie (2011) analyzed an English language textbook by surveying intercultural contents. The textbook, “*English for Today (EfT)*”, was produced by the National Curriculum and Textbook Board (NCTB) in Bangladesh. The study explored the materials by using the proportion of local and intercultural contents (lessons with local reference, lessons with international reference, lessons with both local and international references), kinds of intercultural issues (intercultural attitudes, intercultural knowledge, intercultural communication and intercultural skills), stereotyping and intercultural abilities. The study found that the textbook provided intercultural contents about the differences between two countries or two cultures such as Bangladesh and Nepal, Bangladesh and Singapore, people of two ethnic groups (Maghs and Monipuri) and Eskimos and Hopi Indians. The international cultures contained in these teaching textbooks were written by and depended on language educators, researchers and materials writers. This study is quite interesting. It is likely used to be a framework for further research.

In summary, English is a lingua franca to communicate among people around the world nowadays. It is important that intercultural competence be built in schools because students need to be able to interact with people of other cultures. Language teaching and learning should provide intercultural competence for students. Some textbooks do not provide adequate content about various cultures for learners. They may lack opportunities to expose to diverse cultures. Therefore, the design of foreign language teaching materials should be concerned in order to support the building of intercultural competence. The contents contained in the textbooks should be guided to raising students’ intercultural awareness.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains the selected coursebooks, research method, research framework, data collection, and data analysis.

3.1 The Selected Coursebooks

“World English I” and “English for Communication” textbooks are selected in this study because they are used in teaching the “Foundation English” courses. Milner (2010) mentioned that “World English I” is a practical book for learning English. It is designed to provide 21st century students with integrated English language skills. The book presents interesting stories and ideas from all over the world. It consists of captivating pictures, stimulating topics, and inspiring videos that motivate students to share ideas with each other. It also provides writing opportunities and communicative activities. Moreover, it provides a real world English foundation that enhances success in communicating globally.

“World English I” compiled by Martin Milner in 2010 is an EFL commercial textbook. This textbook was used in teaching “Foundation English I and II” for first-year students at Ubon Ratchathani University in the first semester of the academic year 2016. It focuses on English for communicative purposes with an aim to improve listening, speaking, reading and writing skills. It includes 12 units. However, this study focuses only on “Foundation English I”. Therefore, only unit 1 – 6 are used. The topics of unit 1 – 6 are as follows: Unit 1 People, Unit 2 Work, Rest, and Play, Unit 3 Going Places, Unit 4 Food, Unit 5 Sports and Unit 6 Destinations.

The “English for Communication” textbook was compiled by lecturers of the Foreign Language Department at Sakon Nakhon Rajabhat University. It was compiled in 2011. This textbook has been used in teaching the “English for Communication” course for first-year students at Sakon Nakhon Rajabhat University. It is a required subject for all first-year students. It aims to provide listening and

speaking skills to students. This course provides English conversation in various situations such as introductions, talking about hobbies, describing people, asking for and giving directions, making an appointment, telephoning, and asking for explanations and expressing opinions. This course is usually taught to first-year students. This textbook is used in the second semester of the academic year 2016. It contains 5 units as follows: Unit 1 Greetings and Introductions, Unit 2 Describing People, Unit 3 Asking for and Giving Directions, Unit 4 Buying and Selling Things and Unit 5 Telephoning.

3.2 Research Method

The tasks collected in the textbooks are analyzed by using both quantitative and qualitative methods. These tasks are analyzed with the following procedures:

3.2.1 Analyze all tasks based on twelve features of Baker's framework.

The "World English I" textbook is analyzed first and followed by the "English for Communication" textbook.

3.2.2 Compare "World English I" and "English for Communication", whether or not they contain more tasks used to raise students' intercultural awareness.

3.2.3 Write descriptive data.

3.2.4 Make a conclusion.

3.3 Research Framework

The research framework used is twelve features of intercultural awareness based on Baker's framework (2012). This framework is divided into three levels as follows:

Level 1: basic cultural awareness

An awareness of:

- (1) Culture as a set of shared behaviors, beliefs, and values;
- (2) The role culture and context play in any interpretation of meaning;
- (3) Our own culturally induced behavior, values, and beliefs, and the ability to articulate them;
- (4) Others' culturally induced behavior, values, and beliefs, and the ability to compare this with our own culturally induced behavior, values and beliefs.

Level 2: advanced cultural awareness

An awareness of:

- (5) The relative nature of cultural norms;
- (6) Cultural understanding is provisional and open to revision;
- (7) Multiple voices or perspectives within any cultural grouping;
- (8) Individuals as members of many social groupings including cultural ones;
- (9) Common ground between specific cultures as well as an awareness of possibilities for mismatch and miscommunication between specific cultures.

Level 3: intercultural awareness

An awareness of:

- (10) Culturally based frames of reference, forms, and communicative practices as being related to both specific cultures and also as emergent and hybrid in intercultural communication;
- (11) Initial interaction in intercultural communication may be based on cultural stereotypes or generalizations but one has an ability to move beyond these;
- (12) The need to negotiate and mediate between different emergent socio-culturally grounded communication modes and frames of reference based on the above understanding of culture in intercultural communication.

3.4 Data Collection

All tasks of “World English I” and “English for Communication” are examined to find the tasks that can contribute to the improvement of students’ intercultural awareness based on Baker’s framework. This analysis of textbooks takes 45 hours. It is conducted on the 1st of January 2017 and ends on the 31st of May 2017.

3.5 Data Analysis

The collected intercultural tasks and contents of “World English I” and “English for Communication” are described both quantitative and qualitative data types based on Baker’s framework.

CHAPTER 4

FINDINGS

In chapter 4, the findings of the study were reported. They were presented in the following parts.

1. the intercultural content which was presented in the textbooks
2. the textbook which was provided more tasks promoting students' intercultural awareness

4.1 The intercultural content presented in the textbooks

Results of "World English I" Analysis

The results of "World English I" analysis were analyzed by Baker's framework. The intercultural contents presented in the "World English I" were shown in the table 4.1 below:

Table 4.1 The Intercultural Content which was presented in "World English I"

Unit	Topic	Level 1: Basic Cultural Awareness	Level 2: Advanced Cultural Awareness	Level 3: Intercultural Awareness
1	People	1	2	-
2	Work, Rest, and Play	-	2	-
3	Going Places	-	1	-
4	Food	-	2	-
5	Sports	-	1	-
6	Destinations	-	1	-
Total Amount		1	9	0
Total Percentage		10%	90%	0%

According to the table above, it was found that "World English I" contained two levels of intercultural awareness: basic cultural awareness and advanced cultural

awareness. The contents which could raise students advanced cultural awareness were presented the most. It was 90% of the book. The basic cultural contents were presented 10%. Intercultural awareness was not presented in the textbook.

