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## Thai

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**ชนชาติที่พูดภาษาอังกฤษและความสามารถในการพูดภาษาอังกฤษของนักศึกษาระดับปริญญาตรี**

**คณะศิลปศาสตร์ สถาบันเทคโนโลยีราชมงคล. วิทยานิพนธ์ปริญญาโทมหาบัณฑิต, ภาควิชาหลักสูตร**

**การสอน และเทคโนโลยีทางการศึกษา คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย, 2544.**

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## APPENDICES

## Appendix A

## The General Structures of Lesson 1-7

Lesson	Topic	Objectives	Cultural Content	English Oral Communication content
1	Hi! What's up?	To greet in world culture, take someone's leave, introduce oneself and learn what differences and similarities of greeting in world culture and Thai culture.	Non-verbal communication in greeting: handshaking, kissing, bowing, hugging, Thai Wai, rubbing noses	<p>Formal and informal greeting:</p> <p>Good morning / Good afternoon / Good evening, Mr. (Mrs./Miss) Watson.</p> <p>How do you do? How are you doing? What's going on? How have you been?</p> <p>Nice to meet (see / talk) to you. I'm glad to know you. Long time no see. See you then. Catch you later. Take care. Bye. Cheerio.</p>

Lesson	Topic	Objectives	Cultural Content	English Oral Communication content
2	World Food	To order food and give compliment to other things or other people	Table manners; Thai and International food; Kitchen utensils	<p>Ordering food and Offering compliments:</p> <p>I would like a glass of Cola.</p> <p>I prefer fish and chip.</p> <p>It's very delicious / yummy / tasty / spicy / sweet / salty / bitter</p> <p>It tastes good.</p> <p>My compliments to you on this delicious meal.</p>

Lesson	Topic	Objectives	Cultural Content	English Oral Communication content
3	Festivals and Celebrations	To ask and tell about the activities in the festivals and celebrations	symbols in festivals and celebrations; the traditions to do in the festivals and celebrations	<p>Asking and telling about the activities in the festivals and celebrations:</p> <p>What's your favorite festival?</p> <p>My favorite festival is .....</p> <p>What do you do in the festival?</p> <p>I like to .....</p> <p>I love to .....</p>



Lesson	Topic	Objectives	Cultural Content	English Oral Communication content
4	Will you marry me?	To invite and make an appointment with other people	Wedding ceremonies in Thai Traditional style and Western style.	<p>Inviting someone and making an appointment:</p> <p>Would you like to go out with me?</p> <p>How about singing a karaoke next Saturday?</p> <p>Do you want to see football game tomorrow evening?</p> <p>Can we make an appointment on another day?</p> <p>That's great idea.</p> <p>I'd love to.</p> <p>I'm sorry. I'd love to but I can't.</p>

Lesson	Topic	Objectives	Cultural Content	English Oral Communication content
5	Around the World	To ask and tell the place where students visit and activities they will do in the places	Places to visit, vacations, cultural points	<p>Asking and telling the place where students visit and activities they will do in the places:</p> <p>Have you ever been to France?            Have you ever visited Eiffel Tower?            Yes, I've been (visited).....            No, I've never been (visited).....            Where is it?            It is in .....</p> <p>What will you do there?            I will go + V.ing (skiing / diving / bathing / sightseeing)            How was it?            It was great/ magnificent / wonderful / terrific.</p>

Lesson	Topic	Objectives	Cultural Content	English Oral Communication content
6	Superstition	To ask and tell someone's opinion and feeling	Superstitions; Color and symbols	<p>Asking and telling someone's opinion and feeling:</p> <p>What do you think when you see a black cat walking in front of you?</p> <p>I think I'll have bad luck. /</p> <p>I think I'll have good luck.</p> <p>I'll be lucky / unlucky / fortunate / unfortunate.</p> <p>How do you feel?</p> <p>I feel happy/ excited/ amused/ worried/ amazed/ frightened.</p>

Lesson	Topic	Objectives	Cultural Content	English Oral Communication content
7	Body Language	To express agreement and disagreement and express like and dislike	Gestures of Approval; Gestures of Disapproval; Posture across culture; Facial expressions	<p>Expressing agreement and disagreement;</p> <p>Expressing like and dislike:</p> <p>Do you like it? /</p> <p>Do you agree with him?</p> <p>Yes, I like it very much. / I agree.</p> <p>No, I don't like. /</p> <p>I don't agree.</p> <p>What do you mean?</p> <p>It's joking.</p> <p>It's very good / bad.</p> <p>It's boring / pleasing/ surprising.</p>

**Appendix B****The Whole Lesson plan and Handout of Lesson 1 (Hi! What's up?)****Lesson plan****Lesson 1: Hi! What's up?**

**Audience:** Mathayom Suksa 2 students

**Terminal Objective:**

Students will be aware of cultural awareness about different types of greetings and analyze the differences and similarities between greetings in world culture and Thai culture.

**Enabling Objectives:**

1. Students will be able to greet, and take leave.
2. Students will be able to greet non-verbally such as handshaking, bowing, hugging, kissing, rubbing noses.
3. Students will be able to initiate a conversation in English and use small talk to get to know a stranger.
4. Students will be able to describe different types of handshakes and other types of non-verbal greeting.
5. Students will be able to interpret the values behind the non-verbal communication.
6. Students will be able to compare and contrast non-verbal greeting between that in world culture and Thai culture.
7. Students will be able to reflect on their opinions and feelings about types of greeting around the world.



