

EFFECTS OF ENGLISH INSTRUCTION USING INTERCULTURAL APPROACH ON
INTERCULTURAL AWARENESS OF UPPER SECONDARY SCHOOL STUDENTS

Miss Patuma Choeichaiyapoom



จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education Program in Teaching English as a Foreign
Language

Department of Curriculum and Instruction

Faculty of Education

Chulalongkorn University

Academic Year 2013

บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปีการศึกษา 2554 ที่ให้บริการในคลังปัญญาจุฬาฯ (CUIR)

Copyright of Chulalongkorn University

เป็นแฟ้มข้อมูลของนิสิตเจ้าของวิทยานิพนธ์ ที่ส่งผ่านทางบัณฑิตวิทยาลัย

The abstract and full text of theses from the academic year 2011 in Chulalongkorn University Intellectual Repository (CUIR)
are the thesis authors' files submitted through the University Graduate School.

ผลของการสอนภาษาอังกฤษโดยใช้แนวคิดระหว่างวัฒนธรรมที่มีต่อความตระหนักระหว่าง
วัฒนธรรมของนักเรียนมัธยมศึกษาตอนปลาย



นางสาวปทุมมา เขยชัยภูมิ

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาการศึกษาภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2556

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Thesis Title	EFFECTS OF ENGLISH INSTRUCTION USING INTERCULTURAL APPROACH ON INTERCULTURAL AWARENESS OF UPPER SECONDARY SCHOOL STUDENTS
By	Miss Patuma Choeichaiyapoom
Field of Study	Teaching English as a Foreign Language
Thesis Advisor	Assistant Professor Chansongklod Gajaseni, Ph.D.

Accepted by the Faculty of Education, Chulalongkorn University in Partial
Fulfillment of the Requirements for the Master's Degree

.....Dean of the Faculty of Education
(Associate Professor Chanita Rukspollmuang, Ph.D.)

THESIS COMMITTEE

.....Chairman
(Jutarat Vibulphol, Ph.D.)

.....Thesis Advisor
(Assistant Professor Chansongklod Gajaseni, Ph.D.)

.....External Examiner
(Assistant Professor Apisak Pupipat, Ed.D.)

ปทุมมา เขยชัยภูมิ : ผลของการสอนภาษาอังกฤษโดยใช้แนวคิดระหว่างวัฒนธรรมที่มีต่อความตระหนักระหว่างวัฒนธรรมของนักเรียนมัธยมศึกษาตอนปลาย. (EFFECTS OF ENGLISH INSTRUCTION USING INTERCULTURAL APPROACH ON INTERCULTURAL AWARENESS OF UPPER SECONDARY SCHOOL STUDENTS) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ผศ. ดร. จันทรทรวงกลด คชเสนี, 149 หน้า.

แนวคิดระหว่างวัฒนธรรมได้มีบทบาทมากขึ้นในการศึกษาภาษาอังกฤษและความตระหนักระหว่างวัฒนธรรมก็เป็นองค์ประกอบสำคัญในการพัฒนาบุคคลไปสู่การเป็นพลเมืองโลก ดังนั้น งานวิจัยนี้จึงมีจุดมุ่งหมายเพื่อศึกษาผลของการสอนภาษาอังกฤษโดยใช้แนวคิดระหว่างวัฒนธรรมที่มีต่อความตระหนักระหว่างวัฒนธรรมของนักเรียนชั้นมัธยมศึกษาตอนปลาย และเพื่อศึกษาความคิดเห็นของนักเรียนที่มีต่อการสอนนี้ งานวิจัยนี้ได้เก็บข้อมูลวิจัยเชิงปริมาณและเชิงคุณภาพจากนักเรียนชั้นมัธยมศึกษาปีที่ 5 จำนวน 31 คน ในการทดลอง 14 สัปดาห์ สถิติที่นำมาใช้ในการวิเคราะห์ความแตกต่างระหว่างคะแนนเฉลี่ยจากแบบวัดความตระหนักระหว่างวัฒนธรรมก่อนและหลัง และแบบสอบถามตามแบบลิเคิร์ต 5 ระดับ ได้แก่ Paired sample t-test ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน ส่วนข้อมูลเชิงคุณภาพใช้การวิเคราะห์เนื้อหาเพื่อศึกษาความคิดเห็นของนักเรียนจากแบบสอบถามปลายเปิดและบันทึกการเรียนรู้

ผลการวิจัยพบว่า 1) มีความแตกต่างระหว่างคะแนนเฉลี่ยจากแบบวัดความตระหนักระหว่างวัฒนธรรมก่อนและหลังอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และมีค่าอิทธิพลเฉลี่ย 0.94 ซึ่งหมายถึงมีค่าอิทธิพลมาก นักเรียนยังแสดงความตระหนักระหว่างวัฒนธรรมในบันทึกการเรียนรู้ด้วย 2) จากแบบสอบถามและบันทึกการเรียนรู้ นักเรียนรายงานถึงทัศนคติแง่บวกที่มีต่อการสอนนี้ ดังนั้นนักเรียนชั้นมัธยมศึกษาตอนปลายจึงพัฒนาความตระหนักระหว่างวัฒนธรรมหลังจากการนำแนวคิดระหว่างวัฒนธรรมไปปฏิบัติใช้ในการสอนภาษาอังกฤษ

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

ภาควิชา หลักสูตรและการสอน ลายมือชื่อนิสิต

สาขาวิชา การสอนภาษาอังกฤษเป็น ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์หลัก

 ภาษาต่างประเทศ

ปีการศึกษา 2556

5483374127 : MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

KEYWORDS: INTERCULTURAL APPROACH / ENGLISH INSTRUCTION /

INTERCULTURAL AWARENESS / UPPER SECONDARY SCHOOL STUDENTS

PATUMA CHOEICHAIPAOM: EFFECTS OF ENGLISH INSTRUCTION USING INTERCULTURAL APPROACH ON INTERCULTURAL AWARENESS OF UPPER SECONDARY SCHOOL STUDENTS. ADVISOR: ASST. PROF. CHANSONGKLOD GAJASENI, Ph.D., 149 pp.

Intercultural approach has played a bigger role in English Language Education and the intercultural awareness is a fundamental element to advance individuals towards global citizenship. Therefore, this study aimed to examine the effects of English instruction using intercultural approach on intercultural awareness of upper secondary school students and to investigate their opinions towards the instruction. The quantitative and qualitative data were collected from 31 eleventh grade students in the 14-week experiment. The paired sample t-test, means, and standard deviation were applied to investigate the differences between the means scores from the pre and post intercultural awareness tests and from a five-point Likert scale questionnaire. For the qualitative data, content analysis was used to examine the opinions of the students from the open-ended questionnaire and learner logs.

The results revealed that: 1) there was a significant difference between the mean scores from the pre and post intercultural awareness test at the significant level of .05 and the effect size was at 0.94 which indicated a large effect. Also, students showed intercultural awareness in learner logs. 2) Students reported positive attitudes towards the instruction through the questionnaire and learner logs. Consequently, upper secondary school students improved their intercultural awareness after the implementation of intercultural approach in English instruction.

Department: Curriculum and
Instruction

Student's Signature

Advisor's Signature

Field of Study: Teaching English as a
Foreign Language

Academic Year: 2013

ACKNOWLEDGEMENTS

I would not have achieved my thesis without the guidance and encouragement from these people. First, my gratitude is directed at my beloved advisor, Assistant Professor Dr. Chansongklod Gajaseni for her useful advice, kind support, and constructive encouragement. She was my teacher role model who deepened my passion for teaching English and Culture.

I would like to express my sincere gratitude to the thesis committee, Dr. Jutarat Vibulphol and Assistant Professor Dr. Apisak Pupipat for devoting their time to read my work and giving their valuable suggestions. I am also grateful to Assistant Professor Dr. Sawitri Hammond for her advice in my proposal defense.

My appreciation also goes to Dr. Pornpimol Sukavatee, Dr. Maneerat Ekkayokkaya, Ms. Piboon Sukvijit, Mrs. Patoom Tungprasit, and Mrs. Sucheera Assavawipas for their assistance in validating my research and instructional instruments.

I would like to extend my gratitude to all instructors at the TEFL Program who gave me invaluable knowledge and enriched my teaching experiences. I am also thankful to all my TEFL friends for our memorable time in the program. Their love and support had always cheered me up. I would also like to give my thanks to the staff at the faculty of Education.

I would like to express my thanks to the students who participated in my course for their attention and cooperation. I am definitely grateful to Mrs. Nanci Soriano for shaping me to be an intercultural communicator and proofreading my thesis. A special thanks to Mr. Tanet Tanyawong who inspired me to love activities. Many thanks to all of my dear friends and colleagues who gave me support and encouragement.

Most importantly, I owe my wholehearted gratitude for my family who unconditionally support me throughout my life. I cannot thank them enough for their endless love, understanding, encouragement, and support.

I would like to offer my regards to all of those who supported me in any respect during the completion of the study. May the success of this thesis return them with successful life and best wishes.

CONTENTS

	Page
THAI ABSTRACT	iv
ENGLISH ABSTRACT	v
ACKNOWLEDGEMENTS	vi
CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER I INTRODUCTION.....	1
Research questions	4
Objectives	4
Definitions of terms.....	5
Hypotheses of the Study	6
Scope of the study.....	6
Outline of the report	7
CHAPTER II REVIEW OF THE LITERATURE	8
Intercultural Communication.....	8
Intercultural Awareness.....	10
Definition of Intercultural Awareness	10
Intercultural Awareness Activities.....	12
Assessment of intercultural awareness.....	16
Intercultural approach.....	20
Intercultural Language Education.....	20
Intercultural Communicative Competence.....	22
The Implementation of English Instruction Using Intercultural Approach	26
Language Learning Classroom Activities	30
Related Studies.....	33
CHAPTER III METHODOLOGY	36
Research Design	36

	Page
Population and Participants	37
Research Procedure	38
Research Instruments	50
The Intercultural Awareness Test.....	50
Questionnaire for Opinions towards English Instruction Using Intercultural Approach	53
Learner Logs	54
Data Collection	56
Data Analyses	57
Conclusion	58
CHAPTER IV FINDINGS.....	60
Intercultural Awareness.....	60
Opinions towards English Instruction Using Intercultural Approach	66
Quantitative data	66
Qualitative data.....	68
Conclusion	72
CHAPTER V SUMMARY, DISCUSSION, RECOMMENDATIONS, AND CONCLUSION.....	74
Summary of the Study	74
Findings.....	75
Discussion.....	76
Pedagogical Implications.....	87
Recommendations for Further Research.....	88
Conclusion	89
REFERENCES	90
APPENDICES.....	96
APPENDIX A Questionnaire Intercultural Profile By <i>Intercultural</i> Competence Assessment (INCA)	97
APPENDIX B Intercultural Knowledge and Competence VALUE Rubric	100

	Page
Appendix C The General Structures of Lesson 1-6	103
APPENDIX D Sample Lesson Plans.....	109
APPENDIX E The Item-Objective Congruence Index of Lesson Plans.....	132
APPENDIX F Intercultural Awareness Test.....	141
APPENDIX G The IOC Index of Intercultural Awareness Test.....	143
APPENDIX H Interview questionnaire for opinions towards English instruction using intercultural approach.....	146
APPENDIX I The IOC Index of questionnaire for opinions towards English instruction using intercultural approach	147
APPENDIX J Lists of experts validating the instruments	148
VITA.....	149

LIST OF TABLES

	Page
Table 1 iRubric's Global and Cultural Awareness Criteria (2012).....	19
Table 2 Canale and Swain's Communicative Competence (1980)	23
Table 3 Baker's Strands for Applying Intercultural Awareness in Classroom Teaching (2012).....	27
Table 4 The Teaching Procedure for Classroom Activities in Intercultural Approach (Chlopek, 2008).....	41
Table 5 The Content in English Instruction Using Intercultural Approach.....	43
Table 6 The Rubrics for Learner Logs	55
Table 7 Research Procedure Based on Each Research Question.....	58
Table 8 Means, standard deviation, t-value, and the significance of the pre Intercultural Awareness Test and the post Intercultural Awareness Test (N=31).....	61
Table 9 The effect size of effects of English instruction using intercultural approach on students' intercultural awareness.....	62
Table 10 Frequency and percentage of the distribution of students reporting intercultural awareness for Lesson 1 to Lesson 6.....	63
Table 11 Means, standard deviations, and meaning of the questionnaire for opinions towards English instruction using intercultural approach (N=31)	67

LIST OF FIGURES

	Page
Figure 1 Sample Question of the Peterson Cultural Awareness Test (PCAT) (1997)....	17
Figure 2 Byram’s Five Savoirs (1997)	25
Figure 3 The Conceptual Framework of English instruction using intercultural approach	40
Figure 4 Frequency and percentage of the distribution of students reporting intercultural awareness for Lesson 1 to Lesson 6.....	64

CHAPTER I

INTRODUCTION

English has become a world language and the tool for communication internationally among native and non-native speakers as it plays a major role in the global development of science, technology, business, media, and education. English language teaching has an increasingly significant role because English is used as a medium of intercultural communication in Asia (Baker, 2008). It can be implied that learners nowadays do not only communicate with native speakers but also engage in communication with people across cultural backgrounds. In Thailand, the importance of teaching and learning English as a foreign language has been stressed in the core curriculum as a compulsory subject, which learners at all levels have to study from Grades 1 to 12 (Ministry of Education, 2008). In the core curriculum, the four strands of the Learning Area of Foreign Languages include Language for Communication, Language and Culture, Language and Relationship with Other Learning Areas, and Language with Community and the World.