Basic cultural content which was provided students in “World English I” found only one task. This task promoted awareness of others’ culturally induced behavior, values, and beliefs, and the ability to compare this with our own culturally induced behavior, values, and beliefs. It provided students knowledge of behavior, values, and beliefs of Muslim people. Advanced cultural content which was contained in the textbook found 9 tasks. It promoted students 2 features of intercultural awareness: 1) awareness of cultural understanding is provisional and open to revision and 2) awareness of multiple voices or perspectives within any cultural grouping. Awareness of cultural understanding is provisional and open to revision provided students knowledge of travel tips in their country and experiences of past vacation. Awareness of multiple voices or perspectives within any cultural grouping provided students to learn more about positive and negative perspectives about occupations, jobs which women and men can do well, cultures, festivals, eating bugs, unusual food and unusual sports.

The awareness of multiple voices or perspectives within any cultural grouping was presented the most. It was followed by awareness of cultural understanding is provisional and open to revision. The least feature of intercultural awareness found in “World English I” was awareness of others’ culturally induced behavior, values, and beliefs, and the ability to compare this with our own culturally induced behavior, values, and beliefs. Nine sections of twelve features of intercultural awareness could be found in unit 1 – unit 6. Every unit of “World English I” had intercultural contents for students’ benefits. The intercultural contents presented in the “World English I” were as follows:

Level 1: Basic Cultural Awareness

It involved an awareness of culture as a set of shared behaviors, beliefs, and values; the role culture and context play in any interpretation of meaning; our own culturally induced behavior, values, and beliefs and the ability to articulate this; others’ culturally induced behavior, values, and beliefs and the ability to compare this with

our own culturally induced behavior, values, and beliefs. Basic Cultural Awareness in “World English I” presented one feature of intercultural awareness. It was as follows:

Awareness of others’ culturally induced behavior, values and beliefs, and the ability to compare this with our own culturally induced behavior, values and beliefs.

For example: Pictures on page 2 and 3 in Unit 1 (see Appendix A): Students are asked to look at the photo of Muslim women wearing white robes praying on the eve of Ramadan in East Java, Indonesia. After they have looked at the photo, students are asked to share their ideas with their peers about what these people are doing and who they are. Then they are asked to compare the activity in the photo with their own culture with giving reasons to support their thought.

Based on the finding, this task could be categorized under this intercultural awareness because it provided knowledge of behavior, values, and beliefs of Muslim people. They wore white robes to attend praying on the eve of Ramadan that represented the similarities in behavior, values, and beliefs. Then, this activity provided students to compare what they did with their own culturally induced behavior, values, and beliefs. The task aimed to provide knowledge of Muslim people and support students’ ability to compare it with their own.

Level 2: Advanced Cultural Awareness

This level consisted of an awareness of the relative nature of cultural norms; cultural understanding as provisional and open to revision; multiple voices or perspectives within any cultural grouping; individuals as members of many social groupings including cultural ones; and common ground between specific cultures as well as an awareness of possibilities for mismatch and miscommunication between specific cultures. This level presented two features of intercultural awareness as follows:

(1) Awareness of cultural understanding is provisional and open to revision

Example 1: Section A, B, C and D: Conversation (Unit 3, see Appendix A), students are asked to close their books. The lecturer writes a question on the

board: What does Claudia want from the United States? After that, they listen to the conversation and practice the conversation with the class in chorus. Next, the students are asked to practice the conversation with a partner and then they make a new conversation and present their conversation to the class. Then, the lecturer divides the class into pairs and tells students to read the directions and discuss travel tips for visitors who visit their country. They can learn about travel tips from their classmates. Moreover, they can use these travel tips in their future trips. They should think about transportation, carrying money, and safe drinking water.

This task was categorized under this aspect because it provided students cultural understanding about travel tips for people who visit their country. The students had the opportunity to learn different travel tips from their classmates and could adjust to use these travel tips when they go to these places.

Example 2: Section D: Conversation (Unit 6, see Appendix A), students take turns with their partners talking about a vacation they previously took. This activity allows them to discuss about their vacations. Some students had vacations abroad, they may have some experiences about different cultures, food, behaviors, beliefs, and other to share. Thus, they can learn more about other cultures from their friends.

Based on the above finding, this task was categorized under this aspect because it allowed students the opportunity to talk about their past vacations with their friends. They would gain experiences about different cultures, food, behaviors, beliefs, etc. Then, they would have more cultural understanding about others from different cultures.

(2) Awareness of multiple voices or perspectives within any cultural grouping

Example 1: Section A and B: Writing (Unit 1, see Appendix A), students are asked to look at three photos on page 12 and write about each person's job and nationality by filling missing words in the spaces. Next, students work in pairs talking about a friend or family member and his or her occupation. Then they describe the positive and the negative sides of these occupations. Students can learn more about diverse perspectives from their pairs.

This task could be categorized under this aspect because it aimed to provide students the opportunity to share their ideas about the positive and the negative parts of occupations. The students had the opportunity to exchange their different ideas about occupations with their pair.

Example 2: Section A and B: Communication (Unit 1, see Appendix A), students are asked to make a list in their notebook. There are two questions in this activity: “What jobs do women do well?” and “What jobs do men do well?” Then, they are asked to compare their lists with a partner and talk about the similarities and differences with their answers. After that, students are asked to express their opinions whether they agree or disagree with the answers.

This activity could be categorized under the intercultural awareness of multiple perspectives within any cultural grouping. It provided students opportunity to express their ideas about jobs that women and men could do well by listing on paper. After that they were asked to compare their lists with their pair and talk about the similarities and differences with their answers. Then, this activity provided them the opportunity to express their opinions whether they agree or disagree with their pair.