**Cultural Knowings (Moran, 2001): Lesson 1: Hi! What's up?**

Knowing How	Knowing About	Knowing Why	Knowing Oneself
<p><b>Students participate in:</b></p> <ul style="list-style-type: none"> <li>- greeting, leavetaking, and introducing oneself.</li> <li>- handshaking, bowing, hugging, kissing, rubbing noses.</li> <li>- initiating a conversation in English and using small talk to get to know a stranger.</li> </ul>	<p><b>Students describe:</b></p> <ul style="list-style-type: none"> <li>- different types of handshakes and other types of non-verbal greeting.</li> </ul>	<p><b>Students interpret:</b></p> <ul style="list-style-type: none"> <li>- the values behind the non-verbal communication.</li> <li>- the similarities and differences between non-verbal greetings in world culture and Thai culture.</li> </ul>	<p><b>Student reflects upon:</b></p> <ul style="list-style-type: none"> <li>- their opinions and feelings about different types of greeting around the world.</li> </ul>

**Materials:** pictures, and realia

**Time:** 2 periods (50 minutes per each period)

- **The first period:** Knowing How and Knowing About
- **The second period:** Knowing Why and Knowing Oneself

**Procedures:***Warm up*

Ask students if they have experienced greeting foreigners. If they do, share the experience with the class. If not, the teacher explains and lets them see the pictures and dialogues in classroom.

*Teaching***Step 1 Knowing How: Participation**

1.1 Students read the dialogues and match them with the given pictures.



**Situation:** James and Sarah meet at a meeting room.

**Dialogue**

**Paul** : I'm Paul Smith from Accountancy department. How are you?

**Sarah** : I'm good. I'm Sarah Spears from PR department. How long have you worked here?

**Paul** : I've been working here for 2 years. And how about you?

**Sarah** : I've just moved to work here. Oh, I have to go now.

Nice to meet you.

**Paul** : Nice to meet you too. Bye.



**Situation:** Britney and Tony are classmates.

**Dialogue**

**Britney** : Hi, Tony. What's up?

**Tony** : Hiya! Not too bad. How about you?

**Britney** : I've a big pile of assignment to do but I haven't finished them yet.

**Tony** : Can I help you?

**Britney** : No, thank you. But I can manage all of them. I gotta go now.

**Tony** : See ya then. Bye.

**Britney** : Bye bye.



**Situation:** George W. Bush and Laura haven't seen each other for a year.

**Dialogue**

**President Bush** : Morning, Laura.

**Laura** : Good morning, George.

**President Bush** : How have you been? Long time no see.

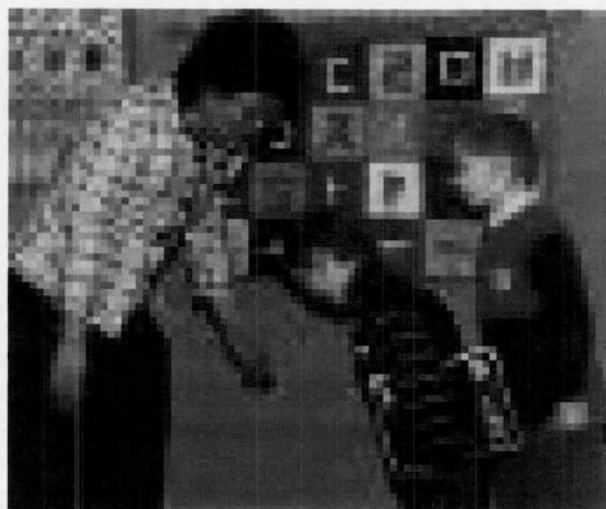
**Laura** : I'm doing fine. And you?

**President Bush** : I'm ok. But I'm quite busy these days.

**Laura** : Don't work too hard. Take care of yourself.

**President Bush** : Thanks. You too.

**Laura** : Thank you.



**Situation:** Two students greet a teacher in a classroom.

**Dialogue (Translated from Japanese)**

**Takeshi** : Good morning, Sense.

**Teacher Kyoko:** Hello, Takeshi. How are you doing?

**Takeshi** : I'm fine but today I'm so sleepy.

**Teacher Kyoko:** Why?

**Takeshi** : Last night I went to bed very late because  
I watched my favourite TV programme.

**Teacher Kyoko:** I see. You should go to bed early tonight.

**Takeshi** : OK. See you tomorrow.





**Situation:** Tarzan and Debby have just known each other.

**Dialogue (in New Zealand)**

**Tarzan** : Gidday!

**Debby** : Goodday!

**Tarzan** : The weather is very nice today.

**Debby** : How long have you lived here?

**Tarzan** : I've lived in Taoranga since I was young. I love it here.

**Debby** : So do I. This is a very beautiful place and there're a lot of sheep.

**Tarzan** : If I've a lot of free time, I'll show you around. But now I've to help my father water some plants.

Catch you later!

**Debby** : See you! Bye!

- 1.2 Volunteers demonstrate the variety of greetings (handshaking, hugging, kissing, bowing, rubbing noses) in front of the class.
- 1.3 The teacher explains the formal and informal greetings.