To achieve the goal of those strands, the four communicative language skills are often focused on in class while culture teaching is sometimes disregarded. However, students need to have cultural knowledge in order to learn a language well because communication without appropriate cultural content can lead to awkward miscommunication and misunderstanding. Especially in an EFL classroom where environment and cultural background are homogeneous, students have little access to the target or native-speaker culture and world culture and hence limited ability to become culturally competent (Chlopek, 2008). However, culture is introduced as no

more than a supplementary diversion to language instruction due to teachers' limited cultural experiences and knowledge of the target and world cultures as well as the concentration on linguistic forms (Nguyen, 2007; Tseng, 2002; Tsou, 2005).

For EFL classes in Thailand, the Basic Education Core Curriculum B.E. 2551 (Ministry of Education, 2008) mentions the importance of language and culture in both Standard F2.1, "Appreciating the relationship between language and culture of native speakers and ability in using language appropriately" (p.284) and Standard 2.2, "Appreciating the similarities and the differences between language and culture of the native speakers and Thai speakers, and ability in using accurate and appropriate language" (p.286). However, the standards mainly focus on Thai culture and the cultures of native speakers of English but ignore international culture which should not be neglected.

Since English is increasingly used among interlocutors who are not native speakers of English (Kachru & Smith, 2008), knowing how to interact with people from different cultural backgrounds is therefore beneficial in order to reduce misunderstandings and to enhance a tolerance of differences (Neuliep, 2003). Developing intercultural awareness together with English communication skills in students is necessary in order to help them accept, understand and appreciate people from different cultural backgrounds. Additionally, with the emergence of ASEAN Community in 2015 and the world of globalization, where English is used as the medium of communication, the integration of intercultural approach in English instruction should therefore be emphasized in the classroom. The implementation of intercultural approach and intercultural awareness activities should be taught through

exploration, reflection and discussion about one's own culture, target culture, and world culture (Baker, 2012; Chlopek, 2008; Corbett, 2010).

The appropriateness of language use and appreciation of similarities and differences of cultures are an integral part of intercultural awareness. Also, intercultural awareness can be regarded as the foundation of communication and becomes essential when individuals communicate with people from other cultures (Zhu, 2011). Hence, developing intercultural awareness is necessary in English as a Foreign Language (EFL) instruction in order to help learners reach effective communication in intercultural settings. Since language cannot be separated from culture, intercultural awareness would be a relevant concept for English language teaching particularly in a global context. By attempting to create learning situations that acknowledge the cultural aspect of language learning, second language instruction becomes more meaningful and makes a positive contribution to society by cultivating learners who appreciate cultural similarities and differences with experiences and perspectives of cultural diversity (Rappel, 2011).

Culture needs to be an important part of Teaching English as a Foreign Language (TEFL) at all levels because it is embedded in the language and cultural content is motivating in language learning (Lange & Klee, 2000). Intercultural speakers are able to communicate better between different communities with knowledge of different languages and cultures which enables them to possess more skills than monolingual native speakers (Corbett, 2007; Kramsch, 1998). Obviously, Thai students lack both the opportunity to practice English and the exposure to cultures in order to become intercultural speakers (Noom-ura, 2013; Noytim, 2006; ONEC, 2003). Therefore,

English instruction using intercultural approach can fulfill the necessity to help students become exposed to various cultures and aware of intercultural differences.

Many researchers of cultural instruction have studied the effects on English communication ability or only emphasized the impact of local culture (Arwae, 2013; Chantamala, 2008; Kongkaew, 2009; Lornklang, 2007; Rattanaphumma, 2006). In reality, learners need to communicate in English with people from different cultures because knowing only their own culture would not be enough. Hence, knowing only their own culture or possessing only decontextualized linguistic ability may not be adequate in real life. Due to the current situation of English and the importance of cultures at various points in English communication, this study therefore aimed at investigating the effects of English instruction using intercultural approach on intercultural awareness with the focus on own culture, target cultures, and world cultures.

Research questions

Two following research questions were explored in this study.

1. To what extent does English instruction using intercultural approach enhance intercultural awareness of upper secondary school students?
2. What are the opinions of upper secondary school students towards English instruction using intercultural approach?

Objectives

The purposes of this study were:

1. To examine the effects of English instruction using intercultural approach on intercultural awareness of upper secondary school students.

2. To investigate the opinions of upper secondary school students towards English instruction using intercultural approach.

Definitions of terms

1. **Intercultural Awareness** refers to the cognitive ability to understand cultural differences from the perception of own culture and other cultures including target cultures and world cultures. In this study, intercultural awareness is the mean scores obtained from the Intercultural Awareness Test constructed by the researcher.
2. **Opinions towards English Instruction Using Intercultural Approach** refer to the views of upper secondary school students towards English instruction using intercultural approach. It is measured by questionnaire and learner log.
3. **English Instruction Using Intercultural Approach** refers to the English teaching procedure following stages for implementing the intercultural approach by Chlopek (2008) and classroom activities in language instruction following six strands proposed by Baker (2012) which develop learners' intercultural awareness. In this study, the aim of the instruction is to develop English communication ability and to enhance intercultural awareness of own culture, target cultures, and world cultures.
4. **Upper Secondary School Students** refer to Thai students who are studying in Grade 11 at a public school in Prachinburi Province who enrolled "English & Cultures" in the first semester, academic year 2013.

Hypotheses of the Study

Based on Genc & Bada (2005), they indicated that their culture course had effects on students' language skills, students' cultural awareness on target cultures and own culture, and students' attitude towards target cultures. In addition, Chantamala (2008) and Tsou (2005) stated that cultural instruction had effects on students' language communicative ability and their cultural knowledge had increased. Also, students became more interested in English and culture as they had positive opinions towards cultural and language learning.

Consequently, from those research results on cultural instruction in language classroom, the hypotheses in this study were as follows:

1. The posttest mean scores on intercultural awareness of upper secondary school students were higher than the pretest mean scores at the significance level of 0.05.
2. Upper secondary school students had positive opinions towards English instruction using intercultural approach.

Scope of the study

1. The population for this study was Thai upper secondary school students.
2. The variables in this study were as follows:
 - 2.1 Independent variable was English instruction using intercultural approach.
 - 2.2 Dependent variables were intercultural awareness and opinions of students towards English instruction using intercultural approach.

3. The context of the study was an EFL classroom in upper secondary level (Grade 11).
4. Time of the study was 14 weeks, including an introduction (Pretest), 12 weeks of 6 English communicative lessons using intercultural approach, and a conclusion (Posttest).

Outline of the report

This thesis report consists of five chapters.

Chapter I introduces the background of the present study. It includes the statement of the problem, the research questions, the objectives, the definition of terms, and the hypotheses. Also, scope of the study and outline of the report are included.

Chapter II reviews the underlying theoretical framework and previous research studies that are considered relevant to this study. The concepts discussed are categorized into 1) intercultural communication, 2) intercultural awareness, and 3) English instruction using intercultural approach. Besides, related studies are reviewed.

Chapter III deals with the research methodology of the study. This comprises the research design, population and samples, context, research procedures, and research instruments. Also, the methods of data collection and data analyses were included.

Chapter IV presents the results of the study in accordance with the research questions.

Chapter V summarizes the study, discusses the findings and suggests recommendations and implications for teachers and further research.

CHAPTER II

REVIEW OF THE LITERATURE

This study was to examine the effects of English instruction using intercultural approach on intercultural awareness of upper secondary school students. It also investigated the opinions of upper secondary school students towards English instruction using intercultural approach. The basic concepts and related documents are reviewed in order to obtain sufficient background information for the study. First, intercultural communication is explained as the basic principle for intercultural awareness and intercultural approach which are discussed in the subsequent sections. Second, intercultural awareness is described and its definition and assessment are reviewed as well as intercultural awareness activities. Then, intercultural approach as well as the components and frameworks for English instruction using intercultural approach are illustrated. Finally, related studies to this research are also presented in the last section.

The outline of this chapter can be summarized as follows:

1. Intercultural communication
2. Intercultural awareness
3. Intercultural approach
4. Related studies

Intercultural Communication

The concept of 'intercultural' was originally concerned with miscommunication when people from different backgrounds who share a common language but do not share a set of beliefs, attitudes and assumptions about normal behavior contact one

another (Corbett, 2010). Despite many claims of regarding cross-cultural communication and intercultural communication interchangeably, Lustig & Koester (2012) differentiated these two terms and explained that cross-cultural communication was defined as the comparison of communication styles across cultures and intercultural communication describes interaction between at least two people whose cultures were significantly different.

Intercultural communication is resulted from globalization in which people from different cultural background have to become increasingly dependent on one another in such a smaller world. Individuals can hardly avoid the interaction with people from different cultural backgrounds. When people communicate and establish relationships with those from different cultures, they learn more about other ways of life and this can lead to healthier communities, reduced conflict, and increased tolerance (Neuliep, 2003).

A part of competence in foreign language is intercultural communicative competence, which Meyer (1991) defines as the ability of an individual to behave adequately and in a flexible manner when encountering with actions, attitudes and expectations of people from foreign cultures. Adequacy and flexibility mean an awareness of the cultural differences between one's own culture and the foreign culture and the ability to handle the situation when cross-cultural problems occur. From Meyer (1991)'s definition, it could be implied that an individual needs to possess intercultural awareness before they could acquire intercultural communicative competence. In other words, students who have acquired cultural knowledge and intercultural awareness or understanding will be expected to demonstrate the capacity for intercultural communicative competence (LANQUA, 2010).

It is obviously seen that intercultural communication, especially intercultural awareness helps learners communicate across cultures in the current situation that English is used as the world language. If students can speak English well but still have only the perception of their own culture as well as lack awareness of other cultures, they will have some problems in getting along with or living with foreigners (Kim, 2002). Intercultural awareness can develop and change individuals from being aware only of their own cultures into becoming aware of other cultures. It is undeniable that intercultural awareness is the basic skill and requirement for the learning of intercultural communication. Additionally, Byram & Morgan (1994) refer intercultural speakers to those who understand more than one social identity and national culture and can engage interaction with people from various cultural contexts. As a result, learners who have high intercultural awareness would be effective intercultural communicators.

Intercultural Awareness

In this section, the concept of intercultural awareness is discussed and the term 'intercultural awareness' is defined. Also, intercultural awareness activities and assessment of intercultural awareness are illustrated.

