

Development of the Literature Instructional Model to Promote Intercultural Awareness of English Major Students: A Pilot Study

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Abstract

The purposes of the study were 1) to investigate the effectiveness of the literature instructional model (LIM) in promoting Thai students' intercultural awareness with the set criteria of 80/80 and 2) to examine the opinions of Thai students towards the implementing of the LIM model. A quasi-experimental study was used in this research. Population for this research was 56 third-year English major students in the Faculty of Education, Buriram Rajabhat University, registering in the Short Story course in the first semester of the Academic Year 2018.

The findings of the study revealed that 1) the effectiveness of the literature instructional model to enhance EFL students' intercultural awareness through learning ASEAN short story at 80.93./81.13, which was higher than the expected criteria 80/80. 2) The third-year English major students reported positive opinion towards the literature instructional model at agree level (= 4.20 and S.D. 0.51).

Keywords: The Literature Instructional Model, Intercultural Awareness, English Major Student

Introduction

For a long time, university-level literature teaching focused primarily on teaching the language skills and the grammar of students based on traditional education without cultural teaching for intercultural communication. Nowadays, there is really no doubt that people around the world have increasingly intercultural communication without cultural awareness that lead to the failure of intercultural communication. Cultural awareness was one of the key elements (personality strength, communication skill, psychological adjustment) of intercultural communication effectively (Chen, 1989 and 1990 cited in Euarmornvanich, 2017:100-101). People from the ASEAN Community, in particular, should recognize the need for intercultural awareness with intercultural communication when the ASEAN Community was established in December 2016. Additionally, The ASEAN Educational Strategic Plan of the Ministry of Education addressed the importance of the language and culture of the neighboring countries in the ASEAN Community by proposing to the Thai people to prepare themselves to develop the language skills of ASEAN as well as ASEAN cultures (Office of the Permanent Secretary, Ministry of Education, 2015: 7).

To prepare for intercultural communication and to foster a good understanding of both ASEAN cultures and cultural understanding between people in the ASEAN community, intercultural awareness plays a key role in the successful intercultural communication of people around the world. Baker (2009: 88-89) defined in line with Zhang and Steele (2012:53) that intercultural awareness is the capacity of individuals in intercultural communication, intercultural understanding and the implementation of knowledge, skills and attitudes to the effective use of interactions with people from different social groups. Therefore intercultural awareness should be promoted to Thai students in university level in order to decrease the issues of intercultural communication in the ASEAN Community, because intercultural awareness plays a key role of intercultural communication of people around the ASEAN

community and the world in order to decrease the intercultural tension and confusion in the ASEAN community.

Consequently, the researcher found that the third-year English major students of the Faculty of Education, Buriram Rajabhat University, face not only unprepared language skills but also intercultural and cultural understanding, including intercultural awareness, which lead to the conflict of intercultural communication of people in ASEAN community. The earlier mention was the lined with The Chancellor Conference of Rajabhat University Office (2011:21) who pointed out that Thai people are not yet ready to participate and join the ASEAN community and Rajabhat Universities are one of the educational institutions that should emphasize the importance of learning English and the ASEAN cultures to prepare teachers and students in Thailand for the promotion of teaching and learning languages and cultures to interact with other people from different social group in the ASEAN community effectively. Therefore, Buriram Rajabhat University is one of 40 Rajabhat Universities which closely located in the border with Cambodia and third-year English major students had more opportunity to interact with people from Cambodia and other ASEAN countries by using English. To be successful in intercultural communication of the third-year English major students, intercultural awareness should be promoted to them in order to solve the conflict of intercultural communication.

Thus, the literature was considered by the researcher as an effective tool to help promoting the third-year English major students' intercultural awareness in the classroom for this study. Boas (1931) cited in Violetta-Irene (2015:74) who regarded the value of literature as a document of personality-interpreted awareness that the human being's desire to bring meaning to life, to produce literature, to convey vivid feelings and thoughts, to make people aware of themselves and of the life they live is behind every book maintained by that species.

Based on the significance of intercultural awareness, the problem of preparing students to join the ASEAN community, and the knowledge of intercultural of neighbouring countries in the ASEAN community, the researcher is interested in development of the literature instructional model to prepare the intercultural knowledge of the neighbouring countries in the ASEAN Community and to enhance intercultural awareness of the third-year English major students to decrease the intercultural tension and confusion of intercultural communication in the ASEAN community. The literature instructional model is developed by applying from implementing the intercultural approach (Chlopek, 2008), the literature circle role sheets (Furr, 2004), and six strands for applying intercultural awareness in classroom teaching (Baker, 2012).

