



# Introducing Culture in EFL Class: The Junior High School Teachers' Awareness

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## Abstract

Teachers of English frequently neglect to incorporate cultural elements into language instruction. The primary emphasis lies in instruction, whether a second or foreign language, with particular attention on linguistic precision. The objective of this study is to explore the 7th-grade teachers' awareness of Junior High school on introducing culture in EFL class. The research employed a quantitative survey in 26 junior high schools located in Palembang, South Sumatra. The data were collected from 115 English teachers who responded to a set of questionnaire items. Subsequently, the data underwent analysis by the use of descriptive statistics. The findings revealed that English teachers at the seventh-grade level are aware of incorporating cultural components within the context of English language teaching. To begin with, it is evident that the teachers possess a comprehensive understanding of the significance of culture and context in interpreting meaning. Furthermore, the teachers have a fundamental experience of the significance of being able to analyze and contrast cultures concerning their shared characteristics and distinctions. Thirdly, the teachers widely acknowledge that cultural learning has a predominantly positive influence within the English classroom. In the realm of English teaching, the teachers have a consensus

regarding the significance of incorporating cultural learning activities into the classroom setting. Ultimately, junior high school English teachers exhibit a predominantly favorable disposition towards the significance of including cultural learning activities inside the English instructional setting.

**Keywords:** *Culture; EFL Class; Teachers' Awareness*

## **Introduction**

The concepts of culture and language are inherently interconnected, as language is not a culturally neutral code but rather a manifestation of culture (Davitishvili, 2017). When language and culture become disconnected, the relevance of either one is diminished. Hence, it is widely acknowledged that English teachers in the context of English as a Foreign Language (EFL) settings must incorporate cultural elements into their teaching and learning activities (Adzima, Rochsantiningasih & Suparno, 2023).

Integrating culture in an EFL class facilitates enhancing students' cultural awareness about their own and other cultures. It can assist individuals in mitigating potential misinterpretations and cultural disorientation when engaging in English conversation. Including cultural education in the curriculum aids students in mitigating the occurrence of miscommunication or misunderstanding in interpersonal interactions. According to Tseng (2017), there is evidence to suggest that incorporating the teaching of culture into the curriculum can enhance students' communication skills. Ultimately, this approach fosters the development of students' capacity to accept and appreciate diverse cultural perspectives.

In teaching English, it is imperative for individuals who are learning English as a non-native language to possess a comprehensive comprehension of intercultural communication. To comprehend intercultural communication, it is necessary to keep a thorough understanding of the indigenous culture (Shrestha, 2016). The development of intercultural communication skills in language learning is commonly described as improving learners' ability to effectively negotiate the intricacies of language and culture within a diverse global society (Chi & Suthers, 2015). This initiative aims to enhance learners' comprehension of various cultural expressions, practical implementations, and limitations within intercultural communication.

Baker (2012) highlights the significance of providing learners with effective instruction on using their English communication skills in various cultural contexts, emphasizing the need for adaptation and intentionality. Thus, it is imperative to consider students' local culture. It is because incorporating indigenous culture plays a significant role in fostering comprehension of customary practices and societal

norms while facilitating effective intercultural communication within language instruction

English is a compulsory subject that begins to be taught to junior high school students. Starting in 2022, a recent curriculum named the “freedom-to-learn” curriculum has been implemented. In the implementation of the “freedom-to-learn” curriculum, English language learning for junior high school level students is classified in Phase D. Upon the conclusion of Phase D, students are anticipated to possess the capability to effectively employ oral, written, and visual representations in the English language, hence facilitating interaction and communication across a wider range of contexts encompassing both formal and casual settings. In other words, intercultural understanding is inevitable.

Previous research has been conducted on instructors' perspectives of cultural acquisition in English as a Foreign Language (EFL) classes. First, in a study by Lan Phuong (2020), the perceptions of culture and its significance in language instruction were examined among seven Vietnamese English instructors from two universities in Hanoi, Vietnam. The research study is based on a qualitative research methodology, with a strong focus on utilizing comprehensively, semi-structured interviewing as the main approach for collecting data. This research is different to the recent study in terms of the method which is used where the research utilized a qualitative approach, mainly employing informal interviews to lecturers of English and document review as its primary data collection methods, meanwhile the recent study employed quantitative survey. Another difference is that the research aimed to reveal the significance of English as a global language and the impact of cultural disparities on English Language Teaching (ELT) materials, meanwhile the current study aimed at exploring the 7th-grade teachers' awareness of Junior High school on introducing culture in EFL class .