Definition of Intercultural Awareness

Intercultural awareness is a cognitive aspect of intercultural communicative competence that refers to the understanding of cultural conventions, which members of each culture expect and consider appropriate. It affects thinking and behavior or attitude, thought and the way people react in a society. Intercultural awareness involves the ability of decentering oneself or standing back from own point and

becoming aware of own culture and other cultures including cultural values, beliefs and perceptions (Zhu, 2011). Intercultural awareness is defined as a conscious understanding of the cultural forms, practices, and frames of understanding in intercultural communication, and an ability to implement them in a flexible and context specific manner in real time communication (Baker, 2012). It requires individuals to understand people from other cultures from their own perspective and to be able to use this understanding to help themselves figure out the distinct characteristics of other cultures for the effective behavioral interpretation in intercultural interactions. Also, intercultural awareness is cognitive perspective of intercultural communication from own culture in which personal thinking or attitude about the environment can be changed through an understanding of cultural differences (Chen & Starosta, 2006). To sum up, intercultural awareness is the cognitive ability to understand cultural differences from the perception of own culture and other cultures.

Baker (2012) has classified twelve components of intercultural awareness into three levels, listed below, for intercultural communication through English in global lingua franca settings.

Level 1: basic cultural awareness – An awareness of culture as a set of shared behaviors, beliefs, and values; the role culture and context play in any interpretation of meaning; our own culturally induced behavior, values, and beliefs and the ability to articulate this; others’ culturally induced behavior, values, and beliefs and the ability to compare this with our own culturally induced behavior, values, and beliefs.

Level 2: advanced cultural awareness – An awareness of the relative nature of cultural norms; cultural understanding as provisional and open to revision; multiple

voices or perspectives within any cultural grouping; individuals as members of many social groupings including cultural ones; common ground between specific cultures as well as an awareness of possibilities for mismatch and miscommunication between specific cultures.

Level 3: intercultural awareness – An awareness of culturally based frames of reference, forms, and communicative practices as being related both to specific cultures and also as emergent and hybrid in intercultural communication; initial interaction in intercultural communication as possibly based on cultural stereotypes or generalizations but an ability to move beyond these through; a capacity to negotiate and mediate between different emergent socioculturally grounded communication modes and frames of reference based on the above understanding of culture in intercultural communication.

Current studies in second language education indicate that it is essential to link previous linguistic and cultural knowledge. Raising intercultural awareness could present learning as way to bridge the gaps in understanding and promote cultural diversity in second language class (Rappel, 2011). Furthermore, Baker (2009) claimed that intercultural awareness was the concept used for explaining the types of cultural knowledge and related skills that learners needed in successful intercultural communication through English. Consequently, the instruction in language classroom should involve activities that can enhance intercultural awareness.

Intercultural Awareness Activities

‘Intercultural Activities’ or ‘Intercultural Language Activities’ or ‘Intercultural Awareness Activities’ should be taught through exploration, reflection and discussion about one’s own culture, target culture, and world culture. Corbett (2010, p.15) claims

that “For many language learners today, intercultural exploration blends internet research and chatroom discussion with a fresh, systematic, reflective investigation into familiar aspects of one’s own culture.” He also suggested a number of intercultural language activities comprising various updated classroom activities reflecting culture as way of life.

Since ‘Intercultural Awareness Activities’ is the most recent term in the field, it is used to refer to all kinds of classroom activities with the content of local culture, target cultures, and world cultures that can help to develop students’ intercultural awareness. According to Chlopek (2008) and Baker (2012), intercultural awareness activities involved both task and non-task activities implemented in class with the aim to enhance students’ cultural knowledge and oral communication ability.

On the one hand, Willis (2009) regards the effective task as the activity that would engage learners’ interest with a primary focus on meaning and relates to real world activities. It also has a clear outcome for learners to achieve with the success judged in terms of outcome and completion is a priority. Some examples of task are games, role plays, oral presentations, jigsaw activities, sharing and comparing pictures or experiences.

On the other hand, Ellis (2006) suggests that non-task activity also engages learners’ interest and relates to real world activities. However, the primary focus may not be only on meaning and it is not a requirement for learners’ outcome to be achieved with the success judged in terms of outcome and completion is not a priority. It is also designed as strategic planning to support learners in performing the task and provide learners with the opportunity to plan how to perform the task. Some examples may include brainstorming and mind-maps.

It is quite difficult to identify which type of activity is superior as both of them are beneficial for language learners and seem to support each other in some ways. Hence, they are taken into account for intercultural awareness activities in this research. Apparently, the concept of intercultural awareness activities which is the prominent part of this study has been described and the components in designing them will be then explained next.

For the foundation of this study, the researcher adapted Corbett (2007)'s framework in order to maintain the consistency when designing intercultural awareness activities. It suggests that intercultural activity consists of the following six components which can be modified to raise cultural awareness and develop communicative skills.

Corbett (2007) explains these six components for intercultural classroom as follows:

1. *Goals* refer to the pedagogical purpose of the task. The goals of cultural tasks will normally involve a combination of intercultural exploration and linguistic development.

2. *Input* refers to the stimulus provided by the teacher for the learning to occur. The input may be a written or spoken text for discussion, or a visual image for interpretation and evaluation, or a media text for analysis. Not only authentic materials may be used as evidence of how a culture operates but also inauthentic tasks may be applied in case they involve more interpretation than the native speaker would engage in.

3. *Activities* include full range of communicative activities, including both task and non-task, which can be used to serve the goals of an intercultural task. Students

may collect and share information through class presentation or group work, and they may evaluate and discuss their different observations and findings.

4. *Learner's role* will probably be changing in a gradation as courses progress according to how much responsibility he or she must take for the collection, organization, evaluation, reporting, and/or reconstructing of materials exemplifying cultural behavior.

5. *Teacher's role* is the mirror-image of the learner's. In the early stages, the teacher will be responsible to provide materials for tasks, to suggest and show how they may be used, to provide models of evaluation, and to suggest language to explore or reconstruct cultural behavior. In later stages, the teacher would be a guide or an advisor, and may be negotiator or mediator between the interests of the learners and the demand of the institution. The changing roles of teacher and learner themselves offer opportunities for cultural exploration.

6. *Settings* should vary throughout a course. Similar to communicative tasks, intercultural tasks allow for a range of settings: from individual work, pair work and group work to whole-class activities. Learners can benefit from peer-group interaction as well as reflect upon their learning in some solitude.

Apparently, in language class, not only should language ability and skills be enhanced but also intercultural awareness. While the assessment of language ability has always been emphasized, another concern is how to assess students' intercultural awareness. Therefore, the assessment of intercultural awareness will be reviewed in the next section.

Assessment of intercultural awareness

Since intercultural awareness is the cognitive ability, it would be critical that a cultural awareness test is developed to measure awareness of other cultures and to serve as an indicator to see if students gain a certain level of cultural awareness over a course of study (Peterson, 1997). He claimed that culture tests might also measure sensitivity, which implies a sense of caring for the attitudes, feelings or traits of others. It is possible that an individual might have a somewhat high level of awareness of other cultures but lack sensitivity. The tests should consider cultural issues including style, awareness, sensitivity, or any other distinction. Hence, the test design process must address some specific cultural issues and the test should measure exclusively the issues intended.

Furthermore, Peterson suggested that a test must be well enough designed for the results to be interpretable. It must contain a sufficient number of questions and examine a sufficient number of cross-cultural concepts so that it can offer substantial conclusions. This is especially an issue for culture measurement because the subject of culture is complex whether considered on a global scale or at a regional level. The preferred framework for organizing the 50 PCAT questions is Hofstede's four dimensions for the reasons previously discussed which relate to the wide-scale and culture-general focus of his research.

The Peterson Cultural Awareness Test or PCAT measures awareness of culture issues. Respondents including university second language and non-second language students were asked to indicate how they think a member of a particular culture group would prefer to respond or consider responding to a certain situation. Since attitudes cannot be considered to cause specific behaviors predictably, the PCAT items ask

subjects to indicate what they believe a native's preferences for behaviors would be, not to predict the actual behaviors. A sample question and rating scale is shown below.

36) A young confident woman in college recently saw a movie in which the actress had a very modern and unique haircut. For a moment, the young woman imagined herself with the same haircut and thought it might look good. What might she think of doing in this situation?	
France:	
0---1---2---3---4---5---6---7---8---9---10	
Not consider getting the haircut because she doesn't want to "stick out" and be different.	Consider "expressing herself" by getting the haircut. Something different could be good.
U.S.:	
0---1---2---3---4---5---6---7---8---9---10	

Figure 1 Sample Question of the Peterson Cultural Awareness Test (PCAT) (1997)

In addition to the PCAT, Intercultural Competence Assessment Project (INCA) (2004) has suggested Questionnaire Intercultural Profile asking respondents to tick the statements that are valid for them and that best describe their cultural experiences. The statements comprise the cultural situations and the respondents were to imagine and choose the scales that correspond best to their possible behavior and reaction. The scales for this questionnaire include 'Not applicable', 'Maybe', and 'Fully applicable'. A sample part of the questionnaire is presented in Appendix A.

In this study, the Intercultural Awareness Test aimed to measure particularly awareness of own culture and other cultures, including target cultures and world cultures. The PCAT was used as the guideline for designing the test to assess students' level of intercultural awareness. However, it could not fully apply the PCAT because

the questions and wordings might be too complicated for upper secondary school second language students. Also, the number of the items would be too large and the scale rating 1 to 10 might be difficult for students to distinguish what they think. Therefore, the scale pattern in the INCA's Questionnaire Intercultural Profile was adapted as it is more student-friendly. As a result, the intercultural awareness test was developed as an instrument consisting of 20 items with three rating scale of 'Yes', 'Maybe', and 'No'.

For the interpretation of the results of the Intercultural Awareness Test, some scoring rubrics for intercultural awareness were examined. First, the Association of American Colleges and Universities (2013) had proposed the Intercultural Knowledge and Competence VALUE Rubrics. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The rubrics categorized the levels into 'Benchmark – 1', 'Milestones – 2&3', and 'Capstone – 4'. It clearly described the expected performance in each level of each aspect. However, it was designed for university student level, so another scoring rubric as presented below was scrutinized and adapted with this one.

Table 1

iRubric's Global and Cultural Awareness Criteria (2012)

Global+Cultural Awareness Criteria			
Global+Cultural Awareness Criteria			
	Emerging / Beginning 2 pts	Developing 3 pts	Mastering 4 pts
1 Acknowledges difference among people	Student fails to acknowledge that differences among people, including ethnicity, age, gender, etc. do not influence attitude, beliefs and experiences.	Student believes that differences exist but that difference is mostly inconsequential and does not influence attitude, beliefs and experiences.	Student recognizes their unique qualities and how their qualities impact their attitude, beliefs and experiences.
2 Acknowledges stereotypes and prejudices they hold regarding people who are different.	Student believes they do not make stereotypes or have any prejudices.	Student recognizes that they may hold stereotypes and prejudices but does not see these are harmful.	Student acknowledges and challenges the stereotypes and prejudices they hold regarding people who are different.
3 Builds knowledge of diverse ideas, perspectives, and experience.	Student does not want to interact with people who are different and is uncomfortable doing so.	Student makes an effort but is uncomfortable interacting with people who are different.	Student can apply awareness of multiple points of view to navigate interactions with people from different groups.
4 Engages others with civility, empathy, honesty and responsibility.	Student fails to recognize behavior that might be considered offensive	Student is not offensive in their communications but would rather not discuss any differences.	Student seeks opportunities to learn about groups and people who are different.
5 Works well in an environment with people who are different.	Student avoids working with people who are different	Student will work with people who are different but does not seek out these interactions.	Student intentionally engages in respectful discussions and activities with people who are different.

From the scoring rubrics above, not all aspects can address upper secondary school students' ability. Also, analytical scoring rubrics might be too complicated to assess students' learner logs. Therefore, holistic scoring rubrics was selected and developed to be suitable for the students.