Example 3: In section A, B and C (Unit 2, see Appendix A), the ability to be aware of multiple voices or perspectives within any cultural grouping is highlighted in a lesson when students are asked to look at the photos and say what they see. They work individually on reading captions and texts about celebrations. Then, the teacher asks students two questions: “What countries do the text talk about?” and “What are the celebrations in the photos called?” After that, students are asked to complete the sentences with the words related to different festivals. For example, students are asked to read a short description about Independence Day in the U.S., Carnival in Venice, and Diwali in India in order to obtain knowledge about different festivals in different countries. Then, they are asked to discuss their own experiences with their partners in terms of fireworks, costumes, and presents. Then, they will gain knowledge of different cultures from their friends.

The task aimed to provide students the intercultural contents of multiple perspectives. It provided them the opportunity to learn different festivals from other

countries. It also provided students to discuss their own festival with their friends. They could learn different cultures from others. Thus, this activity could be categorized under the intercultural awareness of multiple perspectives within any cultural grouping.

Example 4:Section A, B, C and D:Conversation, students are asked to close their books.The lecturer writes a question on the board, have them listen to the conversation, and allow them to find the answer whether Chuck has a family meal on New Year's Eve or not.Next, they practice the conversation with a partner and switch roles.After that, they are asked to change the underlined words and make a new conversation.Then, the lecturer calls on same pairs of students to present about their familiar celebration or festival to the class and have students change their partners and talk about what they do for their own celebration or festival. They have an opportunity to share their ideas with their friends.They can learn more about both their own and others celebrations or festivals (Unit 2, see Appendix A).

This activity exposed students to the New Year's Eve. Then, it allowed students to present about their favorite celebration or festival with their classmates. They could learn more about other celebrations or festivals from their friends. This task could support students the intercultural awareness of multiple perspectives.

Example 5:Section A and B: Reading,students are asked to look atthe photos of people eating bugs. Next, they are asked to compare with people in their countries. Then, they are asked to read a text on page 50 and 51and answer five questions about it. This text is about "Bugs as Food". Lecturer can provide more information about eating bugs in different countries after students read the text(Unit 4, see Appendix A).

This task aimed to provide students knowledge about eating bugsin many places such as China, New York, Thailand and South America. Students were asked tolook at the photos of people eating bugs. Next, they were asked to compare what people eat in the photoswith people in their countries.Then, students could gain knowledge of "Bugs as Food" from reading the text. This task provided them the

opportunity to learn more about eating bugs in different countries and express their opinions about eating insects in their countries.

Example 6: Section A, B, and C: Communication, students are asked to write a list of unusual food that visitors might find when visiting their country. After that, they are allowed to share it with their classmates and answer questions from the class. In large classes, students are divided into small groups to share their unusual food to their classmates. (Unit 4, see Appendix A).

Based on the above finding, this task aimed to provide students the opportunity to express their perspectives about unusual food that visitors might find when travelling their country. They could learn more about some unusual food from their friends. Thus, this task could be classified under this aspect.

Example 7: Section A: Video (Unit 5, see Appendix A), students are asked to discuss with their peers about the unusual sports in the pictures and which ones they would like to try. The three unusual sports are cheese rolling (U.S.A.), octopus wrestling (England), and sepak takraw (Thailand). Then, they are asked to give reasons to support their answers and compare the answers with the class.

This activity highlighted the awareness of multiple perspectives within any cultural grouping. It provided students the opportunity to express their opinions with their peers about three unusual sports.

Results of “English for Communication” Analysis

Table 2 below presented the results of “English for Communication” textbook used at Sakon Nakhon Rajabhat University.

Table 4.2 The Intercultural Content presented in “English for Communication”

Unit	Topic	Level 1: Basic Cultural Awareness	Level 2: Advanced Cultural Awareness	Level 3: Intercultural Awareness
1	Greetings and Introductions	-	3	-
2	Describing People	-	-	-
3	Asking for and Giving Directions	-	-	-
4	Buying and Selling Things	-	-	-
5	Telephoning	-	-	-
Total Amount		0	3	0
Total Percentage		0%	100%	0%

Based on the above table, the results of “English for Communication” textbook found that only 3 tasks provided intercultural contents. These tasks were contained in unit 1. The tasks could raise students advanced cultural awareness. The intercultural contents that could raise students basic cultural awareness and intercultural awareness could not be found in the book.

“English for Communication” book provided only one level of intercultural awareness. This level was advanced cultural awareness. It contained 2 features of intercultural awareness. These features were 1) cultural understanding is provisional and open to revision, and 2) multiple voices or perspectives within any cultural grouping. Most intercultural content was awareness of cultural understanding is provisional and open to revision, while the least contained was awareness of multiple voices or perspectives within any cultural grouping. Awareness of cultural understanding is provisional and open to revision provided knowledge of greeting in different countries and English culture. Awareness of multiple voices or perspectives within any cultural grouping provided students knowledge of self-introduction in English. There were 10 out of 12 features of intercultural knowledge that could not be

found in the textbook. The intercultural contents presented in the “English for Communication” were:

Level 2: Advanced Cultural Awareness

This level in “English for Communication” textbook contained two features of intercultural awareness based on Baker’s framework. These features were:

(1) Awareness of cultural understanding is provisional and open to revision

Example 1: Activity 1:Unit 1 (see Appendix B), students are asked to complete the sentences by using the given words in the box about greetings in different countries.This activity provides students with pictures and asks them to put the given words in the blank spaces.Students can learn how to greet people around the world and adapt to their new environment wherever they go.

This activity could be categorized under this aspect of intercultural awareness because it provided students cultural understanding about greetings around the world. They had the opportunity to learn how to greet people in many countries such as England, U.S.A., Japan, New Zealand, Saudi Arabia, and India. Then, it would improve their skills in talking to people from these countries.

Example 2:Reading Activity (Unit 1, see Appendix B), students are assigned to read the passage about English people. Then they are asked to select which sentence is true or false based on the provided passage. Students can learn about English culture through this task.

This task exposed students to English culture. The activity allowed students to read the passage about English people. They could gain knowledge of English culture. This task could increase students’ intercultural awareness of cultural understanding. Later, they could interact appropriately with English people when they meet.

(2)Awareness of multiple voices or perspectives within any cultural grouping

For example: Activity 2: Warm Up activity (Unit 1, see Appendix B), students are asked to watch the video clip about self-introduction in English.Then, they work in pairs to discuss it. They can learn how to introduce themselves from the video clip.

Based on the finding, this activity aimed to raise students' intercultural awareness of multiple voices or perspectives. It allowed students the opportunity to discuss in pairs about introduction in English. They could learn more about introduction of different culture and different views of introduction from their friends. Thus, this activity could be classified under this aspect.