Adzima, Rochsantiningih, and Suparno (2023) conducted a study in which they investigated the viewpoints of English teachers and students in senior high schools. The distinction between the present study and the existing research lies in the fact that this particular study adopts a case study approach to explore the opinions of senior high school EFL teachers and students regarding the concept of culture, its origins, and the cultural themes that were further analyzed. The present study involved a survey-based research design aimed at investigating the awareness among 115 English instructors of 7th grade on the incorporation of cultural content in the English as a Foreign Language (EFL) classroom.

Moreover, Atmojo and Putra (2022) undertook research to gain a more comprehensive understanding of the perspectives held by pre-service teachers of

English as a Foreign Language (EFL) in Indonesia about culture and intercultural competency. The primary distinction between the present study and the study mentioned above is in the objective of the former, which aims to get a deeper understanding of the perceptions held by Indonesian pre-service teachers of English as a Foreign Language (EFL) about culture and intercultural competence (IC). A total of 26 pre-service teachers of English as a Foreign Language (EFL) participated in the research. The current study employed survey to examine the extent of knowledge had by 115 English instructors teaching 7th grade about the integration of cultural content inside the English as a Foreign Language (EFL) classroom.

In a study conducted by Alamsyah, Mutaat, and Darmawan (2019), the researchers examined the integration of English cultures, customs, and distinctive aspects within the educational environment of students studying English. One notable distinction between this study and the current research is the emphasis on including English cultures, cultural choices, and diversity within the students' English program context. The participants enlisted for the current investigation comprised 80 part-time college students from various academic disciplines. The present study utilized a survey methodology to investigate the awareness of 115 English instructors who teach 7th grade about incorporating cultural content inside the English as a Foreign Language (EFL) classroom.

Finally, Monica et al. (2023) studied teachers' viewpoints on the benefits and constraints of integrating local and foreign cultural representation in English textbooks used in their instructional settings. The present study utilized a survey methodology to investigate the awareness of 115 English instructors who teach 7th grade about incorporating cultural content inside the English as a Foreign Language (EFL) classroom.

Based on previous studies reviewed by researchers, it can be concluded that there have been studies that examine perceptions regarding culture learning in EFL Classes, but there is no research that specifically explores the awareness of Junior High school teachers on introducing culture in EFL classes, especially in schools that have implemented the "freedom-to-learn" curriculum. Therefore, this study was conducted with the aim of exploring the 7th-grade teachers' awareness of Junior High school on introducing culture in EFL class. The research question of the study is How are the 7th-grade teachers' awareness of Junior High school on introducing culture in EFL class.

## **Method**

In this research, we conducted a form of quantitative study, namely a survey, to

find out how the perceptions of English teachers who teach 7th-grade students in junior high schools in Palembang regarding the extent of their awareness of the representation of cultural information contained in the English textbooks they use to teach (Creswell, 2015).

This study was conducted in Palembang, where junior high school teachers in Palembang became the survey participants (Creswell & Poth, 2018). The purposeful sampling technique was used to select participants who became the survey respondents in the research. The criteria for choosing the participant are that the teachers teach English to the 7th-grade students at schools that have implemented the "freedom-to-learn" curriculum. At this point, there are 115 English teachers. Twenty-seven teachers are from seven *Madrasah Tsanawiyah*, and 88 are from 19 junior high schools implementing the "freedom-to-learn" curriculum.

The data was obtained by distributing closed questionnaire items to the teachers to determine their awareness of introducing cultures in the English language learning process. The questionnaire was created by adapting categories from Yurtsever and Özel (2022) and Baker (2012), which define the essential components of cultural awareness: (a) Understanding the significance of culture and circumstance in the understanding of meaning. (items 1-7); (b) ability to compare cultures in terms of similarities and differences (items 8-11); (c) impact of cultural learning (items 12-16); (d) cultural learning activities in the classroom (items 17-21) and (e) attitude towards cultural learning (items 22-25). Each category is constructed as a set of assertions presented in a questionnaire utilizing a Likert Scale; Strongly Agree (SA) (5), Agree (A) (4), Undecided (UD) (3), Disagree (D)(2) and Strongly Disagree (SD) (1).