Intercultural approach

The disciplinary influences on the intercultural approach are diverse as it is discussed in the field of linguistics, linguistic anthropology, ethnography, sociolinguistics, and literary, media and cultural studies. However, the aim of the intercultural approach they share is focusing on people or cultures rather than on language as such. The ultimate goal of an intercultural approach to language education is an intercultural communicative competence which includes the ability to understand the language and behavior of the target community and to explain to members of the home community. In other words, intercultural approach trains learners to be able to view different cultures from a perspective of informed understanding. One key goal of intercultural approach remains language development and intercultural understanding (Corbett, 2007). Learners should understand practices or beliefs of other cultures to communicate effectively with people from those cultures. It is recognized that language is more than the transfer of information that has led to the development of an intercultural approach to language education or so-called intercultural language education which is discussed next.

Intercultural Language Education

As English is frequently used for intercultural communication, school curricula should encourage students to learn about other cultures as a way of reflecting on their

own values and beliefs. Instead of setting the goal as to learn primarily about the culture of English-speaking countries, the goal is then rather to learn about many cultures and about differing cultural values as a way of increasing the learners' sensitivity to cross-cultural differences (McKay, 2012).

According to Corbett (2010), intercultural language education has gone beyond the focus on miscommunication and responded to the more general need to equip learners with the ability to meet differences in attitude, belief and behavior with respect, openness and sympathetic curiosity. It also offers a new set of contexts, purposes and motivations, specifically, to explore other cultures and to intervene when intercultural communication really occurs. Apparently, teachers cannot prepare learners for all intercultural miscommunications, thus their aim is to teach decentring or decentering skills and to develop awareness which will encourage learners to see their own culture via the eyes of another.

Currently, intercultural education is sometimes disregarded from school curricula. Chlopek (2008) claims that a pressing need to raise intercultural awareness is not really presented for classes of learners in culturally homogeneous settings which is different from multicultural classrooms where students learn about one another's cultures through various activities and become more aware of cultural differences.

Furthermore, Laopongharn and Sercombe (2009) claim that the aspects of intercultural communicative competence can help enhance the quality of language education in Thailand through the integration of intercultural communicative competence and language teaching. The relationship between these two aspects is interwoven and emphasized in intercultural language education which leads to obvious advantages for learners in language education.

Inevitably, teachers play an important role in enhancing learners' intercultural communicative competence and preparing them to be able to utilize their language in intercultural setting with English Instruction using intercultural approach which will be discussed.

Intercultural Communicative Competence

The concept of learning and teaching language for communication originated from the term “communicative competence” defined by Chomsky in 1965 as linguistic competence and cognitive aspects of human language acquisition. However, Dell Hymes (1971), a sociolinguist who coined the linguistic term “communicative competence” in 1966, argued Chomsky's notions in that communicative competence comprised not only grammatical competence but it required socio-cultural features about how and when to use utterances appropriately (Brown, 2007).

It could be interpreted that developing communication ability or being communicatively competent requires more than learning the element of language. It involves language in real situations or in the ability to respond meaningfully in appropriate ways.

Canale and Swain (1980) identified four components that make up the structure of communicative competence, including Grammatical Competence, Discourse Competence, Sociolinguistic Competence, and Strategic competence.

Table 2

Canale and Swain's Communicative Competence (1980)

Canale and Swain's Communicative Competence			
Grammatical competence	Discourse competence	Sociolinguistic competence	Strategic competence
The knowledge of the lexical items, rules of morphology, syntax, sentence-grammar semantics, and phonology.	The cohesion and coherence of utterances in a discourse or cohesion and coherence in general.	The appropriateness of communication depending on the context including the participants and the rules of interaction.	The verbal and non-verbal communication strategies especially when communication fails.

This model presents four major competences, including grammatical competence, discourse competence, sociolinguistic competence, and strategic competence, which enable learners to reach their proficiency in language learning. However, this conventional model seems to be a native-speaker based model and is still in practice. It focuses on the use of target language in target culture and disregards intercultural communicative competence which can help learners understand their interlocutors when they interact in intercultural settings considering current situation that English is spoken globally (Laopongharn & Sercombe, 2009).

Since English is currently used by a vast number of non-native speakers, the shift to another model is in consideration. Alptekin (2002) suggests a new pedagogic

model which is urgently needed to accommodate the case of English as a means of international and intercultural communication. The following criteria should be taken into account:

1. Successful bilinguals with intercultural insights and knowledge should serve as pedagogic models in English as an International Language (EIL) rather than the monolingual native speaker.

2. Intercultural communicative competence should be developed among EIL learners by equipping them with linguistic and cultural behavior which will enable them to communicate effectively with others, and also by equipping them with an awareness of difference, and with strategies for coping with such difference (Hyde, 1998).

3. The EIL pedagogy should be one of global appropriacy and local appropriation, in that it should prepare learners 'to be both global and local speakers of English and to feel at home in both international and national cultures' (Kramsch and Sullivan, 1996: 211).

4. Instructional materials and activities should involve local and international contexts that are familiar and relevant to language learners' lives.

5. Instructional materials and activities should have suitable discourse samples pertaining to native and nonnative speaker interactions, as well as nonnative and nonnative speaker interactions. Discourse displaying exclusive native speaker use should be kept to a minimum, as it is chiefly irrelevant for many learners in terms of potential use in authentic settings (Widdowson, 1998).

Moreover, Alptekin (2002) states that the implications of the international status of English in terms of appropriate pedagogies and instructional materials should

be considered in English language teaching since they will help learners become successful bilingual and intercultural individuals who are able to function or communicate effectively in both local and international settings.

In languages teaching, ‘intercultural communicative competence’ is being seen as a complex combination of knowledge and skills with specification of intercultural competence suggested by Byram (1997) as shown in Figure 2.

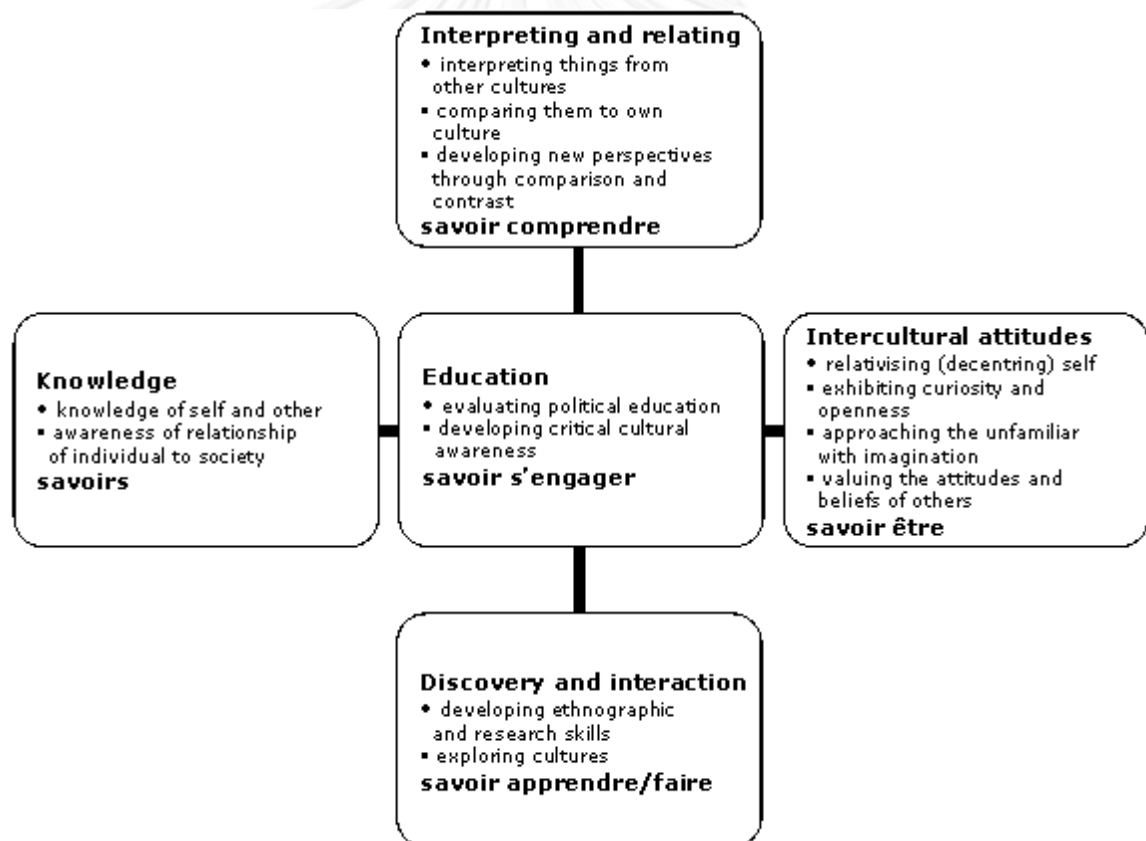


Figure 2 Byram's Five Savoirs (1997)

1. 'Savoirs' or 'Knowledge': knowledge of self and other, and awareness of relationship of individual to society.
2. 'Savoir comprendre' or 'Interpreting and relating': interpreting things from other cultures, comparing them to own culture, and developing new perspectives through comparison and contrast.
3. 'Savoir être' or 'Intercultural attitudes': relativising (decentring) self, exhibiting curiosity and openness, approaching the unfamiliar with imagination, and valuing the attitudes and beliefs of others.
4. 'Savoir apprendre/faire' or 'Discovery and interaction': developing ethnographic and research skills, and exploring cultures.
5. 'Savoir s'engager' or Education: evaluating political education, and developing critical cultural awareness.

The Implementation of English Instruction Using Intercultural Approach

For the implementation of English instruction using intercultural approach, Chlopek (2008) has designed intercultural awareness activities for culturally homogenous classes which have been used with young adults at an intermediate level. She also suggested three general stages that the teacher must begin with the students' own cultural background and the cultures that students have direct contact with and then expand from that point to world cultures.

The three general stages describe how to put the intercultural approach into practice in EFL classroom as follows:

Stage One: The focus is the students' own culture. The aim of this phase is to help students look at their native culture at the conscious level and perceive it from

an objective point of view. The students' own culture should be seen as one of the many diverse world cultures and part of the world's cultural heritage instead of the point of reference for the perception and evaluation of other cultures.

Stage Two: The aim of this stage is to widen learners' perspectives by getting them to know the cultures of the English-speaking countries and to compare those cultures to their own. Another culture should be viewed objectively and simply as an alternative rather than as a curiosity.

Stage Three: As one of true intercultural education, students expand their cultural knowledge by learning about all cultures of the world. Students should be able to look for and recognize different cultural aspects of other societies.

Baker (2012) proposed six strands for applying intercultural awareness in classroom teaching with description of teachers and learners' roles as follows:

Table 3

Baker's Strands for Applying Intercultural Awareness in Classroom Teaching (2012)

Strands for applying intercultural awareness in classroom teaching					
1	2	3	4	5	6
Exploring local cultures	Exploring language-learning materials	Exploring the traditional media and arts through English	Exploring IT/electronic media through English	Cultural informants	Face-to-face intercultural communication

1. Exploring local cultures: Learners can explore the diversity and complexity of different local and national groupings.

2. Exploring language-learning materials: Learners can explore how well the images of their own culture presented in their textbooks and in other sources like authentic materials match their own experiences.

3. Exploring the traditional media and arts through English: Students critically explore the images of local and other cultures in film, television, radio, newspaper, novels, and magazines.

4. Exploring IT/electronic media through English: Students explore cultural representations using internet, email, chat rooms, instant messaging, and tandem learning.

5. Cultural informants: Teachers with experience of intercultural communication provide information about experiences and cultures or intercultural speakers, as mentioned earlier, individuals who understand more than one social identity and national culture and can engage interaction with people from various cultural contexts.

6. Face-to-face intercultural communication (often with non-local English teachers) – Students and teachers can bring their own experiences of intercultural communication to the class for discussion and reflection.

These strands attempt to use all the resources available in the classroom such as textbook, teacher, and out-of-class resources. Also, they provide students opportunities to experience intercultural communication as well as exploring and evaluating local and other cultures. Baker's strands were used as the criteria for selecting the topic in each lesson.

Another classic framework on teaching culture was proposed by Moran (2001) called the Cultural Experiential Learning Cycle which focuses on how learners acquire cultural knowledge.