The "World English I" textbook contained three aspects of intercultural awareness for students. These aspects involved (1) Awareness of others' culturally induced behavior, values, and beliefs, and the ability to compare this with our own culturally induced behavior, values, and beliefs, (2) Awareness of cultural understanding is provisional and open to revision, and (3) Awareness of multiple voices or perspectives within any cultural grouping. Nine sections of twelve features of intercultural awareness could not be found in the textbook. This book also contained various cultural contents and tasks. The "World English I" textbook could raise students' intercultural awareness that could lead to communicating properly with people from different cultures. Furthermore, it provided opportunities for students to learn more about things around them. It could help them to be aware of different cultures, festivals, perspectives, values, thinking, background, behaviors and beliefs. Later, students could understand people from different cultures better because they gain knowledge about them.

The "English for Communication" book provided two aspects of intercultural features for students. These aspects were (1) Awareness of cultural understanding is provisional and open to revision, and (2) Awareness of multiple voices or perspectives within any cultural grouping. There were ten out of twelve features of intercultural awareness that could not be found in the textbook.

Based on the above results, the "World English I" textbook contained a fair amount of intercultural content. There were three aspects of intercultural awareness found in "World English I" textbook. In contrast, two aspects could be found in the "English for Communication" textbook. There was only one unit providing intercultural content to students. The "World English I" textbook provided more intercultural awareness than the "English for Communication" textbook.

4.2 The textbook which was provided more tasks promoting students' intercultural awareness

“World English I” and “English for Communication” were examined in this study. From the results of the study, it was observed which textbook contained more tasks that promoted students' intercultural awareness based on Baker's framework (2012). The results were as follows:

Table 4.3 The Amount of Intercultural Task in “World English I”

Unit	Topic	“World English I”
1	People	3
2	Work, Rest, and Play	2
3	Going Places	1
4	Food	2
5	Sports	1
6	Destinations	1
Total Amount		10

Every unit in “World English I” presented tasks that could raise students' intercultural awareness in different degrees. Unit 1 of “World English I” textbook offered the most intercultural tasks. Unit 2 and unit 4 in World English offered the second most intercultural tasks. Only one task was presented in units 3, 5 and 6 of “World English I” textbook.

Table 4.4 The Amount of Intercultural Task in “English for Communication”

Unit	Topic	“English for
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		Communication”
1	Greetings and Introductions	3
2	Describing People	-
3	Asking for and Giving Directions	-
4	Buying and Selling Things	-
5	Telephoning	-
Total Amount		3

“English for Communication” presented intercultural tasks only in one unit. There were three intercultural tasks that could be found in Unit 1. Units 2, 3, 4 and 5 could not be found. The textbook provided the least intercultural tasks to students.

When “World English I” and “English for Communication” were compared, it was found that “World English I” contained more intercultural tasks than the “English for Communication.” Every unit in the “World English I” presented intercultural tasks that could raise students’ intercultural awareness. In contrast, the “English for Communication” textbook presented intercultural tasks in only one unit.

CHAPTER 5

DISCUSSION AND CONCLUSION

This chapter presents discussion of the findings, conclusion, suggestions for “English for Communication” development, limitations of study, suggestions for further study, and pedagogical implications.

5.1 Summary of the Findings

The findings of the study can be summarized as the following details:

5.1.1 The first purpose of the study was to analyze the two textbooks: “World English I” and “English for Communication” to explore what intercultural content presented in the textbooks were. Based on the findings, it was found that “World English I” presented two levels of intercultural awareness including basic cultural awareness and advanced cultural awareness. This textbook contained three features of intercultural awareness based on Baker’s framework. These features were: 1) others’ culturally induced behavior, values, and beliefs, and the ability to compare this with our own culturally induced behavior, values, and beliefs, 2) cultural understanding is provisional and open to revision, and 3) multiple voices or perspectives within any cultural grouping. In contrast, “English for Communication” contained a few intercultural tasks. Only three tasks were contained in the textbook. These tasks were found in unit 1. They intended to raise students advanced cultural awareness.

5.1.2 The second purpose was to compare tasks in “World English I” and “English for Communication” to find the textbook that contained more tasks to promote students’ intercultural awareness. The study revealed that “World English I” contained more intercultural tasks than “English for Communication” textbook. All units of “World English I” presented intercultural tasks to students. Unit 1 contained the most intercultural tasks. Units 2 and 4 contained the second most. “English for Communication” presented only three tasks in unit 1. This textbook did not provide enough intercultural knowledge for students.

5.2 Discussion

The “World English I” textbook and the “English for Communication” textbook presented different degrees of promoting intercultural awareness. “World English I” contained various intercultural contents. It provided opportunities for students to learn more about things around them. It can help them to be aware of different cultures, festivals, perspectives, values, thinking, background, behaviors and beliefs. Students can better understand people from different cultures because they gained knowledge of many cultures.

The “English for Communication” textbook contained a few tasks that could enhance students’ intercultural abilities. There was only one unit that contained intercultural tasks. The textbook contained only three tasks that promoted students’ intercultural awareness. These tasks were only in Unit 1 and not found in other units. It can be said that this textbook lacks of intercultural contents and knowledge of different values, lifestyles and perspectives, and ability to interact with people that communicate differently. To support this claim, Aliakbari (2004) mentioned that when the content contained in the textbooks did not present the depth of cultural information, it could cause communication problems due to the participants’ lack of cultural awareness.

The differences of “World English I” and “English for Communication” were as follows: First, “World English I” textbook was written by Martin Milner. He was a native English speaking writer. It was a commercial book that provided integrated English language skills. There were many committees from various countries to prove the book. This textbook was used at UbonRatchathani University in 2016. “English for Communication” textbook was written by a group of lecturers in the Foreign Languages Department at SakonNakhonRajabhat University. The lecturers who compiled the textbook were Thais. There were some foreign lecturers who edited the textbook. It was used to teach first-year students who enroll in the General English Program in the academic year 2016. Second, “World English I” contained a fairly amount of intercultural contents. Every unit of the textbook provided students’ knowledge of different cultures. It presented a variety of stories from around the world on various topics such as Muslim people, Independence Day in the U.S., Carnival in

Venice, Diwali in India, etc. Students could acquire a mutual understanding of other cultures that could increase their intercultural awareness. “English for Communication” emphasized on target cultures that involved British and American cultures. Finally, “World English I” contained various activities that provided students conversation practice and the opportunity to exchange ideas. Moreover, it provided continuous activities that focused on practical skills. The students could gain knowledge and different perspectives from their classmates. Later, they can interact effectively with people of different cultures. The second selected textbook (English for Communication) did not provide continuous activity for students. Each exercise in the textbook focused on only one purpose.