Table 1. Questionnaire items

No	Item	SA	A	UD	D	SD
1	Possessing information regarding the social context of the intended language can provide insight into specific phrases often spoken by native speakers of the target language.					
2	Misunderstandings in communication can arise when individuals from distinct nations lack awareness of cultural disparities.					
3	For me, a lack of cultural knowledge can lead to confusion from awkward conversations.					

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- 4 I recognize that one word has different connotative meanings in different cultures.
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- 5 I have introduced my students to words and expressions that have cultural significance.
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- 6 Cultural studies in the language classroom may hinder progress in students' linguistic accuracy skills.
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- 7 It is essential to cultivate an understanding among students regarding the cultural dimensions intertwined with the everyday existence of those who are native English speakers. and how they differ from the students' culture.
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- 8 I can compare daily living habits and cultural patterns, such as food and holidays, from the cultures of English-speaking countries and Indonesia.
- 
- 9 I provide opportunities for students to discuss cultural differences and similarities in the classroom.
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- 10 The primary objective in examining cultural differences is to cultivate a discerning perspective towards both the culture under scrutiny and the culture of the students.
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- 11 Getting the students to discuss the cultural differences between English and their culture can improve their communication skills in English..
- 
- 12 The prioritization of studying foreign cultures can potentially result in the erosion of students' cultural identity.
- 
- 13 Emphasis on the study of student culture can avoid student culture shock.
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- 14 In an English class, teaching cultural aspects is as essential as teaching language skills.
- 
- 15 The acquisition of knowledge regarding English culture can alter students' perspectives and dispositions toward their cultural background.
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- 16 When individuals who speak different languages
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	come into contact, it is common for misunderstandings to occur primarily due to linguistic factors rather than cultural disparities.
17	I only provided background information on Indonesian culture related to the topic in the textbook.
18	I only provided background information on English culture related to the topics in the textbook.
19	I provided cultural background (both Indonesian culture and English culture) related to the topics in the textbook.
20	Cultural learning in English class could motivate students.
21	The main goal in acquiring cultural knowledge is to cultivate a discerning mindset towards both the intended language's cultural aspects and the learners' cultural backgrounds.
22	The integration of language and culture has the potential to enhance students' linguistic proficiency.
23	It is not possible to teach English and its culture in an integrated way.
24	Increased knowledge of English culture among students is associated with higher tolerance levels.
25	Integrating cultural information about English speakers and students' cultures while teaching English poses inherent challenges.

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In order to establish the credibility and consistency of the questionnaire items, a Pilot Study was undertaken. Cohen et al. (2018) assert that the primary objective of a Pilot Study is to ascertain the suitability of the questionnaire employed for data collection, particularly in the context of its applicability on a broader scale. The smaller pilot population should be able to discover any inconveniences, content ambiguities, and/or other issues with the data collection tool. Therefore, the smaller group in the pilot study should be representative of the actual research population.

In the preliminary stage, experts in English Language Education, possessing substantial expertise in data collection instruments, thoroughly examined and

verified the questionnaire. The viewpoints and remarks of two authorities in English teaching were gathered via an expert opinion questionnaire tailored explicitly for validating the questionnaire used in this study. The provided document consisted of closed-ended inquiries and offered unrestricted room for additional remarks. Based on the findings from the evaluation conducted by two experts in English Education, the questionnaire administered to teachers to assess their awareness regarding incorporating cultural elements within English instructional sessions aligns with established theoretical frameworks. Each item within the questionnaire demonstrates an unambiguous meaning, employs an appropriate Likert Scale to gauge responses, and is assigned suitable numerical values. Furthermore, the questionnaire does not contain any extraneous items, as each item is consistent with the indicators outlined in the relevant theoretical framework. Additionally, there is no excessive modification of things in terms of excessive length or brevity.

Subsequently, the second phase of the pilot test for the questionnaire was executed by disseminating it to a cohort of 20 teachers who were not included in the research sample. A group of 20 teachers were requested to provide feedback on a questionnaire to assess its comprehensibility. Specifically, they were asked to evaluate the clarity of the wording, identify any instances of words with multiple or ambiguous meanings, detect redundant items, identify duplicated items, and assess the appropriateness of the length of certain things. The pilot study's findings revealed that a significant majority of teachers agreed on the comprehensibility of the questionnaire items. Moreover, they noted that the wording of the things contained no ambiguous language, lacked repetition, and there were no exhibited instances of unnecessary redundancy. Additionally, the teachers reported the absence of repeated items and any cases in which items needed to be more concise or more concise.