Moran's Cultural Experiential Learning Cycle comprises different knowings or various interactions which can be briefly described as followed:

1. Knowing How: Participation involves acquiring cultural practices. Learners need to develop skills into cultural behaviors.

2. Knowing About: Description includes all activities consisting of gathering and demonstrating acquisition of cultural information. Learners will gather information to gain cultural knowledge.

3. Knowing Why: Interpretation deals with developing and understanding of fundamental cultural perspectives. Learners can discover explanations to build up cultural understanding.

4. Knowing Oneself: Reflection concerns the individual learners and deals with self-awareness. Learners will become aware of themselves through reflection.

Some studies had investigated these two frameworks by Byram and by Moran and found them successful in language education and intercultural communication. However, Chlopek (2008) was chosen from the suggestions of instructional procedure in homogeneous classroom settings and Baker (2012) was taken into account considering from his investigation in Thai EFL classroom. Consequently, these two works were adapted into this study under the components suggested by Corbett (2007) which were appropriate to be the key in designing the course and setting the direction to implement the instruction.

With respect to the strands proposed by Baker (2012), students' awareness will be gradually developed from one of their own culture to target cultures and to world cultures in accordance with the stages suggested by Chlopek (2008). Also, each strand is described with ways to design intercultural awareness activities and implement the activities expected to take place in class as well as learners' roles and teacher's roles.

Regarding language and culture, students use language as a tool to communicate a variety of cultural information in their real-life and one of the communicative skills affected by cultural learning is oral communication. In the next section, oral communication ability and its other related issues will be reviewed.

Language Learning Classroom Activities

There are various aspects to be considered regarding language learning activities. First of all, creating classroom atmosphere to promote learning was taken into account to seek what activities would be appropriate to students. Tomlinson (2011) claims that most language learners benefitted from feeling at ease and they lost opportunities for language learning when they felt anxious, uncomfortable or tense. He also suggests that group activities are particularly suitable for EFL learners where a sense of belonging to the group is necessary. Similarly, Lengeling and Malarcher (1997) classified the benefits of games that they can create class dynamics and class cohesion. They can foster whole class participation and games are student centered. Also, games can lower the affective filter and encourage creative and spontaneous use of language as well as promote communicative competence. Besides, games are both motivating and fun. Hence, games and fun activities can enhance students' learning ability and generate classroom ambience which is most beneficial to learners.

Even though the purpose of English instruction using intercultural approach was to develop intercultural awareness, the intention to improve integrated skills had been taken into account as the instruction was a language instruction. However, oral communication, both speaking and listening, had been highlighted in each lesson. Coose (2006) points out that oral communication or speaking and listening is not always prioritized even though language lessons on it can appeal to many students and the skill may be the most utilized one in the real world. She also states that students should have been explicitly taught the skills and features of effective oral communication in various situations and purposes including body language, vocabulary choice, rhetorical devices, effective use of voice, and techniques of persuasion.

Numerous classroom activities have been proposed with the aim to help teachers find some ways to develop students' English communication ability. Harmer (2007) suggests some activities such as simulation, role-play, discussion, information-gap, storytelling, survey, balloon debate, and presentation. Similarly to Thornbury (2005), some useful classroom activities to develop learners' autonomy included presentations and talks, discussions and debates, conversation and chat, and outside-class speaking.

In addition, Bailey (2005) illustrates some exercise types for teaching speaking for intermediate learners including role-plays, picture-based activities, logic puzzles, information gap and jigsaw activities. These types of activities demand students to use their communicative competence as well as critical skills. She also suggests teachers to design activities in which not only students can use communication strategies and practice speech acts but also their receptive vocabulary can become productive vocabulary through discussion and use.

Furthermore, some ideas for teaching English suggested by Cooze (2006) involve the individual talk which can be used to practice or assess explaining and describing skills and allow students to talk about something they are interested in. They can use information and communication technology, for example, internet as a research tool and PowerPoint as a presentational aid. Another activity she recommends is story sharing in which students are to tell an interesting, funny, scary, unusual or memorable story about themselves. This can be used for sharing cultural experience as well.

As discussion is the key for intercultural approach, Donoghue (2009) describes discussion as using oral language in a group setting where the teacher serves as the discussion guide and demonstrates how the learners must adhere to the topic, raise relevant questions, hypothesize, and draw conclusions. She also suggests another useful activity, formal reporting, with the six steps for the teacher to help students including choosing the topics of genuine interest, collecting information, organizing the information for presentation, preparing the report including any visuals, rehearsing the presentation, and presenting the report. Besides, the teacher must prepare the audience for its role, for instance, listening carefully and having questions, comments or compliments later, so the students pay attention to the presentation.

In addition to classroom activities, according to Cortazzi and Jin (1999), English teaching materials should include the followings:

1. Source culture which is the learners' own culture
2. Target culture where the target language is used as the first language
3. International target cultures which are neither a source culture nor a target culture, but a variety of cultures around the world.

To sum up, all classroom activities in this study would be the combination of culture and language following Chlopek (2008)'s suggestion together with various kinds of classroom activities. The activities aimed to engage students into classroom participation using materials and teaching procedure with the three levels of cultures, own culture, target cultures, and world cultures.

Related Studies

There are some studies on effects of cultural instruction. Studies have revealed that culture teaching help students improve their cultural awareness and language skills for communication while their opinions were positive towards the instruction.

Genc & Bada (2005) studied the effects of culture learning on 38 students and their opinions on the culture class during 2003-2004 in Turkey. The data from their study was collected for three months following the completion of the 28-hour culture course. During this course lecture-type sessions, research project presentations were conducted and the participants made an assessment of the course by responding to a questionnaire. The five-item questionnaire used in the study aimed to assess language skill, cultural awareness (of both native and target cultures), and attitude towards the target culture. The results revealed that all of the students showed the contribution of this course to their language skills, which can be implied that culture learning promotes students' communication ability. Second, culture learning in a language class helped raise students' cultural awareness on target cultures and their own culture as 68.4% of them showed the feeling of such awareness. Finally, students' attitude towards target cultures changed after learning those cultures as the result of 28 students or 73.7% stated.

Additionally, several studies examined the effects of cultural instruction on various language skills. In Tsou (2005)'s study, the combination of an anthropology process and task-oriented approach were applied to conduct the culture lessons in elementary Taiwanese EFL classrooms for one semester. In each lesson, students were asked to discuss, in their native language, what they already knew about the topics to be studied in both their home culture and the target culture. After each lesson, additional information about the topic was often provided as supplementary materials for her students. Before and after the instruction, students were assessed on two different measures: English proficiency test (STYLE, Saxoncourt Tests for Young Learners of English, Level 1) and culture knowledge questionnaire. The test is a series of listening and reading-based comprehension tests for children. After the instruction, the students gained higher score on language proficiency test for four communicative language skills including listening, speaking, writing, and reading and their cultural knowledge had increased. Also, the students in her study found English interesting as they had positive opinions toward cultural and language learning.

Similar to Chantamala (2008) which investigated the effect of Cultural Experiential Instruction on English oral communication ability. The researcher conducted her study with Grade 8 EFL classroom based on Moran's Cultural Experiential Learning Cycle (2001) which could help students develop cultural behaviors, gather cultural information, discover cultural explanations, and build up their self-awareness. The study was conducted for ten weeks with seven lessons in the second semester of the academic year 2007. The quantitative data was collected for assessment from a pre/post English oral communication test and students' interview. The results showed a large effect on students' oral communication ability. They gained

higher posttest mean scores than pretest mean scores and showed positive opinions towards the instruction.

Rattanaphumma (2006) developed an English course based on local culture of Chachoengsao Province. The study revealed that it could enhance students' English language skills and local cultural knowledge. Also, the students' opinions towards the course were affirmative. Similarly, Kongkaew (2009) designed an English course for Little Guides in Krabi Province and found that the instruction positively affected the students' communication skills. Also, they expressed high interest and positive opinions.

In summary, all the findings based on the quantitative and qualitative data seemed to confirm that culture teaching help enhance students' language oral communication ability and students' opinions towards English language instruction and culture instruction. However, these studies focused on local cultures and target cultures with the highlight on language communication skills. This research would fulfill the previous studies as it emphasized on own culture, target cultures, and world cultures from another aspect on intercultural awareness.

In conclusion, the basic concepts and related documents had formed the basis of the framework in this study.

CHAPTER III METHODOLOGY

This chapter deals with the research methodology to study the effects of English instruction using intercultural approach on intercultural awareness of upper secondary school students and to investigate their opinions towards English instruction using intercultural approach. It includes the following topics: research design, population and participants, context, research procedure, research instruments, data collection, and data analyses.

Research Design

The present study was a single group quasi-experimental research employing concurrent mixed methods with embedded design.

The study was carried out for 14 weeks in the first semester of the academic year 2013. There were 12 periods with 6 lessons in total and each lesson took a hundred minutes. Each lesson was divided into two periods with 50 minutes for each period and one period for each week. English lessons using intercultural approach were developed as components of the research treatment.

The research instruments were employed to examine the effects of English instruction using intercultural approach on intercultural awareness and to investigate the opinions of the students towards English instruction using intercultural approach. They were the pre and post intercultural awareness test as well as questionnaire for opinions. In this study, the independent variable referred to English instruction using intercultural approach and the dependent variables were the students' level of

intercultural awareness and students' opinions towards English instruction using intercultural approach.

Population and Participants

The population for this study was Thai upper secondary school students. This experimental study was conducted at a public School in Prachinburi Province. The participants for this study were purposively selected consisting of 31 students from Grade 11 Room 1, semester 1 in the academic year 2013.

Among the three levels of upper secondary school students, the researcher selected Grade 11 students to be the samples in the study because there were a wide variety of cultural contents in the textbooks for Grade 11 students. As a result, Grade 11 students had a lot of cultural contents to learn and they would definitely benefit from English instruction using intercultural approach.

Additionally, the reason why Grade 10 students were not selected was that some of them had just enrolled in this school and they were adapting themselves to their new environment as well as keeping up with their classmates concerning their learning ability, especially English language. Also, Grade 12 students were not chosen since they were preparing for the university admission examination.

Thus, Grade 11 students were selected to be the samples in the study of the effects of English instruction using intercultural approach on intercultural awareness.

Context

For the context, the participants had little exposure to English and other cultures. The school is located in a town of Prachinburi Province which lacks of

attractions for foreign tourists. Therefore, the students were not exposed to other languages and cultures outside classroom and lacked intercultural awareness. Although there were a few foreign teachers, only some classes were taught by them. Besides, some of the English teachers did not really encounter intercultural experience or engage in intercultural communication. Some of the English classes were conducted in Thai rather than English. Also, in some listening and speaking classes, most of the teachers focus more on listening. The students seriously lack speaking skills and can converse mostly at the word level. They had difficulty communicating at a sentence level. As evidence from the ONET mean score in 2011 when the students were in Mattayomsuksa 3 or Grade 9, the mean English score for this school was 26.95 (S.D. = 6.6) which was lower than the provincial and national mean scores of 28.05 and 30.49, respectively (Division of Supervision Monitoring and Evaluation, 2011). All of these factors might have resulted in their low ability in English communication and lack of confidence in using English. Hence, the lesson plans in this research were designed to suit their ability and motivate them to participate in communicative activities.

Research Procedure

There were three steps of research procedures. The first step involved the preparation of English instruction using intercultural approach. The second step involved the implementation of English instruction using intercultural approach. And, the last step dealt with the evaluation of English instruction using intercultural approach.

Step 1: The Preparation of English instruction using intercultural approach

Step 1.1 Explore and study the basic concepts and related documents

The basic concepts and related documents dealing with English instruction using intercultural approach (Baker, 2012; Chlopek, 2008; Corbett, 2007) were explored.