Some books contained only texts, tasks, dialogues and sample sentences without the introduction of other cultures and how to use English with people of different cultural backgrounds (Sercu, 2000). To design a textbook to teach students, the instructors should consider the intercultural contents in the textbook. Sercu (2000) suggested that the contents contained in the textbook should develop all four aspects of intercultural communicative competence. Furthermore, the cultural aspects represented in the English language textbooks should provide more multicultural aspects because they can enhance learners’ awareness of cultural diversity in English teaching and learning.

According to Baker (2008), students should be encouraged to explore cultural diversity in textbooks and compare them with their own culture. That means English language textbooks used for Thai learners should reflect diverse cultural contexts and represent intercultural components that can raise learners’ awareness in order to enhance effective and appropriate intercultural communication. Moreover, Thai learners should learn about cultural diversity and compare their similarities and differences with their own culture. The cultural understanding is not only limited to target language culture but also to understand more of one’s own culture.

The textbook should tend to raise learners’ awareness of international culture as well as their own culture. (Zu & Kong, 2009; Baker, 2012). Siddique (2011) mentioned that the inclusion of intercultural contents in EFL textbooks can improve students’ intercultural ability. ICC is a gateway to reach the goal of communication. Instructors

need to provide students the opportunities to explore and recognize cultural differences because some conflicts and misunderstandings can arise from cultural differences. They can learn about other cultures through teaching materials. Instructors should provide diverse cultures through teaching materials to students. Therefore, the development of textbooks should be concerned about cultural and intercultural contents. These will be useful for students in increasing their intercultural awareness.

5.3 Conclusion

The textbooks were analyzed based on the 12 features of intercultural ability of Baker's framework. The results can be used to conclude that "World English I" contains a fair amount of intercultural tasks, whereas the "English for Communication" textbook incorporates a few of them.

The "World English I" textbook is likely to be a better book to teach the "Foundation English" course for students comparing to "English for Communication". The "World English I" textbook is better than "English for Communication" in many aspects. The "World English I" textbook contains more tasks that can enhance students' intercultural abilities than the "English for Communication" textbook. To clarify this, it contains intercultural knowledge in every unit and provides cultural diversity and various activities. It provides all English language skills that can serve as guidelines to improve "English for Communication."

The "English for Communication" textbook was compiled based on the course description of the university. It contains a few tasks on intercultural awareness. These tasks can only be found in one unit. In addition, it does not contain discussion on various cultures. Consequently, students may not gain enough knowledge and skills to interact with people from different cultures. Thus, it can be inferred that the "World English I" textbook can be a useful book for teaching the "Foundation English" course because it contains many tasks that improve students' intercultural competence.

5.4 Suggestions for "English for Communication" Development

Based on the results, "English for Communication" contained a few of intercultural tasks and contents for students. Some tasks contained in the textbook did

not provide deep information about culture. This textbook should contain more tasks and contents to provide students knowledge of various cultures. Siddigie proposed that teaching and learning English as an international language for people who don't speak English should involve international cultures from language teaching textbooks. The intercultural contents used in the textbook should be interesting and support learners in their language acquisition. All units of "English for Communication" should provide the suitable amount of intercultural tasks and contents. Moreover, it should present more features of intercultural awareness to students.

5.5 Limitations of the study

This study focused on the tasks that help raise students' intercultural awareness. These tasks were contained in the "World English I" and the "English for Communication" textbooks that enhance students' intercultural communication. Only six units of "World English I" were analyzed because these lessons were taught in "Foundation English I" course. The rest of the units may contain another feature of intercultural awareness.

5.6 Suggestions for further research

For further research, the study should analyze another EFL textbook. Moreover, other intercultural aspects should be used as a framework to analyze EFL textbooks.

5.7 Pedagogical Implication

Based on the research findings of this study, it is found that "World English I" is an appropriate textbook that provides students all of four English skills. The book provides many intercultural tasks and contents for students. To teach EFL students, instructors should use this kind of textbook to let students have intercultural knowledge which can lead to intercultural ability.

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APPENDICES

APPENDIX A
RESULTS OF “WORLD ENGLISH I” ANALYSIS

Results of “World English I” Analysis

Every unit in “World English I” presented tasks that promoted students’ intercultural abilities in different degrees. Unit 1 contained the most intercultural tasks, second was unit 2. Units 3, 4, 5 and 6 found the same amount. These tasks were:

Unit 1 People

Example 1: It is awareness of others’ culturally induced behavior, values, and beliefs, and the ability to compare this with our own culturally induced behavior, values, and beliefs. Students are asked to look at the photo of Muslim woman wearing white robes praying on the eve of Ramadan in East Java, Indonesia. After they have looked at the photo, students are asked to share their ideas with their peers about what these people are doing and who they are. Later, they are asked to compare the activity in the photo with their own together with giving reasons to support their thought (Unit 1, p. 2-3).



(Unit 1, p. 2)



(Unit 1, p. 3)

Example 2: Section A and B: Writing (Unit 1, p. 12), students work in pairs talking about a friend or family member and his or her occupation. Then they describe the positive and the negative sides of these occupations. Students can learn more about diverse perspectives from their pairs.

Writing

A Look at the people. Write about each person's job and nationality.

Safi: Afghanistan
Safi is Afghani and he is a farmer.

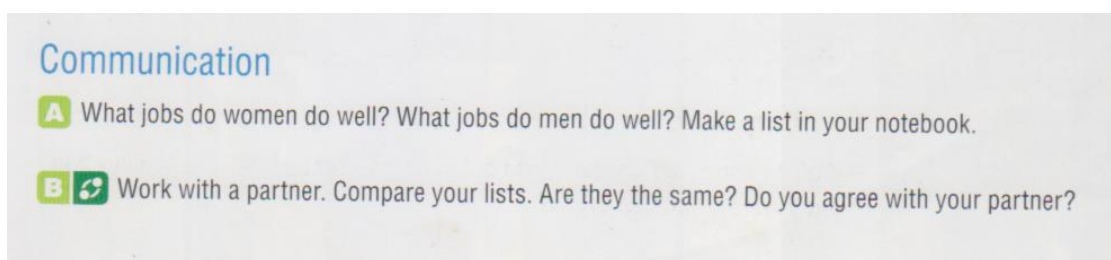
Angeline: Brazil
Angeline is _____ and _____

Asef: Jordan
Asef is _____ and _____

B **GOAL CHECK** Describe positive and negative parts of occupations
With a partner, talk about a friend or family member and his or her occupation. Describe good and bad things.