Objective of the Study

1. To evaluate the effectiveness of the literature instructional model
2. To investigate the opinions of the third-year English major students towards the literature instructional model.

Research Methodology

This study was conducted with the following steps:

The population and Sample

The population was 56 the third-year English major students willingly enrolled in the Short Story Course in the first semester of the Academic Year 2018, Faculty of Education, Buriram Rajabhat University. The 28 participants consisted of the third-year major English students from group one and group two, were derived from simple random samplings.

Period of the study and the contents of the study

The period of the study was conducted in the first semester of

the Academic Year 2018, which took 3 months from June to August 2018. It was conducted for 10 weeks with 30 hours that each lesson had 3 hours per week. The 9 ASEAN short stories lessons were conducted for 9 weeks. The 9 ASEAN short story lessons were conducted for instruction based on the literature instructional model.

The content of the 9 lessons was conducted for 9 weeks (3 hours per week) with the 9 ASEAN short stories (Masavisut & Boccuzzi, 2009) including of *Vesna and Avong* (Cambodia), *Dam!! I Lost My Shoes in Mosque* (Indonesia), *The Child* (Singapore), *The Plank Way* (Brunei), *The Buffalo Myna* (Lao), *Friends* (Malaysia), *Mid-Road Family* (Thailand), *The Shore* (Vietnam), and *Iguana* (Philippines) that was based on the short story course of English curriculum 2017 in the Faculty of Education Buriram Rajabhat University. The content of the 9 ASEN short stories was elicited from the S.E.A Write Anthology of ASEAN Short Stories and Poems book and its contents included local language, religion, tradition, culture, costume, food, and the way of life. The 9 ASEAN short stories were written by the authors who won the S.E.A. Write Award (Southeast Asian Writers Award) and their content was qualified by winning the S.E.A. Write Award as an appropriated book for this study.

The research Design

The quasi-experimental research was conducted with One Group Pretest-Posttest Design, as shown in Table 1.

Table 1. One Group Pretest-Posttest Design (N=28)

Pre-test	Treatment	Post-test
T_1	X	T_2

The meaning of One Group Pretest-Posttest Design symbol

T_1 : The intercultural awareness test was given to students before teaching the lessons.

X: The 9 ASEAN short story lessons were carried out with instruction based on the literature instructional model and the reflective

writing was collected after learning each lesson.

T₂. The intercultural awareness test was given to students after teaching all lessons.

The Research instrument

The research instruments consisted of 2 types:

1) The 9 ASEAN short story lessons and reflective writing exercise of 9 lessons were used for treatment in this study. 2) The research instruments used for data collection were the intercultural awareness test and a questionnaire.

The statistics for this study

The statistics used in this study was statistics for quality testing of research tools and statistics for data analysis. The statistics for quality testing of research tools were 1) The intercultural awareness test was evaluated by using discrimination for investigating the quality of the test and the reliability of the test was calculated by Coefficient Alpha formula (Cronbach, 1974). 2) The questionnaire was evaluated for reliability by Coefficient Alpha formula (Cronbach, 1974). 3) The 9 ASEAN short story lessons, the intercultural awareness test, and questionnaire were verified and evaluated from IOC (Item-Objective Congruence Index) by 3 experts.

The statistics for data analysis

The statistics used for data analysis was the efficiency of the process (E1) and the effect (E2) mean, and standard deviation.

Development of Research Tools and Quality Testing

The procedure of development of research tools and quality testing was conducted with the following steps:

1. ASEAN Short Story Lesson Plan

The 9 ASEAN short story lessons were designed and applied from implementing the intercultural approach (Chlopek, 2008: 12-16), the literature circle role sheets (Furr, 2004: 6-9), and six strands for applying intercultural awareness in classroom teaching (Baker, 2012: 66). The teaching procedure

included warm-up, the literature instructional model activities with 6 roles (which consisted of 6 roles: Group Discussion Leader and cultural informant, Summarizer and Explorer of the short story through IT/Electronic media, Connector and Explorer of the local traditions and arts, Word Master and Explorer of local language, Passage Person and Explorer of local culture, and Culture Collector with discussion in intercultural communication), product, and discussion. The reflective writing exercises of each lesson had 30 scores in a total of 270 scores. The 9 lessons and reflective writing exercises of each lesson were conducted based on short story course of English curriculum 2017 in the Faculty of Education. The 9 lessons and the reflective writing exercise were verified and evaluated from IOC (Item-Objective Congruence Index) by 3 experts. The IOC index of the lessons and the exercise were rated higher than 0.5 based on the rate of IOC index from -1 to 1 which means that they were acceptably congruent with the objective. After revision of the 9 lessons, they were conducted in the experimental study further.

The 9 lessons of the ASEAN short story were also conducted and tried out with third year English major students in order to evaluate the learning activities and to investigate the efficiency of the research instruments with the following phases as below.

Phase 1 Individual Try-Out

The 9 lessons of ASEAN short story were developed and tried out with 3 the third-year English major students who were not the target group by mixing of proficient, intermediate, novice learners in Faculty of Education, Buriram Rajabhat University. After try-out, the difficulty and understanding of the content, learning procedure, and quality of learning activity of the 9 lessons were analyzed by observation and interviewing them during the experimental study in order to explore problems, strength and weakness of each lesson during the experimental study. The reflective writing exercise data were gathered after learning each lesson and students were also assessed by the intercultural awareness test after learning all the lessons.

The overall data of the exercise and test were analyzed in order to examine the efficiency of the process (E1) and effect (E2).

Phase 2 Small Group Try-Out

After revision and improvement of the 9 lessons from initial individual try-out, the lessons of ASEAN short story were tried out with 9 the third-year English major students who were not the target group with proficient, intermediate, novice learners in Faculty of Education, Buriram Rajabhat University. Students learned the content and took the reflective writing exercises after learning each lesson immediately. The reflective writing exercise data were collected after learning each lesson and students were also assessed by the intercultural awareness test after learning all the lessons. The overall data of the exercise and test were analyzed in order to examine the efficiency of process (E1) and effect (E2).

2. The intercultural awareness test

The intercultural awareness test was conducted with 20 items in a total. 28 pilot students were assessed by the intercultural awareness pre-test and the intercultural awareness post-test in the experimental study. The intercultural awareness tests were planned by the researcher to obtain students' intercultural awareness level. The test was adapted from the intercultural test (Choeichaiyapoom, 2014: 141). The tests consisted of 20 items: 6 items about knowledge, 6 items about skills, and 8 items about attitudes. Students were asked selected 'Yes', 'No', or 'Maybe' for each question according to their opinions. The questions were provided in Thai and English.

The test score was designed by the researcher who adapted from Baker's intercultural awareness level (2012) and Choeichaiyapoom's rubrics of learner log (2014: 55). The holistic scoring rubrics were used to report on intercultural awareness level as 0-30 for non-level, 31-40 for basic cultural awareness level, 41-50 for advanced cultural awareness level, and 51-60 for intercultural awareness level. The test and scoring rubrics were acceptably

congruent with the objectives, as the findings of three experts' validation confirmed that the items were scored higher than 0.5 of the IOC index. The researcher derived the discrimination of the tests from standard criteria consisting of 20 items. The overall data of the test was confirmed that the discriminative power (r) of the test was 0.214-0.572, which was interpreted as providing acceptably a criteria set for the test. The reliability of the total test calculated by Coefficient Alpha formula (Cronbach, 1974) was 0.819, which was interpreted as an appropriate set of criteria for the test.

3. Questionnaire

The questionnaire with 11 items was designed to examine students' opinions towards the lessons of the literature instructional model, which was adapted from Choeichaiyapoom (2014). The questionnaire consisted of 4 sections, 5 scales with 11 quantitative data items and an open-ended questionnaire for qualitative data to examine students' opinions towards the literature instructional model. Each scale consisted of a list of categories of responses ranging from 5= strongly agree, 4= agree, 3= neither agree nor disagree, 2= disagree, 1= strongly disagree respectively. Three experts examined and evaluated the content validity of the questionnaire item by the Item-Objective Congruence (IOC) index. Findings revealed that all 11 items were rated higher than 0.5. This means that they were acceptably congruent with the objective. The questionnaire was administrated to 28 students for data collection. The overall data were evaluated for reliability by the use of the Index formula described by Cronbach (1974). The Coefficient of reliability was 0.88.