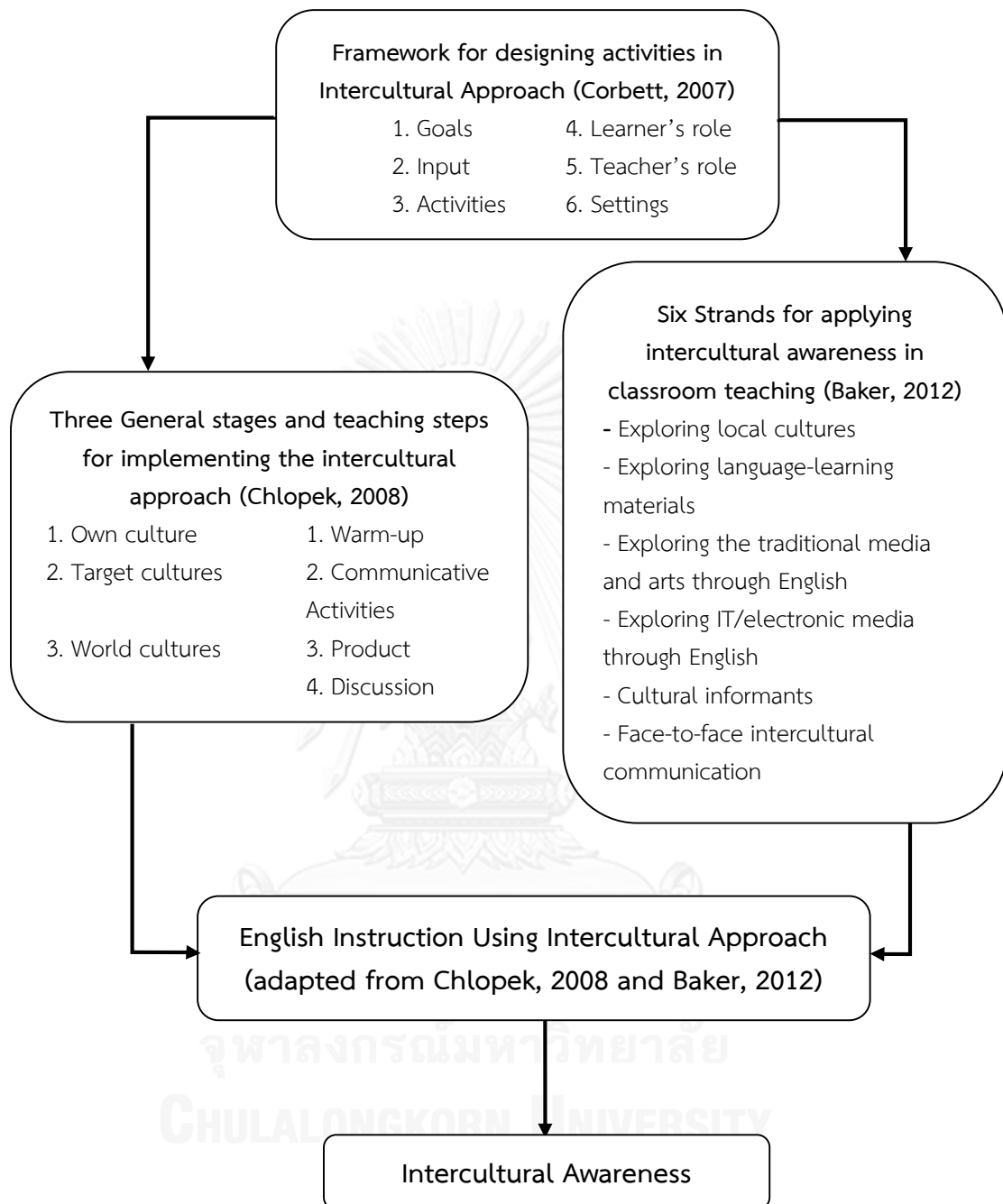


Figure 3 The Conceptual Framework of English instruction using intercultural approach

In the present study, the researcher had applied a framework for designing activities in intercultural approach (Corbett, 2007) as the component in designing an English course. Also, the researcher had adapted the instructional procedure for intercultural activities from the general stages for implementing the intercultural approach (Chlopek, 2008). The implementation of English instruction using intercultural approach was divided into three stages focusing on own culture, target cultures, and world cultures, respectively. The details of teaching procedure is presented in the table below.

Table 4

The Teaching Procedure for Classroom Activities in Intercultural Approach (Chlopek, 2008)

Steps	Teacher's/ Student's role	Activities
Warm-up	Teachers activate students' background knowledge	Brainstorming/ mindmapping
Communicative Activities	The class focuses on communicative activities.	Pair work/ group work/ presentation/ games
Product	Students can produce the language and content they have learned through the previous step.	Presentation/ report
Discussion	Students are to compare and become aware of cultural similarities and differences.	Discussion/ reflection

Step 1.2 Construct the lesson plans

Lesson plans were developed by the researcher and constructed following the stages which Chlopek (2008) had proposed from own culture to target cultures and to world cultures. Additionally, the six strands for applying intercultural awareness in classroom teaching (Baker, 2012) was applied when selecting the topic for each lesson due to the expansion layers of culture. Since intercultural awareness is a cognitive aspect, it would be reasonable to provide students from tangible culture to intangible culture. Moreover, the materials in each lesson were designed in relation to the description in Baker (2012)'s strands, for example, textbooks, magazines, newspaper, film, internet, email. The implementation of the lesson plans were illustrated in Table 5 below.

Table 5

The Content in English Instruction Using Intercultural Approach

Chlopek (2008)	Six strands proposed by Baker (2012)	
Stage One: Own Culture	Exploring local cultures (Week 2-3)	Learners can explore the diversity and complexity of different local and national groupings.
	Exploring language-learning materials (Week 4-5)	Learners can explore how well the images of their own culture presented in their textbooks match their own experiences.
Stage Two: Target Cultures	Exploring the traditional media and arts through English (Week 6-7)	Students critically explore the images of local and other cultures in film, television, radio, newspaper, novels, and magazines.
	Exploring IT/electronic media through English (Week 8-9)	Students explore cultural representations using internet, email, chat rooms, instant messaging, and tandem learning.
Stage Three: World Cultures	Cultural informants (Week 10-11)	Teachers with experience of intercultural communication provide information about experiences and cultures.
	Face-to-face intercultural communication (often with non-local English teachers) (Week 12-13)	Students and teachers can bring their own experiences of intercultural communication to the class for discussion and reflection

The general structures of each lesson plan consisted of objectives, cultural contents, and English language contents. Various intercultural awareness activities were designed to stimulate students' English communication. There were different types of practices which required students to work individually, in pairs, and in groups through exploration, reflection and discussion (Corbett, 2007). The general structures included lesson topic, linkage to framework, objective, cultural content, and English communication content (See Appendix C for the general structures of Lesson 1-6 and Appendix D for Sample Lesson Plans).

Step 1.3 Verify the effectiveness of the lesson plans

Lesson plan evaluation forms were constructed and verified by three English language-teaching experts. Three sample lesson plans were sent to the experts, one lesson from own culture, another lesson on target culture, and the last one on world culture. Then, the experts were asked to rate each item as to whether it was congruent with the objectives and the instruction using intercultural approach on the evaluation form constructed by the researcher. The lesson plans were verified in 15 items which included Objectives (Items 1-4), Materials and Equipment (Items 5-8), Procedures (Items 9-13), and Evaluation (Items 14-15) which ensure construction and content validity. Given that the items were not valid or appropriate, then they would be revised before the pilot study.

In the evaluation form, there were two parts – a written suggestion and a three rating scores for each statement according to the following criteria:

+1	means	=	congruent
0	means	=	questionable
-1	means	=	incongruent

The IOC (Item-Objective Congruence Index) was used to find the consistency of statement.

$$\text{IOC} = \frac{R}{N}$$

IOC means the index of congruence

R means total score from the opinion of the experts

N means numbers of the experts

If the IOC was higher than or equal 0.50, it could be inferred that the topics were appropriate to the level of the students and the theme. On the contrary, if the IOC was less than 0.50, the topics were inappropriate to the level of the students and the content, so they should be revised (Tirakanant, 2003).

The value of IOC for each lesson plan item as well as comments and suggestions from the experts for the lesson plan revision were shown in details (See Appendix E).

The results of the lesson plan evaluation were as follows:

For the lesson plan 1 – Own Culture, the results indicated that 100% of the items were rated higher than 0.5 of the IOC index, meaning that they were all acceptably congruent with every aspect.

For the lesson plan 3 – Target Culture, the results indicated that 93.33% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with each aspect. Only 1 item needed a modification.

For the lesson plan 5 – World Culture, the results indicated that 100% of the items or all of the items were rated at 1.0 of the IOC index, meaning that they were all acceptably congruent with every aspect.

Furthermore, the three experts gave some additional comments and suggestions for revising the lesson plans, which were summarized into each lesson as follows.

For the lesson plan 1, the experts commented that it was an interactive lesson with good use of flashcards/pictures which encouraged students to participate well. They suggested that students might need the language as a tool to communicate before they could even discuss. There was no guideline information for students to explain the picture they got. Also, Objective 1 and 2 seemed to be too easy for M.5 students. Moreover, activities needed to be adjusted in terms of the sequence. The teacher might need a time line-meaning stating how much time used in each activity and which stage (based on Chlopek, 2008) was in which period.

For the lesson plan 3, the experts suggested an adjustment on the topic and theme in order to relate them to the objectives. Also, the teacher should add the way of life of people in terms of eating etiquette.

For the lesson plan 5, the experts commented that the use of teaching aids like world map could create a fun lesson. However, the activities needed to be slightly adjusted to make it simpler and easy to follow with the time limitation/ under time constrain.

Although the results from the lesson plan evaluation revealed that the lesson plans contained positive characteristics, they were revised and modified according to the experts' suggestions before the pilot study was conducted.

Step 1.4 Pilot Study

After the revision of the lesson plans was done, a pilot study was carried out in order to check whether the lesson plans would work well in the similar context before conducting the main study. The students for the pilot study were 40 Grade 11 students who were not in the sample group and were studying in the first semester of academic year 2013. They shared the same characteristics in terms of their educational background and their background knowledge on the cross-cultural contents and intercultural awareness. The pilot study was conducted with one lesson plan: Lesson 1: Amazing Thailand in order to identify potential problems before the main study would be conducted. The results showed that the lesson plan worked successfully. Students participated well in the activities and they enjoyed studying English and culture. Nevertheless, the time constraint occurred during the session.

Step 1.5 Revise the lesson plans

The lesson plans and the activities were revised based on the problems found during the pilot study in order to develop the most suitable lesson plans for the students. Mostly, the revision was about the activities and time management. The teaching procedures were divided into two periods, Warm-up and Communicative Activities were taught in the first period and Product and Discussion were conducted in the second period. The researcher simplified some steps and sequences in each activity in order to help the activities flow more quickly and finish within 50 minutes.

Step 2: The implementation of English instruction using intercultural approach

The duration of the experiment was fourteen weeks. There were six lessons – twelve periods, one period per week, and each period lasted fifty minutes. The steps in conducting the experiment were as followed:

Step 2.1 Pretest

Prior to the English instruction using intercultural approach, all students were pretested with the Intercultural Awareness Test to assess their intercultural awareness level in the first week. Besides, the course “English & Cultures” was introduced to students. The course description, the course objective, the course evaluation, and the significance of the course were explained.

Step 2.2 During the experiment

During this step, the students participated in English instruction using intercultural approach. They studied their own culture, target cultures, and world cultures by exploring local cultures, exploring language-learning materials, exploring the traditional media and arts through English, exploring IT/electronic media through English, cultural informants, and face-to-face intercultural communication.

The students were also asked to write prompt learner logs after each lesson in order to express their thoughts and feelings toward each lesson. The researcher compiled the learner logs in order to investigate their opinions toward English instruction using intercultural approach. Also, it was beneficial to receive some feedback from students as it was necessary to adjust the instruction to suit their needs.

Step 2.3 Posttest

At the end of the experimental period, the students were posttested using the test paralleled to the pretest in order to assess their intercultural awareness level.

Step 2.4 Questionnaire

After the posttest, students were asked to complete a questionnaire for opinions towards English instruction using intercultural approach.