(Unit 1, p. 12)

Example 3: Section A and B: Communication (Unit 1, p. 13), students are asked to make a list in their notebook. There are two questions in this activity: “What jobs do women do well?” and “What jobs do men do well?” Then, they are asked to compare their lists with a partner and talk about the similarities and differences with their answers. After that, students are asked to express their opinions whether they agree or disagree with the answers.



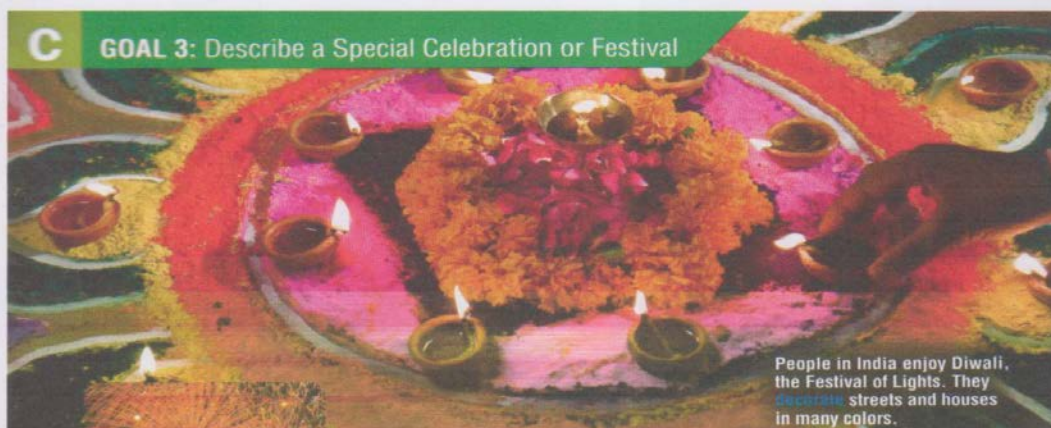
(Unit 1, p. 13)

Unit 2 Work, Rest, and Play

Example 1: In section A, B and C (Unit 2, p. 20), it is the ability to be aware of multiple voices or perspectives within any cultural grouping that is highlighted in this lesson. Students are asked to look at the photos and say what they see. They work individually on reading captions and texts about celebrations. Then, the teacher asks students two questions: “What countries do the texts talk about?” and “What are the celebrations there called?” After that, students are asked to complete the sentences with the words related to different festivals. For example, students are asked to read the sentence about Independence Day in the U.S., Carnival in Venice, or Diwali in India in order to obtain knowledge about different festivals in many countries. Then, they are asked to discuss their own festivals with their partners in terms of fireworks, costumes, and presents. Then, they share their answers and complete the chart with the different celebration. They will gain knowledge of different cultures from their friends.

C

GOAL 3: Describe a Special Celebration or Festival



In the United States, Americans end their Independence Day celebrations with **fireworks**.



In Venice, people wear **costumes** and cover their faces with **masks** to celebrate Carnival.

Language Expansion: Party words

A Read the text and captions. Pay attention to the words in **blue**.

All around the world, people need to **celebrate**. During the week we work, on weekends we rest, but we also need to have **fun**. **Festivals** are special celebrations. During festivals people dance, sing, wear different clothes, eat special food, and give **presents** to friends and family.

B Complete the sentences with the words in **blue**.


1. We watch the _____ on New Year's Eve.
2. I love parties. You can dance and sing. It's _____!
3. At Halloween, children wear _____ and _____ to cover their faces.
4. We _____ Christmas on the 24th and 25th of December.
5. I always give my mother _____ on her birthday.
6. I like to _____ the house for holidays.

C Discuss the following questions about your country with a partner.

1. Do you watch fireworks? If so, when?
2. Do you wear costumes? If so, when?
3. Do you give presents? If so, when?

Example 2: Section A, B, C and D: Conversation (Unit 2, p. 21), students are asked to close their books. The lecturer writes a question on the board, have them listen to the conversation, and allow them to find the answer whether Chuck has a family meal on New Year's Eve or not. Next, they practice the conversation with a partner and switch roles. After that, they are asked to change the underlined words and make a new conversation. Then, the lecturer calls on student pairs to present about their favorite celebration or festival to the class and have students change their partners and talk about what they do for their favorite celebration or festival. They have an opportunity to share their ideas with their friends. They will know more about both their own and others celebrations or festivals.

Conversation

A  **10** Listen to the conversation. Does Chuck have a family meal on New Year's Eve?

Diego: What do you do on New Year's Eve?

Chuck: Well, we sometimes go downtown. There are fireworks. It's really pretty.
Other people invite friends to their house and they have a party.


Diego: Do you give presents to your friends and family?


Chuck: No, we never give presents on New Year's Eve.



Diego: Do you have a meal with your family?

Chuck: No, we do that on Christmas. On New Year's Eve we just have a party!

Real Language
We say we *party* when we have fun with family or friends.

B  Practice the conversation with a partner. Switch roles and practice it again.


C  Change the underlined words and make a new conversation.

D  **GOAL CHECK**  **Describe a special celebration or festival**
Talk with a partner about your favorite celebration or festival.

Unit 3 Going Places

Example1: Section A, B, C and D: Conversation (Unit 3, p. 33), students are asked to close their books. The lecturer writes a question on the board: What does Claudia want from the United States? After that, they listen to the conversation and practice the conversation with the class in chorus. Next, the students are asked to practice the conversation with a partner and then they make a new conversation and present their conversation to the class. Then, the lecturer divides the class into pairs and tells students to read the directions and discuss travel tips for visitors who visit their country. They can learn about travel tips from their classmates. Moreover, they can bring these travel tips to use in their future trips. They should think about transportation, how to carry money, and safe drinking water.

Conversation

A  **14** Listen to the conversation. What does Claudia want from the United States?

Ayumi: Hi, Claudia. You know the USA. Can you give me some advice?
I'm going to New York in January.