Data Collection

First, the objectives and the learning method of each lesson in the literature instructional model were informed to students of field try-out in June 2018. Second, the revised and modified 9 lessons of the individual experimental group and the small experimental group were tried-out with 28 third year English major students who were not the target group by mixing of

proficient, intermediate, novice learners in 9 weeks with 27 hours. Students were asked to take the reflective writing exercise after learning each lesson immediately and the reflective writing exercise data were gathered after learning each lesson for 25 minutes. The 252 copies of the response from the reflective writing exercises were collected back. The reflective writing exercises of each lesson had 30 scores in a total of 270 scores. Third, the 20 items of intercultural awareness test had in a total 60 scores and they were administrated to 28 students before learning in June and after learning all lessons in August 2018. The overall data of the reflective writing exercise and the post-intercultural awareness test were analyzed to find the efficiency of the lessons by using the efficiency of process (E1) and effect (E2). Lastly, the questionnaire was administered to students for obtaining students' opinion towards the literature instructional model for the data collection after the final lesson and the 28 questionnaire forms were collected back. The collected data were carried out from June to August 2018.

Data Analysis

1. The collected data of the reflective writing exercise and the post intercultural awareness test were statically calculated by using mean, and standard deviation to examine the efficiency of the process (E1) with criteria set at 80 % and the efficiency of product (E2) with criteria set at 80 %.

2. The quantitative data and qualitative data of the questionnaire was statistically analyzed by using mean, standard deviation, and content analysis in order to investigate students' opinion towards the model including the open-ended question.

Results

1. Result of the efficiency of the literature instructional model was shown in table 2.

Table 2: the efficiency of the literature instructional model scores

Details	Full Score	\bar{X}	S.D.	Result
The efficiency result of the lesson with the literature instructional model test scores				
Scores of a reflective writing exercise after learning each lesson from the 9 lessons (E1)	30	24.27	0.54	80.93
Post-test score (E2)	60	48.67	0.14	81.13

According to table 2, scores of a reflective writing exercise from the 9 lessons were in total 270 scores, which mean scores from each lesson were 24.27 (in a total 30 scores) and standard deviation was 0.54. The scores of a reflective writing were calculated to analysis for the effectiveness of the literature instructional model. The result revealed that the effectiveness of the literature instructional model was with criteria set at 80.93/81.13, which was higher than the expected criteria 80/80.

2. Result of students 'opinion towards the literature instructional model was shown with the following topics in Table 3.

Table 3: The score of opinion of EFL students towards the literature instructional model

No.	Topic	Mean	S.D.	Meaning
1.	Intercultural awareness	4.03	0.68	Agree
	1. You heard about the term "intercultural awareness" before participating in this class.	4.14	0.70	Agree

	2. Buriram Rajabhat University presents knowledge of intercultural awareness in the ASEAN context.	4.07	0.76	Agree
	3. You want University to promote intercultural awareness.	4.21	0.78	Agree
	4. You can see as barriers to the development of cultural awareness in this class.	3.71	0.93	Agree
2.	The literature instructional model	4.04	0.63	Agree
	5. You use knowledge, skills, and attitudes in intercultural communication in ASEAN community.	3.75	0.92	Agree
	6. You share and learn your own culture and others from different and similar cultures among ASEAN community.	3.93	0.85	Agree
	7. You think your cultural background may affect your attitude about intercultural awareness issue	4.46	0.63	Agree
3.	The attitude towards intercultural communication	4.51	0.51	Strongly Agree
	8. The model engages you in classroom participation.	4.39	0.68	Agree
	9. The model helps you enhance your intercultural awareness and changes your attitude of intercultural awareness in the ASEAN community.	4.64	0.62	Agree
4.	The skill of intercultural communication	4.48	0.58	Agree
	10. The activities in each lesson are suitable to the content.	4.43	0.69	

	11. You think this model helps you understand more difference and similarity of own and other cultures among ASEAN community.	4.54	0.63	Strongly Agree
	Total	4.20	0.51	Agree

According to table 3, It showed that the content covered the agree level of feedback was (= 4.20) and the standard deviation was 0.51. The results revealed that opinions of students towards the literature instructional model were at agree level.