	<b>Informal Greetings</b>	<b>Formal Greetings</b>
<b>Questions</b>	Hi, Paula! / Hello, Bob! How are you? How are you doing? How's it going? How are things with you? What are you getting on? What's new? What's up? How have you been?	Hello, Mr. Smith. Good morning, Mrs. Beck. Good afternoon, Miss Lee. Good evening, Sir/ Madam. How are you?
<b>Replying</b>	Fine, thanks. How about you? I'm doing fine, thanks. And you? Not too bad, thanks. So-so. Can't complain. It can't be better. / It can be better.	Fine, thank you.
<b>Leavetaking</b>	Goodbye. Bye bye. Cheerio. Nice to meet you See you later. / Catch you later. See you soon. I have to run. Take care.	Goodbye See you next week. Have a nice day. Take care

- 1.4 After that, students draw a lot the characteristics that they will act, create their own dialogue, and present it. (Work in groups)



- 1.5 Students sing a song 'สบายดีรเปล่า' and learn words of greeting through the song.

Song 'สบายดีหรือเปล่า' (by Enconcept E-Academy)

Intro: (translated conversation)

P'Hoy: ฮัลโหล

A girl: นั่น Hoy ไชหรือเปล่า

P'Hoy: ไชครับ

A girl: สบายดีไหม

P'Hoy: สบายดี ขอคุณนะ

เธอดังไม่เข้าใจและมองข้ามไป	ที่ฉันนั้นถามว่าเธอเป็นอย่างไร
เธอดังไม่เคยคิดใส่ใจที่ฉันถาม	ที่ฉันถามว่าเธอ สบายดีรีเปล่า
แต่เธอรู้ไหมมันแปลว่าฉันห่วงเธอ	ก็คงเป็นเพราะว่าเราไม่ค่อยได้เจอ
อยาการู้เธอเป็นยังไง	ปวดหัวรีว่าเป็นไฉ่ สบายดีไหม

จากวันแรกฉันก็บอก **How do you do? It's nice to meet you.**

ต่อมา **How are you? How's life? How's everything with you?**

**What's up? What's new? What are you up to?**

**How's it going? How are things (going)?**

**How are you doing? How are you going? How are you getting on?**

พอไม่เจอนานนาน	ก็เลยต้องการที่จะได้รู้ว่าเธอเป็นอย่างไร
แต่เธอดังไม่เคยคิดเข้าใจ	ที่ฉันนั้นถาม ที่ฉันถามว่าเธอ
เธอเป็นยังไงบ้าง	เธอสบายดีรีเปล่า

ไม่เจอนานก็เลยบอก **How have you been? Haven't seen you for ages?**

**How've you been doing? How've you been going?**

**Long time no see. What have you been up to?**

เธอเป็นยังไง เธอทำอะไรอยู่	หากว่าเธอรำคาญ
ที่ฉันถามเธออยู่	เราก็ควรจะมาพบกันสักที

### **Step 2 Knowing About: Description**

- 2.1 From the pictures, students are asked about the relationship of people (e.g. friends, colleagues, older-younger, strangers, acquaintance).
- 2.2 From the relationships, students are asked how people greet to each other (e.g. hugging, kissing, handshaking, Thai Wai, bowing, rubbing noses).

### **Step 3 Knowing Why: Interpretation**

- 3.1 Students are asked what cultural attitudes or values are explicitly portrayed in the pictures (e.g. Why does Takeshi bow respectfully to Teacher Kyoko? / Why does Sarah greet James 'How do you do?')
- 3.2 Students discuss and analyze the differences between Bowing 1, Bowing 2, and Bowing 3 / Kissing 1, Kissing 2, and Kissing 3 / Handshake 1, Handshake 2, and Handshake 3.



**Bow 1**



**Bow 2**



**Bow 3**





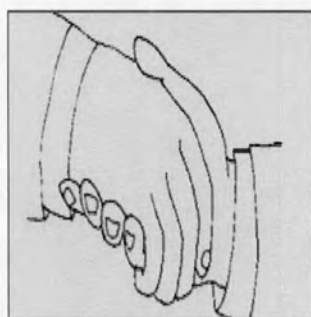
**Kiss 1**



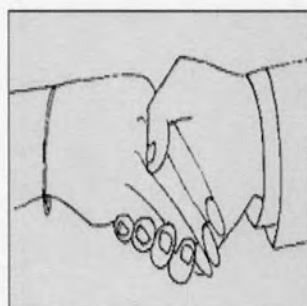
**Kiss 2**



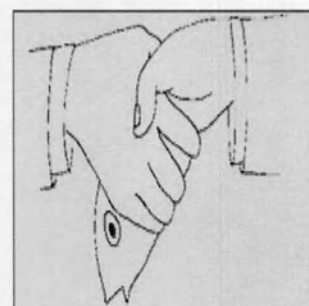
**Kiss 3**



**Handshake 1**



**Handshake 2**



**Handshake 3**

3.3 Students are asked to interpret the differences between Thai greetings and world greetings (non-verbal communications e.g. What are the differences of Asian and Western greetings values?).

<b>Touching</b>	<b>Non-Touching</b>
	Thai

**Step 4 Knowing Oneself: Reflection**

4.1 Students check lists about the frequency they greet other people.

**1. Kiss my dad**

\_\_\_\_\_ always      \_\_\_\_\_ usually      \_\_\_\_\_ often

\_\_\_\_\_ sometimes      \_\_\_\_\_ hardly      \_\_\_\_\_ never

**2. Hug my mum**

\_\_\_\_\_ always      \_\_\_\_\_ usually      \_\_\_\_\_ often

\_\_\_\_\_ sometimes      \_\_\_\_\_ hardly      \_\_\_\_\_ never

**3. Wai my parents**

\_\_\_\_\_ always      \_\_\_\_\_ usually      \_\_\_\_\_ often

\_\_\_\_\_ sometimes      \_\_\_\_\_ hardly      \_\_\_\_\_ never

**4. Hug my sisters or brothers**

\_\_\_\_\_ always      \_\_\_\_\_ usually      \_\_\_\_\_ often

\_\_\_\_\_ sometimes      \_\_\_\_\_ hardly      \_\_\_\_\_ never

**5. Kiss my friends**

\_\_\_\_\_ always      \_\_\_\_\_ usually      \_\_\_\_\_ often

\_\_\_\_\_ sometimes      \_\_\_\_\_ hardly      \_\_\_\_\_ never

4.2 Students reflect their feelings and opinions on greeting in world culture (handshaking, kissing, hugging, rubbing noses) with foreigners by telling their reflections to their friends in classroom.