During the data collection process, the following procedures were undertaken: Initially, the researchers sought authorization from the principals of the designated junior high schools. Subsequently, the researchers convened with the grade 7 English teachers. The researchers requested the teachers' cooperation in completing the questionnaire through the provided Google Form link

The application of descriptive statistics was employed to analyze the quantitative data obtained from the responses to the questionnaire. The objective of this analysis was to determine the frequency rate of each questionnaire item and calculate the mean score. Subsequently, the categorization methodology proposed by Joshi et al. (2015) was employed to categorize the average Likert Scale score. The classification is delineated and briefly shown in Table 1



Table 1. Scale categorization for each responded item

Category	Scale
Strongly Disagree	> 1 to 1,8
Disagree	> 1,8 to 2,6
Undecided	> 2,6 to 3,4
Agree	> 3,4 to 4,2
Strongly Agree	> 4,2 to 5

## Results

The results of data analysis were listed in Table 2 and Table 3 as follows:

**Table 2.** The result of descriptive statistics analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Item1	115	4.00	5.00	4.4261	.49667
item2	115	3.00	5.00	4.4522	.56574
item3	115	3.00	5.00	4.4348	.56398
item4	115	4.00	5.00	4.3913	.49018
item5	115	3.00	5.00	4.2522	.45583
item6	115	1.00	5.00	3.0000	1.00873
item7	115	3.00	5.00	4.3913	.52475
item8	115	3.00	5.00	4.2957	.51254
item9	115	1.00	5.00	4.2957	.57695
item10	115	2.00	5.00	4.2609	.62249
item11	115	3.00	5.00	4.3739	.50369
item12	115	1.00	5.00	3.0870	1.06429
item13	115	1.00	5.00	3.9478	.77055
item14	115	3.00	5.00	4.2609	.54751
item15	115	1.00	5.00	2.9826	1.04279
item16	115	1.00	5.00	3.9043	.77203
item17	115	1.00	5.00	3.4783	.89195
item18	115	1.00	5.00	3.5304	.87180
item19	115	2.00	5.00	4.0522	.60471
item20	115	3.00	5.00	4.3565	.49897
item21	115	2.00	5.00	4.1478	.65217
item22	115	3.00	5.00	4.3565	.51625

item23	115	1.00	5.00	3.1652	.86785
item24	115	3.00	5.00	4.1391	.57563
item25	115	1.00	5.00	3.1739	.87118
Valid N (listwise)	115				

Table 3. The Result of frequency analysis

Item	Frequency (Percentage)				
	SD	D	UD	A	SA
1	0	0	0	57	43
2	0	0	3	48	49
3	0	0	3	50	47
4	0	0	0	61	39
5	0	0	1	73	26
6	5	30	30	30	5
7	0	0	2	57	41
8	0	0	3	65	32
9	1	0	1	65	33
10	0	2	4	60	34
11	0	0	1	61	38
12	9	17	39	26	9
13	2	4	9	68	17
14	0	0	5	63	31
15	9	22	39	23	7
16	3	3	11	69	15
17	3	10	35	43	10
18	3	7	36	44	10
19	0	3	8	71	18
20	0	0	1	63	37
21	0	2	10	61	28
22	0	0	2	61	37
23	3	17	49	26	6
24	0	0	10	65	24
25	3	17	48	27	6

Based on the findings of the data analysis, it is evident that concerning the

initial category about the recognition of the influence of culture and context on one's interpretation of meaning, it can be observed that the teachers possess a comprehensive understanding of the role played by culture and context in the comprehension of meaning. First, the teachers believed that Possessing information regarding the social context of the intended language can provide insight into specific phrases often spoken by native speakers of the target language. Secondly, the teachers strongly agreed that misunderstandings in communication can arise when individuals from distinct nations lack awareness of cultural disparities. Third, the teachers strongly agreed that a lack of cultural knowledge can lead to confusion from awkward conversations. Fourth, the teachers strongly agreed that words have different connotative meanings in different cultures. Fifth, the teachers introduced their students to words and expressions with cultural meanings. Sixth, the teachers disagreed that studying culture in the language classroom can hinder progress in students' linguistic accuracy skills. Seventh, the teachers strongly agreed that it is essential to cultivate an understanding among students regarding the cultural dimensions intertwined with the everyday existence of those who are native English speakers. and how they differ from the students' culture.