Claudia: Lucky you! How can I help?

Ayumi: First: Should I buy travel insurance?

Claudia: Yes, you should. Hospitals and doctors are very expensive in the U.S.


Ayumi: OK. That's another \$200. What about clothes? What should I take?


Claudia: You should take a warm sweater and some gloves and a scarf.



Ayumi: Hmm, that's another \$100.

Claudia: Oh, just one more thing! Don't forget to buy me a nice present, like a new watch.

Ayumi: Oh no! That's another \$500! Traveling is expensive!

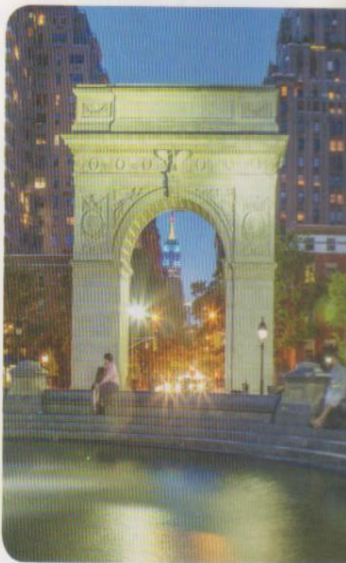
B  Practice the conversation with a partner. Switch roles and practice it again.

C  Change the underlined words and make a new conversation.

D  **GOAL CHECK**  **Give travel advice**

Discuss travel tips for visitors to your country. Think about the following topics.

- transportation
- how to carry money
- Can you drink the water?



▲ Washington Square Park,
New York City

Unit 4 Food

Example 1: Section A and B: Reading (Unit 4, p. 50 - 51), students are asked to look at the photos of people eating bugs on page 50 and 51. Next, they are asked to compare with people in their countries. Then, they are asked to read a passage on page 50 and 51 and answer five questions about it. The text is about “Bugs as Food”. Lecturer can provide more information about eating bugs in different countries after students read the passage.


D GOAL 4: Discuss Unusual Foods

Reading

A Look at the photos. Do people eat insects in your country?

B Read the article. Answer the questions.

1. What insects are on the menu in the restaurant? _____
2. In Thailand, are insects luxury food? _____
3. How many bits of insects are allowed in peanut butter? _____
4. What does the author order? _____
5. Do you like to eat insects? Give your reasons. _____



▲ Crickets, grasshoppers, and other insects-on-a-stick are for sale at a Donghaumen Night Market near Wangfujing Dongcheng, Beijing, China.

Word Focus

luxury = A *luxury* is something we do not really need.


unintentionally = When something happens *unintentionally*, we don't mean for it to happen.

New York City, USA

BUGS AS FOOD

I am sitting in an expensive New York restaurant, and I read the menu. I can't believe my eyes! Chocolate-covered crickets. Wow! I can also order Ant Egg Soup or Silkworm Fried Rice. And it's expensive—\$25 for 5 crickets!

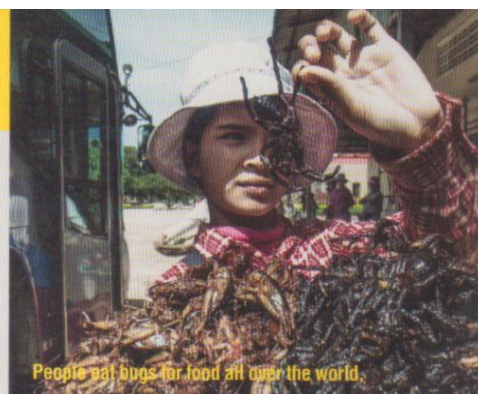
I don't like the idea of eating insects. However, in many countries insects are not **luxury** food. They are part of an everyday diet. In Thailand, open-air markets sell silkworms and grasshoppers. Movie theaters in South America sell roasted ants as snacks instead of popcorn.



(Unit 4, p. 50)

I am probably eating insects without knowing it, anyway. "It's estimated that the average human eats half a kilogram (1.1 pounds) of insects each year, **unintentionally**," says Lisa Monachelli, director of youth and family programs at New Canaan Nature Center in Connecticut. "For example, in the United States, chocolate can have up to 60 bits of bugs (like legs and heads) per 100 grams. Tomato sauce can contain 30 fly eggs per 100 grams, and peanut butter can have 30 insect bits per 100 grams."

Well, if I am eating insects anyway . . .
I decide to order the chocolate-covered crickets,
and hey, they taste good.

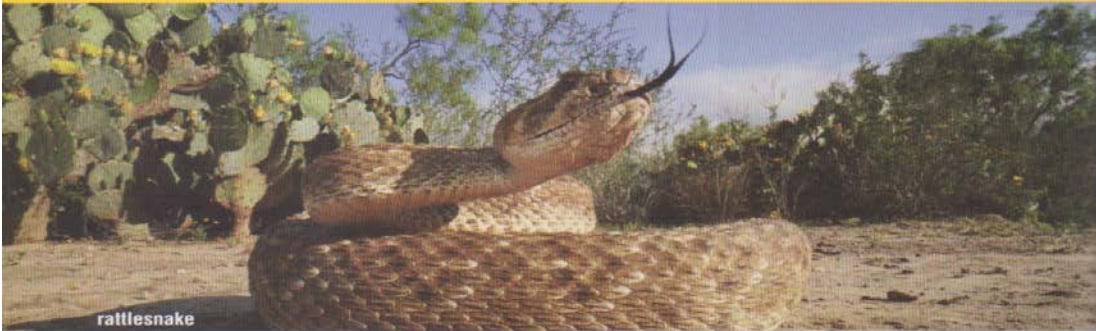


People eat bugs for food all over the world.



Example2: Section A, B, and C: Communication (Unit 4, p. 52), students are asked to write a list of unusual food that visitors might find when visiting their country. After that, they are allowed to share it with their classmates and answer questions from the class. In large classes, students are divided into small groups to share their unusual food to their classmates.

D
GOAL 4: Discuss Unusual Foods



rattlesnake

Communication

Many countries have unusual food. At least, it is unusual to visitors to the country. To the people of the country, it is not unusual. In fact, it is often special food—a delicacy. Here are some examples. Do you eat any of these in your country?

Texas, USA	Rattlesnake
Mexico	Ceviche—uncooked fish
China	Bird's nest soup
Scotland	Haggis—sheep's stomach
France	Frog's legs
Saudi Arabia	Sheep's eyeballs

A Write the delicacies in the chart.