**S1:** I feel so shy if I rub my nose with Maori.

**S2:** I am very happy when I meet a foreigner and shake hands with him.

**S3:** I feel unhappy when a stranger kisses me in the first greeting.

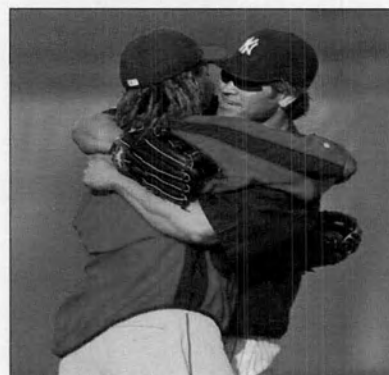
**Handout Lesson 1****Lesson 1: Hi! What's up?****Activity 1:**

Listen to the short dialogues and match the photos to the dialogues. Write the alphabet of the photos in front of the dialogues.

A.



B.



C.



D.



**E.****Dialogues****1.**

Tamati : Giddy!

Debby : Good day!

Tamati : Welcome to New Zealand. My name is Tamati.

What's your name?

Debby : I'm Debby. How are you?

Tamati : I'm fine, thanks. And you?

Debby : I'm good. This is a very beautiful place and there're  
a lot of sheep.

Tamati : If I've a lot of free time, I'll show you around. But now  
I've to go. Nice to meet you, Debby. See you later!

Debby : Nice to meet you too. Bye!



2.

President Bush : Morning, Laura.

Laura : Good morning, George.

President Bush : How have you been? Long time no see.

Laura : I'm doing fine. And you?

President Bush : I'm ok. But I'm busy these days.

Laura : Don't work too hard. Take care of yourself.

President Bush : Thanks. You too.

Laura : Thank you. Good bye.

3.

Paul : I'm Paul Smith from Accountancy department.

How do you do?

Bob : How do you do? I'm Robert Green from Academic  
department. How long have you worked here?

Paul : I've worked here for 2 years. And how about you?

Bob : I've just moved to work here. Oh, I have to go now.

Nice to meet you.

4.

Takeshi : Good morning, sir.

Kenzo : Hello, Takeshi. How are you doing?

Takeshi : I'm fine but today I'm so sleepy.

Kenzo : Why?

Takeshi : Last night I went to bed very late because

I watched my favorite TV program.

Kenzo : I see. You should go to bed early tonight.

Takeshi : OK. See you tomorrow.

5.

Britney : Hi, Tony. What's up?

Tony : Hiya! Not too bad. How about you?

Britney : I've a lot of homework to do but I haven't

finished them yet.

Tony : Can I help you?

Britney : No, thank you. But I can manage all of them.

I have to go now. Catch you later!

Tony : See you then.

Britney : Take care. Bye bye.

Informal and Formal Greetings

	<b>Informal Greetings</b>	<b>Formal Greetings</b>
<b>Questions</b>	<p>Hi, Paula! / Hello, Bob!</p> <p>How are you?</p> <p>How are you doing?</p> <p>How's it going?</p> <p>How are things with you?</p> <p>What are you getting on?</p> <p>What's new?</p> <p>What's up?</p> <p>How have you been?</p>	<p>Hello, Mr. Smith</p> <p>Good morning, Mrs. Beck</p> <p>Good afternoon, Miss Lee</p> <p>Good evening, Sir/ Madam</p> <p>How are you?</p>
<b>Replying</b>	<p>Fine, thanks. How about you?</p> <p>I'm doing fine, thanks. And you?</p> <p>Not too bad, thanks.</p> <p>So-so.</p> <p>Can't complain.</p> <p>It can't be better. /</p> <p>It can be better.</p>	<p>Fine, thank you.</p>
<b>Leavetaking</b>	<p>Goodbye. / Bye bye. / Cheerio.</p> <p>Nice to meet you</p> <p>See you later. / Catch you later.</p> <p>See you soon.</p> <p>I have to run.</p> <p>Take care.</p>	<p>Goodbye</p> <p>See you next week.</p> <p>Have a nice day.</p> <p>Take care</p>

**Activity 2:**

**You will draw a lottery for the characters you will act. Create a short dialogue showing greeting and do a role play in front of the class.**



**Activity 3:**

Listen to the song and fill the words you hear in the given blank.