Step 3: The Evaluation of English instruction using intercultural approach

Step 3.1 Quantitative data analysis

To evaluate the effectiveness of English instruction using intercultural approach, the data obtained from the pre and post Intercultural Awareness test were statistically analyzed in order to compare significant differences of the students' pretest and posttest scores of the Intercultural Awareness test. The data were used to determine whether English instruction using intercultural approach could enhance Grade 11 students' intercultural awareness.

To investigate the students' opinions towards English instruction using intercultural approach as part of the evaluation, the data received from the five-scale questionnaire were analyzed using means and standard deviation. The data were used to find out whether students had positive opinions towards English instruction using intercultural approach.

Step 3.2 Qualitative data analysis

The data received from the open-ended questionnaire and learner logs were analyzed using content analysis. The data were used to find out whether students had positive opinions towards intercultural awareness activities. Also, the data from the learner logs were analyzed in order to categorize the students into each level of intercultural awareness and to explore the development of their intercultural awareness along the treatment.

Research Instruments

The Intercultural Awareness Test

The major instrument used in this study was the Intercultural Awareness pre/post paralleled tests designed by the researcher to elicit students' intercultural awareness level. The test was adapted from The Peterson Cultural Awareness Test or PCAT (Peterson, 1997) and INCA's Questionnaire Intercultural Profile (Intercultural Competence Assessment Project (INCA), 2004).

The test consisted of 20 items in total, 6 items about own culture, 7 items about target culture, and 7 items about world culture. Each item implicated cultural experience in which the respondents needed to imagine themselves to be in each situation. Then, they were to select 'Yes', 'No', or 'Maybe' for each statement according to their opinion. The statements were provided in both Thai and English.

The scale for scoring was as follow:

1. For positive items number 1, 2, 6, 9, 10, 12, 14, 16, 17 and 20, the respondent gets 3 points if s/he selects 'Yes' and 1 point if s/he selects 'No'.
2. For negative items number 3, 4, 5, 7, 8, 11, 13, 15, 18 and 19, the respondent gets 3 points if s/he selects 'No' and 1 point if s/he selects 'Yes'.
3. If the respondent selects 'Maybe' for any item, s/he gets 2 points.

In the pretest and the posttest, the pretest was administered to Grade 11 students in June, 2013 before the instruction, and the posttest was administered after the instruction in September, 2013. (See Appendix F for the Intercultural Awareness Test)

Validity and reliability of the Intercultural Awareness Test

The content validity of the test items and rubrics was evaluated by the three experts in the field of English language teaching. The experts were requested to rate each item as to whether it is congruent with the objectives on evaluation form constructed by the researcher. Then, the Item-Objective Congruence (IOC) Index was calculated by a three rating score for each statement according to the same criteria as the validation of lesson plans. The value of IOC for the test and rubrics was illustrated in Appendix G.

For Questions 1 – 5, which were about the general characteristics of the test, the results indicated that 80% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent. Only 1 item needed a modification according to the expert's suggestion that some of the questions created hatred and needed to be revised.

For Questions 6 – 25, which asked if each item in the test was appropriate for the students, the results indicated that 90% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent. Only 2 items which are test item no.3 and no.19 needed some modification. Thus, after the consultation with the experts, the two items were adjusted as follows:

Item 3: should be adjusted because it gave negative feelings for the students.

It was changed as follow:

หากฉันต้องแต่งกายด้วยชุดไทย ฉันจะรู้สึกเป็นตัวตลก

If I have to dress up in Thai costume, I would feel like a clown.



หากฉันต้องแต่งกายด้วยชุดไทย ฉันจะสูญเสียความมั่นใจในตนเอง

If I have to dress up in Thai costume, I would lose self-confidence.

Item 19: should be changed because it created bias and racism. This item received the lowest IOC value among all items of -0.33. Therefore, it was respectively modified as below:

เมื่อเห็นคนผิวดำหรือชาวอาหรับที่คลุมผ้าทั้งตัว ฉันจะเดินเลี้ยวไปทางอื่น

When I see African people or Arabians who cover their faces and bodies, I will walk away from them.



เมื่อเห็นคนต่างชาติแต่งตัวแปลกจากที่ฉันเคยเห็น ฉันจะเดินเลี้ยวไปทางอื่น

When I see foreigners wearing unusual clothing, I will avoid them.

After the revision, the test was pilot tested with five students from Grade 11 who were not in the sample group. They shared the same characteristics in terms of their educational background and their background knowledge on the cross-cultural contents and intercultural awareness.

Questionnaire for Opinions towards English Instruction Using Intercultural Approach

Another major instrument used in this study was the Questionnaire for Opinions towards Intercultural Approach in English Instruction constructed by the researcher to obtain students' opinions towards the instruction. The questionnaire consisted of two parts, five-scale questionnaire with 7 items for quantitative data and open-ended questionnaire for qualitative data. Students were to tick for each item to indicate their opinions. (See Appendix H for the questionnaire)

Validity and reliability of the questionnaire

The content validity of the questionnaire items was evaluated by the three experts in the field of English language teaching, the same as the ones for the test. The experts were requested to rate each item as to whether it was congruent with the objectives on evaluation form constructed by the researcher. Similarly to the validity and reliability for the Intercultural Awareness Test, the Item-Objective Congruence (IOC) Index was calculated by a three rating score for each statement according to the criteria and the IOC (Item-Objective Congruence Index) was used to find the consistency of statement. The value of IOC for the questionnaire was illustrated in Appendix I.

For each question in the IOC index for the questionnaire, the results indicated that 100% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with each aspect. All items in the questionnaire were reserved. Then, the questionnaire was tried out with the same group of students who were the pilot group for the Intercultural Awareness Test.

Learner Logs

The qualitative data were also collected through learner logs. After each lesson, students were asked to write about their opinions for each lesson including what they liked, what they disliked, what they had learned, and what they would like the teacher to do. The data on what they had learned were used to examine students' intercultural awareness, while the data on the others were used to investigate students' opinions towards the instruction. Also, they were allowed to express their opinions and feelings in both English and Thai.

The rubrics constructed by the researcher were adapted from Association of American Colleges and Universities (2013)'s Intercultural Knowledge and Competence VALUE Rubric and iRubric's Global and Cultural Awareness Criteria (2012). The holistic rubrics were used to analyze learner logs and report students' intercultural awareness level on the following scale shown in the table below.

Table 6
The Rubrics for Learner Logs

Level	Description
Beginning	<p>Low intercultural awareness.</p> <p>Students show little knowledge of own culture, target culture, and world culture. Are not aware or have minimal awareness of own cultural rules. Demonstrate surface understanding of cultural differences in verbal and nonverbal communication. State minimal interest in learning more about other cultures.</p> <p>View other cultural perspectives through only own worldview.</p>
Developing	<p>Moderate intercultural awareness.</p> <p>Students show some knowledge of own culture, target culture, and world culture. Are aware or have adequate awareness of own cultural rules. Demonstrate partial understanding of cultural differences in verbal and nonverbal communication. State partial interest in learning more about other cultures. Recognize other cultural perspectives but respond with own worldview or sometimes more than one worldview.</p>
Mastering	<p>High intercultural awareness.</p> <p>Students show wide-range knowledge of own culture, target culture, and world culture. Are well-aware or have lots of awareness of own cultural rules. Articulate a complex understanding of cultural differences in verbal and nonverbal communication. State full interest in learning more about other cultures. Interpret intercultural experience from the perspectives of own and more than one worldview.</p>

The learner logs were read and analyzed for intercultural awareness by content analysis using keywords. Then, the students were categorized into each level regarding the keywords shown in their learner logs as follows:

‘Beginning’ for ‘Culture’

‘Developing’ for ‘Culture’ and keywords associated with the cultural topic learned e.g. ‘Thailand,’ ‘Wai,’ ‘Food,’ ‘Custom,’ ‘Festival,’ ‘Culture shock.’

‘Mastering’ for ‘Culture’ and keywords associated with the cultural topic learned together with critiques e.g. ‘difference,’ ‘similarity,’ ‘diversity,’ ‘conflict,’ ‘understanding’ or discussion about feelings or opinions towards the topic.

Data Collection

The data collection was carried out in three phases: before, during, and after the experimental study. The whole experiment lasted fourteen weeks. The researcher collected the data by following these steps:

1. Before the implementation, lesson plans and the research instruments were distributed to the experts. Suggestions from the experts formed the basis for adjusting the lesson plans, the questionnaire, and the test.

2. Prior to the instruction using intercultural approach, the Intercultural Awareness pretest was administered in order to assess Grade 11 students’ intercultural awareness level.

3. During the experiment, learner logs were compiled after each lesson to investigate the students’ intercultural awareness and opinions towards English instruction using intercultural approach.

4. At the end of the instruction, the students were posttested with the Intercultural Awareness Test in order to examine the effects of English instruction using intercultural approach. Furthermore, they were also asked to complete the questionnaire for opinions towards English instruction using intercultural approach in the posttest session.

Data Analyses

The research questions were concerned with the effects of English instruction using intercultural approach on students' intercultural awareness. The independent variable was English instruction using intercultural approach. The dependent variable was Intercultural Awareness and Opinions towards English instruction using intercultural approach. Since there were several types of data collected in this study, the analyses were differed in order to answer the research questions.

1. In order to examine the effects of English instruction using intercultural approach on intercultural awareness of the students, the scores from the Intercultural Awareness Test were collected before and after the instruction. To compare the differences in the students' intercultural awareness, the data were statistically analyzed by means of arithmetic mean, standard deviation, and t-test (Paired samples test) using SPSS program. Also, the effect size was applied to ensure that the effect was from the treatment. And, qualitative data analysis from learner logs was used to supplement the results.

2. In order to investigate students' opinions toward English instruction using intercultural approach, both quantitative and qualitative data were collected from questionnaire for opinions towards intercultural approach in English instruction and learner logs. The scores obtained from the five-scale part were analyzed using means of arithmetic mean and standard deviation. The data from the open-ended part were analyzed using content analysis. Besides, the data from learner logs were also analyzed using content analysis. All data were analyzed in order to investigate the students' opinions towards English instruction using intercultural approach.

The research methodology of this research is summarized in the table below.

Table 7

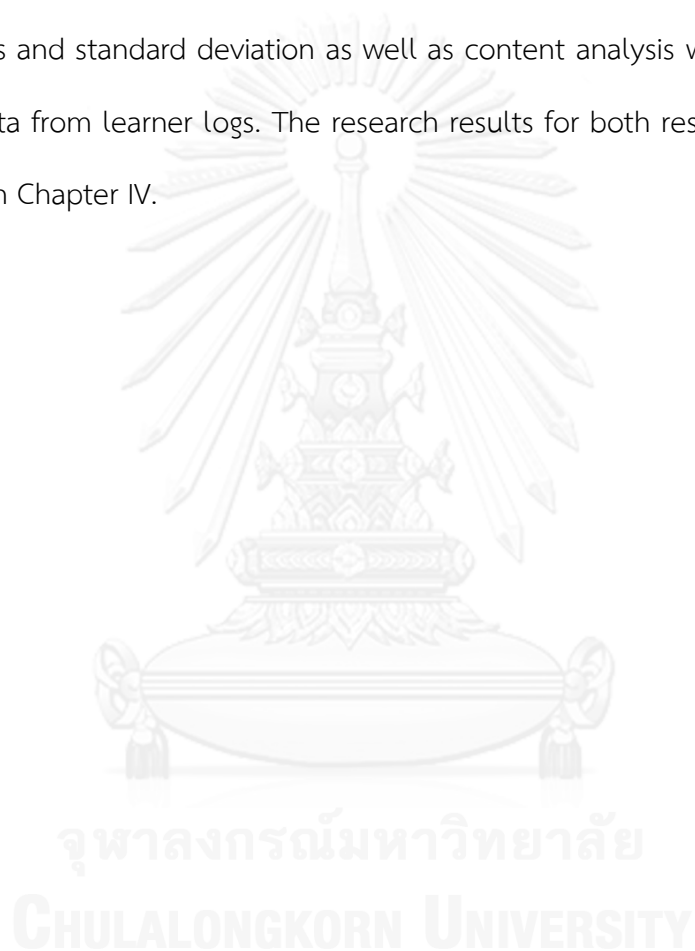
Research Procedure Based on Each Research Question

Research Objective	Research Instrument	Distribution Time	Data Analysis
1. To what extent does English instruction using intercultural approach enhance intercultural awareness of upper secondary school students?	Intercultural Awareness Test	Before and after the treatment	1. Means, S.D. 2. Frequency, Percentage 3. Dependent t-test
	Learner Logs	During the treatment	Content Analysis
2. What are the opinions of upper secondary school students towards English instruction using intercultural approach?	Questionnaire	After the treatment	1. Means, S.D. 2. Content Analysis
	Learner Logs	During the treatment	Content Analysis

Conclusion

This study aims to examine the effects of English instruction using intercultural approach on students' intercultural awareness. The study was designed as a single group quasi-experimental research study employing concurrent mixed methods with embedded design. It was conducted with 31 Grade 11 students for 14 weeks at a public secondary school in Prachinburi Province. The instruments used in this study were

Intercultural Awareness Test and Questionnaire for opinions towards intercultural approach in English instruction. Learner logs were used as a supplementary instrument to find additional information from the experiment. The data obtained from the Intercultural Awareness pretest and posttest were analyzed using means, standard deviation, and paired samples t-test. The data from the questionnaire were analyzed using means and standard deviation as well as content analysis which was also used with the data from learner logs. The research results for both research questions are presented in Chapter IV.