Discussion

Based on the analysis of the data, the results of the study shown two major points including the effectiveness of the literature instructional model and students' opinion towards the literature instructional model.

1) The effectiveness of literature instructional model was 80.93 / 81.13, which was higher than the criteria set at 80/80. The reflective writing scores revealed that student scored the 9 reflective writing exercises higher than 75% of each lesson by arranging the lessons from the highest score to the lowest score in the following order: 1) Iguana (Philippines), *The Shore* (Vietnam), and *Mid-Road Family* (Thailand) were at 83%. 2) *Friends* (Malaysia) and *The Buffalo Myna* (Lao) were at 81%. 3) *The Plank Way* (Brunei) was at 80%. 4) *Dam!! I lost My Shoes in Mosque* (Indonesia) and *The Child* (Singapore) was at 79%. 5) *The Vesna and Avong* (Cambodia), was at 76%. In addition, the effectiveness of literature instructional model was a high criteria set with 4 main points as follow: 1) students strictly performed the procedure of the literature instructional model that was an effective method of literacy including co-operative learning values, individual reading and group discussion. This was aligned with Zemelman, Daniels, and Hyde (Zemelman, Daniels, and Hyde, 1993: VII) who mentioned that it is well

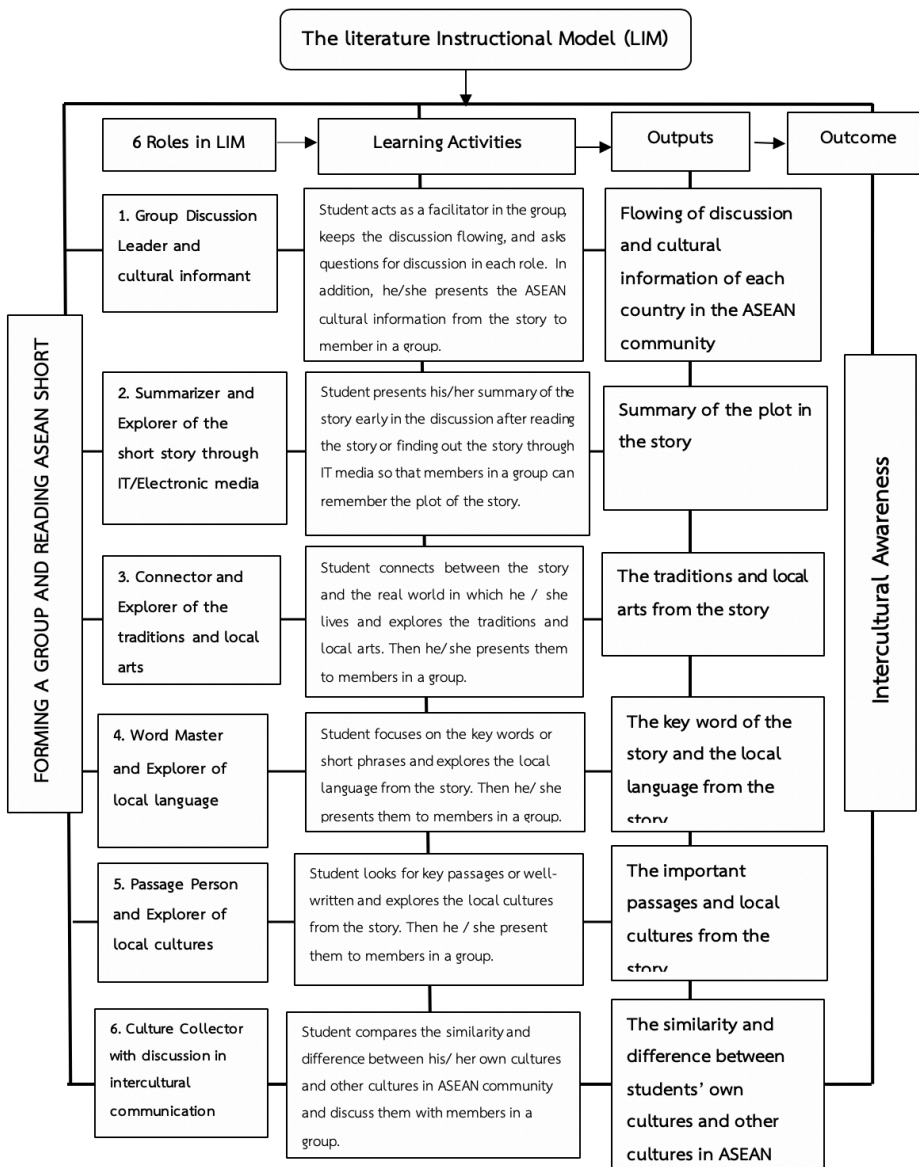
known for the importance of collaborative learning. It was, also, open-ended questionnaire and student-centered learning was described as a key component of best practice in education. 2) The content and cultures of some ASEAN short stories were familiar with Thailand and students searched more information to support the content of each lesson through social media during the activities of literature instructional model in the classroom. 3) Students became proficient in the participation of the activities of literature instructional model. 4) The literature instructional model was adjusted and revised according to the process of efficiency finding based on Buosonte (Buosonte, 2019: 87-90).