Furthermore, for the second category, the ability to compare cultures in terms of similarities and differences can be seen that the teachers already have an awareness of the importance of the ability to compare cultures in terms of similarities and differences. First, the teachers have been able to compare daily living habits and cultural patterns, such as food and holidays, from the cultures of English-speaking countries and Indonesia. Secondly, the teachers agreed to provide opportunities for students to discuss cultural differences and similarities in the classroom. Third, the teachers strongly agreed that an essential purpose of discussing cultural differences is to develop a critical attitude towards the target and student cultures. Fourth, the teachers strongly agreed that getting their students to discuss cultural differences between English and their culture can improve their communication skills in English.

The third category is the impact of cultural learning. The teachers agreed on the positive impact of cultural understanding in the English classroom. First, the teachers disagreed that emphasizing foreign cultures can contribute to losing students' cultural identity. Secondly, the teachers agreed that focusing on studying students' culture could avoid culture shock in students. Thirdly, the teachers strongly agreed that teaching cultural aspects is as vital as teaching language skills in English classes. Fourth, the teachers disagreed that learning about English culture can change students' attitudes toward their own culture. Fifth, the teachers agreed

that when speakers of different languages meet, misunderstandings often arise from linguistic aspects rather than cultural differences.

The fourth category is cultural learning activities. The teachers agreed on the importance of cultural learning activities in English classes. First, the English teachers had mixed responses regarding providing Indonesian cultural background information related to the topic in the textbook. 48% of the English teachers disagreed with introducing only Indonesian cultural background information in English classes, and 52% agreed with introducing only Indonesian cultural background information in English classes. Secondly, the teachers gave mixed responses regarding only providing English cultural background information related to the topic in the textbook. There are 46% of English teachers disagreed with introducing only the cultural background of native English speakers in English classes, and there are 54% of teachers agreed with teaching only the background information of native English speakers in English classes. Third, on average, the teachers agreed to provide a cultural background of Indonesian and English culture related to the topic in the textbook. Fourth, the teachers, on average, strongly agreed that cultural learning in English classes can motivate students. Fifth, the average junior high school English teachers agreed that the most crucial goal in learning culture is developing a critical attitude toward the target language and the student's culture.

Finally, the fifth component pertains to the cultural learning mindset. The English teachers at the junior high school exhibit a favorable disposition towards recognizing the significance of including cultural learning activities within the context of English classrooms. The teachers expressed a unanimous consensus that integrating language and culture in the learning process facilitates the enhancement of students' language proficiency. Furthermore, there needs to be more among English teachers regarding the feasibility of integrating the teaching of the English language and its associated culture. Thirdly, it was unanimously agreed upon by the English teachers that a positive correlation exists between students' knowledge of English culture and their tolerance level. Ultimately, the teachers held divergent views on the feasibility of simultaneously instructing English language skills and imparting cultural knowledge about English-speaking societies and pupils' cultural backgrounds in a cohesive manner.

### **Discussion**

Based on the findings derived from the data analysis of the questionnaire assessing English teachers' awareness regarding the incorporation of cultural aspects in the learning of English, it can be inferred that the teachers possess a

comprehensive understanding of the significance of culture and context in the interpretation of meaning. The importance of context is of utmost significance in the interpretation of utterance. The link between a discourse and its context is closely intertwined, as the discourse both expands upon and is influenced by its surrounding context. Simultaneously, the context plays a crucial role in facilitating the interpretation of the intended meaning conveyed through the utterances within the discourse (Dehbozorgi, Amalsaleh & Kafipour, 2014). The influence of culture on communication can manifest itself in several manners. For instance, it can influence the manner in which individuals communicate, encompassing elements such as vocabulary, expressions, non-verbal cues, and linguistic choices. The influence of culture extends to the manner in which individuals convey information and their dispositions toward conflict (Dincer & Dariyemez, 2020). Teachers already understand the critical role of culture in the language teaching-learning process. This is reaffirmed by Tin (2014), Michelson (2017), and Yang and Li (2019) regarding the urgency of teaching and learning the culture of the speakers of the language being studied so that both language teaching and language learning become more meaningful and meaningful.