Song 'สบายดีหรือเปล่า' ( by Enconcept E-Academy)

Intro: (translated conversation)

P'Hoy: ฮัลโหล

A girl: นั่น Hoy ไชหรือเปล่า

P'Hoy: ไชครับ

A girl: สบายดีไหม

P'Hoy: สบายดี ขอคุณนะ

เธอกคงไม่เข้าใจและมองข้ามไป

ที่ฉันนั้นถามว่าเธอเป็นอย่างไร

เธอกคงไม่เคยคิดใส่ใจที่ฉันถาม

ที่ฉันถามว่าเธอ สบายดีรึเปล่า

แต่เธอรู้ไหมมันแปลว่าฉันห่วงเธอ

ก็คงเป็นเพราะว่าเราไม่ค่อยได้เจอ

อยาการู้เธอเป็นยังไง

ปวดหัวรึว่าเป็นไฉ่ สบายดีไหม

จากวันแรกฉันก็บอก **How do you do? It's nice to meet you.**

ต่อมา **How are you? How's life? How's everything with you?**

**What's up? What's new? What are you up to?**

**How's it going? How are things (going)?**

**How are you doing? How are you going? How are you getting on?**

พอไม่เจอนานนาน

ก็เลยต้องการที่จะได้รู้ว่าเธอเป็นอย่างไร

แต่เธอกคงไม่เคยคิดเข้าใจ

ที่ฉันนั้นถาม ที่ฉันถามว่าเธอ

เธอเป็นยังไงบ้าง

เธอสบายดีรึเปล่า

ไม่เจอนานก็เลยบอก **How have you been? Haven't seen you for ages?**

**How've you been doing? How've you been going?**

**Long time no see. What have you been up to?**

เธอเป็นยังไง เธอทำอะไรอยู่

หากว่าเธอรำคาญ

ที่ฉันถามเธออยู่

เราก็ควรจะมาพบกันสักที



**Activity 4:**

Please tell the relationship of the people in the pictures (boyfriend and girlfriend / friends / brothers / fiancé and fiancée / colleagues). And discuss how those people greet each other.

1.



Relationship: \_\_\_\_\_

Greeting: \_\_\_\_\_

2.



Relationship: \_\_\_\_\_

Greeting: \_\_\_\_\_

3.



Relationship: \_\_\_\_\_

Greeting: \_\_\_\_\_

4.



Relationship: \_\_\_\_\_

Greeting: \_\_\_\_\_

5.



**Relationship:** \_\_\_\_\_

**Greeting:** \_\_\_\_\_

**Activity 5:**

**Discuss and analyze the differences among Bowing 1, Bowing 2, and Bowing 3.**



**Bow 1**



**Bow 2**



**Bow 3**

**Discuss and analyze the differences among Kissing 1, Kissing 2, and Kissing 3.**



**Kiss 1**

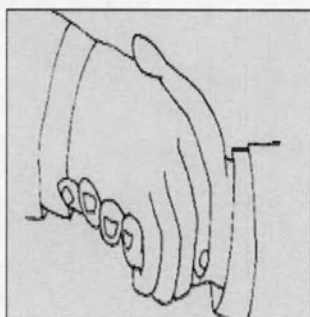


**Kiss 2**

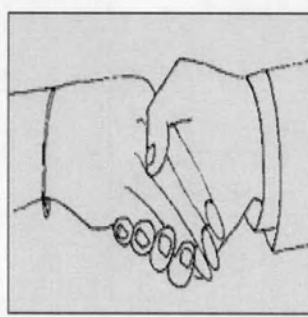


**Kiss 3**

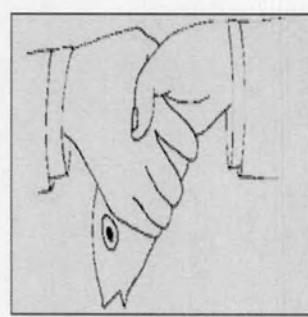
**Discuss and analyze the differences among Handshake 1, Handshake 2, and Handshake 3.**



**Handshake 1**



**Handshake 2**



**Handshake 3**

**Activity 6:**

Discuss and interpret the differences between Thai and World greetings.

Touching	Non-Touching
	Thai

**Activity 7:**

Checklist about the frequency you greet other people and tell your friends in front of the class.

1. Kiss my dad _____ always      _____ usually      _____ often _____ sometimes      _____ hardly      _____ never
2. Hug my mum _____ always      _____ usually      _____ often _____ sometimes      _____ hardly      _____ never
3. Wai my parents _____ always      _____ usually      _____ often _____ sometimes      _____ hardly      _____ never
4. Hug my sisters or brothers _____ always      _____ usually      _____ often _____ sometimes      _____ hardly      _____ never
5. Kiss my friends _____ always      _____ usually      _____ often _____ sometimes      _____ hardly      _____ never



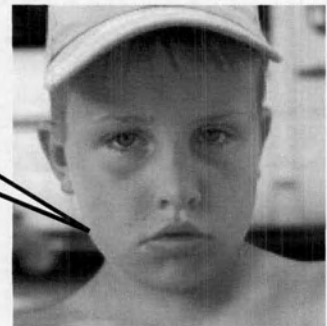
**Activity 8:**

**Reflect the feelings and opinions on greeting in World culture with foreigners by writing your reflections on paper and tell your friends in class.**



I feel very shy if I rub my nose with Maoris.

I feel unhappy when a stranger kisses me.



## Appendix C

## Lesson Plan Evaluation Form

Please rate (✓) these following items according to your opinions.

Congruent = 1

Questionable = 0

Incongruent = -1

Items	Questions	+1	0	-1	Suggestions
<b>Objectives</b>	1. Do the objectives relate to the topic?				
	2. Are the objectives suitable for the level of students?				
	3. Do the objectives support the Four Cultural Knowings?				
	4. Do the objectives support language learning?				
<b>Materials and Equipment</b>	5. Are the materials and equipment appropriate in the lesson?				
	6. Does the materials and equipment help learners gain cross-cultural knowledge?				
	7. Does the materials and equipment help learners gain language knowledge?				
	8. Does the materials and equipment assist learners in language communication?				