I would definitely eat this. 😊	I might eat this. 😐	I would never eat this. 😞

I would never eat haggis.

Fried Rattlesnake

1. Catch and kill a rattlesnake.
2. Remove the skin and intestines.
3. Cut it into 5-cm pieces.
4. Fry it in very hot oil.
5. Eat it!

B

Read your answers from the chart to your partner..

C

GOAL CHECK

Discuss unusual foods

Make a list of delicacies that visitors to your country might find unusual. Share it with the class. Answer questions from the class.

Writing


A Write a recipe for one of the delicacies in exercise C.

52
Unit 4

Unit 5 Sports

Example 1: Section A: Video (Unit 5, p. 65), students are asked to discuss with their peers about the sports in the pictures and which ones they would like to try. There are three unusual sports such as cheese rolling, octopuswrestling, and sepak takraw. Then, they are asked to give reasons about their answers and compare the answers with the class.

VIDEO JOURNAL: Cheese-Rolling Races E



cheese rolling

Before You Watch


A Which of these unusual sports would you like to try? Why? Discuss with a partner.

While You Watch


A Fill in the blanks. Use the words in the box. Watch the video and check your answers.

injuries cold
spectators winner

1. The first _____ of the day is Craig Brown.
2. One year, one of the cheeses went into the _____.
3. It's not just spectators who get injured—competitors do as well, especially when it's _____ or there hasn't been much rain.
4. Cheese-rolling spectator: "It's when the ground is really hard . . . that's when the _____ are going to happen."



▲ octopus



▲ sepak takraw

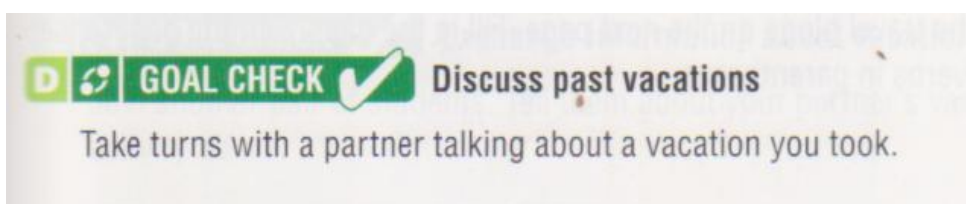
After You Watch

A Discuss these questions with a partner.

1. Why do you think people join the cheese-rolling race?
3. Do they want to have fun?
2. Do they want the cheese?
4. Are they crazy?

Unit 6 Destinations

Example 1: Section D: Conversation (Unit 6, p. 69), students take turns with their partners talking about a vacation they previously took. This activity allows them to discuss about their vacations. Some students had their vacations abroad, they may have some experiences about different cultures, food, behaviors, beliefs, and so on. Thus, they can learn more about other cultures from their friends.



(Unit 6, p. 69)

APPENDIX B
RESULTS OF “ENGLISH FOR COMMUNICATION” ANALYSIS

Results of “English for Communication” Analysis

The textbook contained a few tasks used to promote students’ intercultural abilities. Only unit 1 presented these intercultural tasks. These tasks were as follows:


Unit 1 Greetings and Introductions

Example 1: Activity A: Practice (Unit 1, p. 3), students are asked to complete the sentences by using the given words about greetings in different countries in the box. This activity provides students with pictures and asks them to put the given words in the blank spaces. Students can learn how to greet people around the world and adapt to their new environment wherever they go.

Part 1: Warm Up

A. Practice

1. How do you greet people in different countries?
Complete the sentences using the words in the box.




Nationality	Greeting
Saudi Arabian Thai Indian	<i>namaste</i> <i>takes a bow</i>
English American Japanese	kiss on each cheek <i>handshake</i>
Kiwi	hand-kissing <i>nose-kissing</i>
	<i>wai</i>

- John is from England. He is _____.
He gives a _____ when he meets people.
- Napalai is from Thailand. She is _____.
She does the _____ when she meets new friends.
- Sarah is from America. She is _____.
She gives a _____ when she meets her friend.
- Amiko is from Japan. She is _____.
She _____ when she meets people.
- Ariki is from New Zealand. She is _____.
She does _____ when she meets people.
- Sahar is from Saudi Arabia. She is _____.
She does _____ when she meets people.
- Ranee is from India. She is _____.
She does _____ when she meets people.

(Unit 1, p. 3)

Example 2: Activity B: Discussion (Unit 1, p. 5), students are asked to watch the video clip about an introduction in English, then they discuss about it with their friends. They can learn how to introduce themselves.

B. Discussion
Watch this video and discuss with your friends.



Learn English – Introduce yourself in English – Innovative English
<https://www.youtube.com/watch?v=tZOgdnKJ5Sc>

(Unit 1, p. 5)

Example 3: Activity A: Reading (Unit 1, p. 12), students are assigned to read the passage about English people. Then they select which sentence is true or false based on the provided passage. Students can learn about English culture through this exercise. The passage and exercise are as follows:


Part 6: Exercises

A. Reading

Read the passage and answer the activity that follows.

Don't Touch! We are English!

English people think that you should avoid **physical contact** with strangers. When they ride on an underground train or stand in a crowded lift, they keep themselves to themselves. They read on trains or buses so that they don't have to talk to people they don't know. They avoid **eye contact** at all costs. Research has shown that the English are much more conscious of their personal space than other nationalities, especially the Irish or the Scots, who seem more at ease with physical contact. The English allow much less contact, even with friends. And they can be upset if you touch them unexpectedly. You should never, for example, **tap an English person on the shoulder** if you want to attract their attention. It's safer to **cough** or say: 'Excuse me?' When the English meet people for the first time, they **shake hands**, but then immediately move further away. Other nationalities, Spanish people or Egyptians, for example, move closer to someone they are speaking to, but not the English. The English think you shouldn't get too close because it suggests a desire for intimacy. And they rarely kiss people they have just met at a party when they are leaving.



		TRUE	FALSE
1.	The English avoid touching strangers.	☺	☹
2.	The English like to talk with other people on trains and buses.	☺	☹
3.	The English like to look people into the eyes.	☺	☹
4.	Irish and Scots use more physical contact.	☺	☹
5.	It is good to touch an English person.	☺	☹
6.	We can tap their shoulders to attract their attention.	☺	☹
7.	The English shake hands with people they meet for the first time.	☺	☹

(Unit 1, p. 12)

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