Furthermore, the teachers already have an awareness of the importance of the ability to compare cultures in terms of similarities and differences. Cultivating cultural awareness facilitates the dismantling of cultural barriers, establishing cultural connections, and developing empathy and admiration for individuals from diverse backgrounds. Enhancing our self-awareness enables improved interpersonal relationships with others possessing diverse cultural backgrounds. Consequently, there is an increase in cultural interconnectedness and a decrease in cultural discord (Mahmoud, 2015). Cultural awareness holds significant value as it facilitates enhanced interpersonal communication by transcending linguistic and grammatical boundaries through a comprehensive comprehension of individuals' cultural backgrounds. The cultural characteristics of individuals and groups vary within our own society, particularly in relation to the language we are studying (Choudory, 2013). Finally, an English teacher should be more knowledgeable and inventive in placing examples of native English speaker culture or local culture in teaching (Cocks et al. 2017; Dehbozorgi et al., 2014; Limberg, 2015).

It can then be interpreted that the teachers agree on the positive impact of cultural learning in the English language classroom. An emphasis on the study of student culture can avoid culture shock. According to Al Amir (2017), gaining insight into the local culture provides valuable insights into how to effectively navigate and engage in educational, social, and interpersonal contexts. The allocation of

educational time towards the acquisition of knowledge pertaining to local context and culture has the potential to foster enhanced comprehension and acceptance of individuals from diverse backgrounds. There is a consensus among teachers that the inclusion of cultural elements in English language instruction is of equal significance to the teaching of language skills. It is often believed that exposing children to English culture, for instance, does not exert any influence on their attitudes towards their own cultural heritage. Consequently, the study of culture proves to be quite beneficial for individuals learning a new language. According to Davitishvili (2017) and Kirvalidze (2017), the inclusion of cultural instruction in language learning yields numerous benefits. In addition to enhancing proficiency in the target language, learners also acquire the ability to adapt and effectively engage in interactions and communication.

Moreover, the English teachers had varying opinions regarding including Indonesian cultural context concerning the subjects covered in the textbooks. The teachers exhibited varied perspectives concerning exclusively offering English cultural context that pertains to the topics covered in the course materials. On average, teachers consented to furnish cultural background knowledge related to Indonesian and English cultures about the subjects covered in the textbooks. According to the findings, a significant majority of teachers expressed a strong inclination toward the belief that including cultural learning within English classrooms has the potential to serve as a motivating factor for students. According to the consensus among junior high school English teachers, a paramount objective in acquiring cultural knowledge is cultivating a discerning perspective toward the target language culture and the student's cultural background. Hence, the teachers reached a consensus regarding the significance of including cultural learning activities within the context of English classes. The importance of cultural learning activating is emphasized by Rodríguez (2015) that language learning activities must incorporate cultural content specific to the target language. This inclusion is intended to stimulate active engagement and promote active learning among learners within the classroom setting.

Finally, teachers of English exhibit a favorable disposition towards recognizing the significance of including cultural learning activities within the context of English instruction. The consensus among teachers is that integrating language and culture into the learning process significantly enhances students' language proficiency. Furthermore, there exists a divergence of opinion among English teachers on the feasibility of imparting English language skills and cultural understanding through an integrated approach. Thirdly, English educators have widely acknowledged that an increased knowledge of English culture among pupils correlates positively with their tolerance level. Ultimately, there exists a divergence of opinions among educators on

the feasibility of simultaneously imparting English language instruction and incorporating cultural insights pertaining to English-speaking societies and pupils' diverse backgrounds in a cohesive manner.

### **Conclusion**

It can be concluded that English teachers are aware of introducing cultural elements in English learning. Firstly, the teachers already understand the role of culture and context in interpreting meaning. Secondly, teachers know the importance of comparing cultures regarding similarities and differences. Third, teachers agree on the positive impact of cultural learning in the English classroom. Fourth, teachers agree on the importance of cultural learning activities in the English class. Finally, the junior high school English teachers have a positive attitude regarding the importance of cultural learning activities in the English classroom. One weakness of this study is the survey administered to grade 7 English teachers, which solely focused on their awareness of incorporating cultural aspects in English teaching. Expanding the analysis to encompass English teachers at the subsequent educational level is imperative. In addition, future studies should undertake research and development endeavors to advance the creation of textbooks that effectively support intercultural understanding activities

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