Items	Question	+1	0	-1	Suggestions
<b>Procedures</b>	9. Do the teaching procedures relate to the objectives?				
	10. Do the procedures follow the Cultural Experience Model (Moran, 2001)?				
	11. Do the procedures support the Four Cultural Knowings?				
	12. Do the activities help learners practice cross-cultural behavior?				
	13. Do the activities help learners gain cross-cultural information?				
	14. Do the activities help learners understand cross-cultural contents?				
	15. Do the activities motivate cross-cultural and English communicative learning?				
<b>Evaluation</b>	16. Are students evaluated in cross-cultural understanding and English language				
	17. Are activities appropriate to evaluation?				

**Additional Comments:**

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**Thank you very much for your time and assistance.**

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(.....)

**Appendix D**  
**The Item-Objective Congruence Index of**  
**Cultural Experiential Instruction Lesson Plan Evaluation**

**Lesson Plan 1**

Item	Expert A	Expert B	Expert C	Total	Meaning
1	+1	+1	+1	1.00	Reserved
2	0	+1	+1	0.66	Reserved
3	+1	+1	+1	1.00	Reserved
4	+1	+1	+1	1.00	Reserved
5	+1	+1	+1	1.00	Reserved
6	0	0	+1	0.33	Modified
7	+1	+1	+1	1.00	Reserved
8	+1	+1	+1	1.00	Reserved
9	+1	+1	+1	1.00	Reserved
10	+1	+1	+1	1.00	Reserved
11	+1	+1	+1	1.00	Reserved
12	+1	+1	+1	1.00	Reserved
13	+1	0	+1	0.66	Reserved
14	0	+1	0	0.33	Modified
15	+1	+1	+1	1.00	Reserved
16	+1	+1	+1	1.00	Reserved
17	+1	+1	+1	1.00	Reserved



## Lesson Plan 2

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Item	Expert A	Expert B	Expert C	Total	Meaning
1	0	+1	0	0.33	Modified
2	+1	+1	+1	1.00	Reserved
3	+1	+1	+1	1.00	Reserved
4	+1	+1	+1	1.00	Reserved
5	+1	+1	+1	1.00	Reserved
6	+1	+1	+1	1.00	Reserved
7	+1	+1	+1	1.00	Reserved
8	+1	+1	+1	1.00	Reserved
9	+1	+1	+1	1.00	Reserved
10	+1	+1	+1	1.00	Reserved
11	+1	+1	+1	1.00	Reserved
12	+1	+1	+1	1.00	Reserved
13	0	0	0	0.00	Modified
14	+1	+1	+1	1.00	Reserved
15	+1	+1	+1	1.00	Reserved
16	+1	+1	+1	1.00	Reserved
17	+1	+1	+1	1.00	Reserved

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## Lesson Plan 3

Item	Expert A	Expert B	Expert C	Total	Meaning
1	0	-1	0	-0.33	Modified
2	+1	+1	+1	1.00	Reserved
3	+1	+1	+1	1.00	Reserved
4	+1	+1	+1	1.00	Reserved
5	+1	+1	+1	1.00	Reserved
6	+1	+1	+1	1.00	Reserved
7	+1	+1	+1	1.00	Reserved
8	+1	+1	+1	1.00	Reserved
9	+1	+1	+1	1.00	Reserved
10	+1	+1	+1	1.00	Reserved
11	+1	+1	+1	1.00	Reserved
12	+1	0	+1	0.66	Reserved
13	+1	+1	+1	1.00	Reserved
14	+1	+1	+1	1.00	Reserved
15	+1	+1	+1	1.00	Reserved
16	0	+1	+1	0.66	Reserved
17	+1	+1	+1	1.00	Reserved

## Lesson Plan 4

Item	Expert A	Expert B	Expert C	Total	Meaning
1	+1	+1	+1	1.00	Reserved
2	-1	0	0	-0.33	Modified
3	+1	+1	+1	1.00	Reserved
4	+1	0	+1	0.66	Reserved
5	+1	+1	+1	1.00	Reserved
6	+1	+1	+1	1.00	Reserved
7	+1	+1	+1	1.00	Reserved
8	+1	+1	+1	1.00	Reserved
9	+1	+1	+1	1.00	Reserved
10	+1	+1	+1	1.00	Reserved
11	+1	+1	+1	1.00	Reserved
12	+1	0	+1	0.66	Reserved
13	+1	+1	+1	1.00	Reserved
14	+1	+1	+1	1.00	Reserved
15	+1	+1	+1	1.00	Reserved
16	0	+1	+1	0.66	Reserved
17	+1	0	+1	0.66	Reserved

## Lesson Plan 5

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<b>Item</b>	<b>Expert</b>	<b>Expert</b>	<b>Expert</b>	<b>Total</b>	<b>Meaning</b>
	<b>A</b>	<b>B</b>	<b>C</b>		
1	+1	+1	+1	1.00	Reserved
2	+1	+1	+1	1.00	Reserved
3	+1	+1	+1	1.00	Reserved
4	+1	+1	+1	1.00	Reserved
5	0	+1	+1	0.66	Reserved
6	0	+1	+1	0.66	Reserved
7	+1	+1	+1	1.00	Reserved
8	+1	+1	+1	1.00	Reserved
9	+1	+1	+1	1.00	Reserved
10	+1	+1	+1	1.00	Reserved
11	+1	+1	+1	1.00	Reserved
12	+1	0	+1	0.66	Reserved
13	+1	+1	+1	1.00	Reserved
14	+1	+1	+1	1.00	Reserved
15	+1	+1	+1	1.00	Reserved
16	+1	0	+1	0.66	Reserved
17	+1	+1	0	0.66	Reserved