2) The result of overall students' opinion towards the implementation of the literature instructional model was positively opinion (= 4.20 and S.D. = 0.51) that was in line with Choeichaiyapoom (Choeichaiyapoom 2014: 67-68) who viewed that all of the students' opinions towards English instruction using intercultural approach from the questionnaire was very satisfied. Besides in questionnaire items, students strongly agreed in item 11 which revealed that it helped them understand more difference and similarity of own and other cultures among ASEAN community (= 4.54 and S.D.=0.63). Whereas, students agreed in overall items. In addition, students' opinions towards the literature instructional model were classified into each topic. Results shown that students strongly agreed (= 4.51 and S.D= 0.51) in the topic of attitude towards intercultural communication and they agreed in intercultural awareness topic (= 4.03 and S.D= 0.68), the literature instructional model topic (= 4.04 and S.D= 0.63), and skill of intercultural communication topic (= 4.48 and S.D= 0.58). Besides, there was an open-ended part of likes, dislikes, and comments on questionnaire. In an open-ended part of like, the students revealed that they liked this model because it was a learning procedure about the intercultural content in the ASEAN community through the literature circle process, sharing of knowledge and experience, as well as learning new vocabulary. Whereas in an open-ended

part of dislike, the duration of time was used for a long time and some part of the short story was difficult to read and difficult to understand the content of the short story.

Body of Knowledge and Innovation

Figure 1: Flow Chart of the literature instructional model



From figure 1, the literature instructional model is a process of discussion the story after reading in a group. It consists of 5 steps: 1. forming a group (6 students per group) 2. Closely reading and prepare for discussion the story 3. Practice the 6 roles based on learning activities of LIM in each group 4. Obtaining the output of cultural knowledge in the story from each role, and 5. Gaining the outcome of intercultural awareness from practice as a whole model. In addition, it simply depicts to guide the students on how to best understand, learn, discuss the story and acquire intercultural awareness. These set of roles, learning activities, outputs are managed and learned through exposing students to study and read from the compiled and given materials which are based from the story and culture behind “the 9 ASEAN short story”. Learning activities as a discussion of the story were conducted by 6 students per role in each group in order to learn the cultural background of the ASEAN Community and acquire intercultural awareness. Thus a time frame of acquired cultural knowledge of ASEAN short stories and the outcome of intercultural awareness is being practiced as a whole in students’ everyday lives.

Conclusion

The literature instructional model was a group discussion and cooperative learning, which cultivated students to participate in learning activities with 6 roles and the rotation roles were used for every next lesson. The results revealed that the effectiveness of the literature instructional model was with criterion set at 80.93/81.13, which was higher than the expected criteria 80/80. Based on the result, the literature instructional model was an effective model to promote intercultural awareness of the target group in the next study. The results of students’ overall opinions towards the literature instructional model were at agreeing ($\bar{x} = 4.20$ and $S.D. = 0.51$), which students liked to participate in the model activities with 6 roles and they had learned the new cultures and vocabulary from the 9

ASEAN short story lessons.

For the recommendation for the next study, this study focused primarily on the findings of the efficacy of the literature instructional model, but it did not study about English major students' intercultural awareness level or English competency of English through use the literature instructional model. Apart from that, further study may use the literature instructional model to promote intercultural awareness or English competency with different groups of students. It would be possible if the researcher could extend the project to another college or school in Buriram province.

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