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## Lesson Plan 6

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Item	Expert A	Expert B	Expert C	Total	Meaning
1	+1	+1	+1	1.00	Reserved
2	+1	+1	+1	1.00	Reserved
3	+1	+1	+1	1.00	Reserved
4	0	+1	+1	0.66	Reserved
5	+1	0	+1	0.66	Reserved
6	+1	+1	+1	1.00	Reserved
7	+1	+1	+1	1.00	Reserved
8	+1	+1	+1	1.00	Reserved
9	+1	+1	+1	1.00	Reserved
10	+1	+1	+1	1.00	Reserved
11	+1	+1	+1	1.00	Reserved
12	+1	+1	+1	1.00	Reserved
13	+1	+1	+1	1.00	Reserved
14	+1	+1	+1	1.00	Reserved
15	+1	+1	+1	1.00	Reserved
16	+1	+1	+1	1.00	Reserved
17	+1	+1	+1	1.00	Reserved

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## Lesson Plan 7

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Item	Expert	Expert	Expert	Total	Meaning
	A	B	C		
1	+1	+1	+1	1.00	Reserved
2	+1	+1	+1	1.00	Reserved
3	+1	+1	+1	1.00	Reserved
4	+1	+1	+1	1.00	Reserved
5	+1	+1	+1	1.00	Reserved
6	+1	0	+1	0.66	Reserved
7	+1	+1	+1	1.00	Reserved
8	+1	+1	+1	1.00	Reserved
9	+1	+1	+1	1.00	Reserved
10	+1	+1	+1	1.00	Reserved
11	0	+1	+1	0.66	Reserved
12	+1	+1	+1	1.00	Reserved
13	+1	+1	+1	1.00	Reserved
14	+1	+1	+1	1.00	Reserved
15	+1	+1	0	0.66	Reserved
16	+1	+1	+1	1.00	Reserved
17	+1	+1	+1	1.00	Reserved

---

## Appendix E

### Comments and Suggestions from the experts

#### Lesson 1: Hi! What's up?

#### Comments

1. Maori's greeting should be more explained because students might be unfamiliar with it.
2. Video clips or film extracts should be used in class in order to make the lesson more lively and interesting.
3. At the end of the lesson, the teacher's wrap-up should be added to restate the concept of cultural awareness.
4. Evaluation process is not clear.
5. More dialogues should be added in the lesson.
6. Touching and non-touching greeting should be taught in Knowing Oneself: Reflection.

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#### Lesson 2: World Food

#### Comments

1. The topic should be changed into World Food because Fish and Chip is too narrow and not relevant to the objectives.
    1. Table manners in this lesson should be taught.
    2. More dialogues should be added in the lesson.
    3. Words about the kitchen utensils should be taught in class.
-

Lesson 3: Festivals and CelebrationsComments

1. The topic should be changed in Festivals and Celebrations because Thanksgiving is too narrow and not relevant to the objectives.
2. Words associated with each festival should be added in the dialogues.

Christmas : to decorate

Carnival : to dance

Easter : to paint

Halloween : to dress up

Songkran : to spread

Loy Krathong : to float

Lesson 4: Will you marry me?Comments

1. The dating is not suitable for Grade 8 students so it should be deleted in the lesson.
2. The Western, The Chinese, The Japanese wedding ceremony video clip, and the Thai traditional wedding ceremony video clip should be presented in class.
3. Words about the wedding ceremony in Word and Thai culture should be taught in class.

Lesson 5: Around the WorldComments

1. More dialogues should be added in the lesson plan.
  2. Tourist attractions video clips should be presented in classroom and make the lesson more lively.
- 

Lesson 6: SuperstitionComments

1. Words showing opinions and feeling should be taught such as lucky, unlucky, excited, scared, shocked, delighted, happy, sad.
  2. Thai superstitions should be taught in Knowing Oneself in order that students can reflect their opinions on Thai culture and compare them with world superstitions.
- 

Lesson 7: Body LanguageComments

1. More dialogues should be added in the lesson plan.
  2. The differences of smile ‘ยิ้ม’ should be taught in the step of Reflection because Thailand is the Land of Smile.
-

## Appendix F

### Lists of experts validating the instruments

#### Experts validating lesson plans and English Oral Communication Test

1. Miss Uruwan Kaojaree

Language Institute, Faculty of Humanities, Srinakharinwirot University

2. Mrs. Chuanpit Funkiat

The Head of English Department, Sri Ayudhaya School

3. Miss Warunee Wangprasert

The English Teacher, Samsen Wittayalai School



## Appendix G

## English Oral Communication Test Evaluation form

Please rate (✓) these following items according to your opinions.

Congruent = 1

Questionable = 0

Incongruent = -1

Questions	+1	0	-1	Suggestions
1. Do the picture and the questions in the test relate to the objectives?				
2. Are the picture and the questions in the test suitable for the level of students?				
3. Do the picture and the questions in the test support the Four Cultural Knowings?				
4. Do the questions in the test support language learning?				
5. Are the picture and the questions in the test appropriate in each lesson?				
6. Do the questions in the test measure students' cross-cultural knowledge?				
7. Do the questions in the test measure students' English oral communication ability?				
8. Do the questions in the test follow the Cultural Experience Model (Moran, 2001)?				
9. Does the picture in the test measure students' cross-cultural understanding?				
10. Do the test measure students' language knowledge?				

**Additional Comments:**

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**Thank you very much for your time and assistance.**

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(.....)

## Appendix H

**The Item-Objective Congruence Index of  
the English Oral Communication Test Evaluation Form**

**Test 1**

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Item	Expert A	Expert B	Expert C	Total	Meaning
1	+1	+1	+1	1.00	Reserved
2	0	+1	+1	0.66	Reserved
3	+1	+1	+1	1.00	Reserved
4	+1	+1	+1	1.00	Reserved
5	+1	+1	+1	1.00	Reserved
6	0	0	+1	0.33	Modified
7	+1	+1	+1	1.00	Reserved
8	+1	+1	+1	1.00	Reserved
9	+1	+1	+1	1.00	Reserved
10	+1	+1	+1	1.00	Reserved

---

## Test 2

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<b>Item</b>	<b>Expert</b>	<b>Expert</b>	<b>Expert</b>	<b>Total</b>	<b>Meaning</b>
	<b>A</b>	<b>B</b>	<b>C</b>		
1	+1	+1	+1	1.00	Reserved
2	+1	+1	+1	1.00	Reserved
3	+1	+1	+1	1.00	Reserved
4	+1	+1	+1	1.00	Reserved
5	+1	+1	+1	1.00	Reserved
6	+1	+1	+1	1.00	Reserved
7	+1	+1	+1	1.00	Reserved
8	+1	+1	+1	1.00	Reserved
9	+1	+1	+1	1.00	Reserved
10	+1	+1	+1	1.00	Reserved

---

## Test 3

---

Item	Expert	Expert	Expert	Total	Meaning
	A	B	C		
1	0	-1	0	-0.33	Modified
2	-1	0	0	-0.33	Modified
3	+1	+1	+1	1.00	Reserved
4	+1	+1	+1	1.00	Reserved
5	+1	+1	+1	1.00	Reserved
6	+1	+1	+1	1.00	Reserved
7	+1	+1	+1	1.00	Reserved
8	+1	+1	+1	1.00	Reserved
9	+1	+1	+1	1.00	Reserved
10	+1	+1	+1	1.00	Reserved

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## Test 4

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<b>Item</b>	<b>Expert</b>	<b>Expert</b>	<b>Expert</b>	<b>Total</b>	<b>Meaning</b>
	<b>A</b>	<b>B</b>	<b>C</b>		
1	+1	+1	+1	1.00	Reserved
2	-1	0	0	-0.33	Modified
3	+1	+1	+1	1.00	Reserved
4	+1	0	+1	0.66	Reserved
5	+1	+1	+1	1.00	Reserved
6	+1	+1	+1	1.00	Reserved
7	0	-1	0	-0.33	Modified
8	+1	+1	+1	1.00	Reserved
9	+1	+1	+1	1.00	Reserved
10	+1	+1	+1	1.00	Reserved

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## Test 5

Item	Expert	Expert	Expert	Total	Meaning
	A	B	C		
1	+1	+1	+1	1.00	Reserved
2	+1	+1	+1	1.00	Reserved
3	+1	+1	+1	1.00	Reserved
4	+1	+1	+1	1.00	Reserved
5	0	+1	+1	0.66	Reserved
6	0	+1	+1	0.66	Reserved
7	+1	+1	+1	1.00	Reserved
8	+1	+1	+1	1.00	Reserved
9	+1	+1	+1	1.00	Reserved
10	+1	+1	+1	1.00	Reserved



## Test 6

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<b>Item</b>	<b>Expert</b>	<b>Expert</b>	<b>Expert</b>	<b>Total</b>	<b>Meaning</b>
	<b>A</b>	<b>B</b>	<b>C</b>		
1	+1	+1	+1	1.00	Reserved
2	+1	+1	+1	1.00	Reserved
3	+1	+1	+1	1.00	Reserved
4	0	0	-1	-0.33	Modified
5	+1	0	+1	0.66	Reserved
6	+1	+1	+1	1.00	Reserved
7	+1	+1	+1	1.00	Reserved
8	+1	+1	+1	1.00	Reserved
9	+1	+1	+1	1.00	Reserved
10	+1	+1	+1	1.00	Reserved

---

## Test 7

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<b>Item</b>	<b>Expert</b>	<b>Expert</b>	<b>Expert</b>	<b>Total</b>	<b>Meaning</b>
	<b>A</b>	<b>B</b>	<b>C</b>		
1	+1	+1	+1	1.00	Reserved
2	+1	+1	+1	1.00	Reserved
3	+1	+1	+1	1.00	Reserved
4	+1	+1	+1	1.00	Reserved
5	+1	+1	+1	1.00	Reserved
6	+1	0	0	0.33	Modified
7	+1	+1	+1	1.00	Reserved
8	+1	+1	+1	1.00	Reserved
9	+1	+1	+1	1.00	Reserved
10	0	+1	+1	0.66	Reserved

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## BIOGRAPHY

Sasimala Chantamala was born in Bangkok. She obtained her B.Ed. in Advanced English (Second Class Honors) from the Faculty of Education, Chulalongkorn University in 2002. In 2005, she continued her Master's Degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University. She is working as an English tutor at Enconcept E-Academy at present.