CHAPTER IV

FINDINGS

This chapter presents the quantitative and qualitative results based on the research questions. The questions were 1) to what extent does English instruction using intercultural approach enhance intercultural awareness of upper secondary school students and 2) what are the opinions of upper secondary school students towards in English instruction using intercultural approach. In answering to the first question, this chapter reported the overall quantitative results obtained from the pretest and posttest mean scores to show the effects of the instruction on students' intercultural awareness and the qualitative data from learner logs. Then, the overall quantitative results from the questionnaire mean scores and the qualitative results from the open-ended part and learner logs were presented to answer the second question.

Intercultural Awareness

Research question: To what extent does English instruction using intercultural approach enhance intercultural awareness of upper secondary school students?

Hypothesis: The posttest mean scores on intercultural awareness of upper secondary school students are higher than the pretest mean scores at the significant level of .05.

The first research question focused on the effects of English instruction using intercultural approach on students' intercultural awareness. The data from the pretest and posttest mean scores were analyzed. The first question and hypothesis were stated as follows:

This research question aimed at exploring whether English instruction using intercultural approach enhanced intercultural awareness of upper secondary school students. The Intercultural Awareness Test was used to evaluate students' intercultural awareness. Table 8 shows the pretest and posttest mean scores, mean difference, standard deviations, and t-values.

Table 8

Means, standard deviation, t-value, and the significance of the pre Intercultural Awareness Test and the post Intercultural Awareness Test (N=31)

	\bar{X}	M.D.	S.D.	t.	df.	Sig
Pretest	45.84	3.84	3.87	5.52	30	.000*
Posttest	49.68					

* $p < .05$

The results from Table 8 showed that the posttest mean score ($\bar{X} = 49.68$) of the Intercultural Awareness Test was higher than the pretest mean score ($\bar{X} = 45.84$). The mean difference of the test was 3.839 and the t-value was 5.517. It is apparent that there was a significant difference between the pretest and posttest mean scores of the Intercultural Awareness Test at a significant level at the .05 level.

In addition to the statistical significance judged by the p value, Becker (2000) contends that research should also report its practical significance in forms of the effect size. The value of effect size was used to measure the magnitude of the effects

of English instruction using intercultural approach on students' intercultural awareness, therefore the effect size was calculated.

The result of the mean effect size correlation was 0.94 and Cohen's $d(r_{YX})$ was 5.63, which represented the large effect size according to Cohen's (1998). The effect size of effects of English instruction using intercultural approach on students' intercultural awareness was illustrated in Table 9 below.

Table 9

The effect size of effects of English instruction using intercultural approach on students' intercultural awareness

Cohen's $d(r_{YX})$	Effect Size	Meaning
5.63	0.94	Large

From Table 9, the effect size of 0.94 indicated the large effect size. It showed that the posttest mean scores on students' intercultural awareness were higher than the pretest mean scores. Consequently, the hypothesis which stated that the posttest mean scores on intercultural awareness of upper secondary school students were higher than the pretest mean scores was accepted.

Furthermore, Table 10 illustrates the frequency and percentage of the distribution of students' intercultural awareness level during participating in English instruction using intercultural approach.

Table 10

Frequency and percentage of the distribution of students reporting intercultural awareness for Lesson 1 to Lesson 6

Level	Frequency/Percentage					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Beginning	6	6	5	4	2	0
	19.35	19.35	16.13	12.90	6.45	0
Developing	20	18	16	15	17	17
	64.52	58.07	51.61	48.39	54.84	54.84
Mastering	5	7	10	12	12	14
	16.13	22.58	32.26	38.71	38.71	45.16
Total	31	31	31	31	31	31
	100.00	100.00	100.00	100.00	100.00	100.00

Table 10 shows that for the level of intercultural awareness, the scores from learner logs for Lesson 1 showed that the majority or 20 students (64.52%) were at Developing Level. In contrast, while 6 students (19.35%) were at Beginning Level and 5 students (16.13%) were at Mastering Level. For Lesson 6, there were no students at Beginning Level, 17 students (54.84%) at Developing Level, and 14 students (45.16%) at Mastering Level. This indicated that the students' intercultural awareness had increased after receiving the treatment.

To clarify the development of students' intercultural awareness, the figure below is presented.

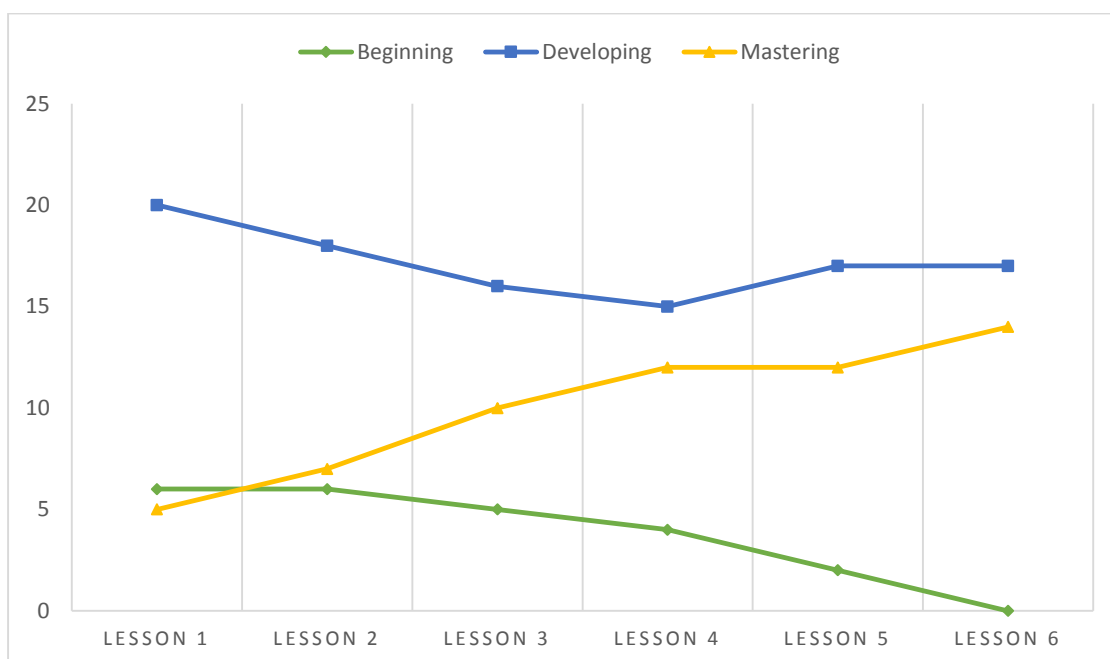


Figure 4 Frequency and percentage of the distribution of students reporting intercultural awareness for Lesson 1 to Lesson 6

Figure 4 shows the overview development of students' intercultural awareness throughout the course. It presents that most of the students were at 'Developing' level. The graph for 'Beginning' declines from Lesson 2 down to the bottom line in Lesson 6. Contrastively, the graph for 'Mastering' gradually increases since the first lesson. It could be implied that the students had developed their intercultural awareness during the English instruction using intercultural approach.

According to the learner logs, all of the students (100%) stated that they gained plenty of cultural knowledge and lots of information they had never known before. Examples of the excerpts from learner logs are shown as follows.

Student 3: "I have gained more cultural knowledge."

Student 12: “I have gained lots of knowledge about culture in each region of Thailand.”

Student 21: “I have learned about cultures of other countries and I have found that different cultures are quite interesting.”

Also, some of the students (54.84%) expressed that the content from this course helped them learn about Thai culture and cultures from different countries in various aspects as well as broaden their perspectives towards the world.

Student 8: “Foreign cultures are different. There are things we like and dislike.”

Student 16: “I know about cultures and festivals. I learn about characteristics of people from different cultures. Cultures are from different places that people live, different climates, different ways of life.”

Some of the students (45.16%) reflected high intercultural awareness as they enjoyed discussion about cultures and believed that they could apply the knowledge in their daily life.

Student 6: “I have learned about cultures from other countries. I am very happy to study in this class although I could not catch it sometimes. I enjoy playing games with classmates and I have exchanged ideas and discussed with friends for cultural understanding.”

Student 10: “I like the cultural diversity, but I don’t like the conflict among people from different cultures.”

Student 11: “I felt good and excited when I tried to send an e-mail to a foreigner for my first time. I have learned how to greet and ask questions about

festival and celebration. It was very fun to know about activities in each festival and the highlights of the festivals like food or costume.”

Student 22: “I felt very good when I wrote and e-mail and I got a reply. It was such a great experience that I was once able to contact with a foreigner.”

Student 27: “I know more about cultures. If I go abroad, I know what to do and what I should not do. I will have to adapt myself to the culture.”

Opinions towards English Instruction Using Intercultural Approach

Research question: What are the opinions of upper secondary school students towards intercultural approach in English instruction?

Hypothesis: Upper secondary school students have positive opinions towards English instruction using intercultural approach.

The second research question gives emphasis to students’ opinions towards intercultural approach in English instruction. The data from the questionnaire mean scores were analyzed. The second question and hypothesis were stated as follows:

Quantitative data

For the quantitative data, the results of mean scores from the five-scale questionnaire can be interpreted as follow:

4.21 – 5.00	means	Strongly agree
3.41 – 4.20	means	Agree
2.61 – 3.40	means	Neither agree nor disagree
1.81 – 2.60	means	Disagree
1.00 – 1.80	means	Strongly disagree

In response to the second research question, Table 11 below presents the results from the questionnaire.

Table 11

Means, standard deviations, and meaning of the questionnaire for opinions towards English instruction using intercultural approach (N=31)

Statement	Means	S.D.	Meaning
1. The instruction helps improve your English.	4.71	.46	Strongly agree
2. The instruction enhances your intercultural awareness.	4.45	.57	Strongly agree
3. The instruction engages you into classroom participation.	4.68	.60	Strongly agree
4. The activities in each lesson are appropriate to the content.	4.65	.49	Strongly agree
Lesson 1: Amazing Thailand	4.52	.57	Strongly agree
Lesson 2: When in Thailand, Do as the Thais Do	4.35	.66	Strongly agree
Lesson 3: Food in the Media	4.26	.68	Strongly agree
Lesson 4: IT Buddy	4.35	.66	Strongly agree
Lesson 5: On Tour	4.29	.69	Strongly agree
Lesson 6: Culture shock	4.58	.56	Strongly agree
5. The instruction and explanation are clear and understandable.	4.16	.64	Agree
6. The instructional materials are attractive and adequate.	4.32	.70	Strongly agree
7. The time in each period is appropriate.	3.19	1.20	Neither agree nor disagree
Total	4.35	.29	Strongly agree

From Table 11, the overall mean scores of the students' opinions towards English instruction using intercultural approach is 4.35 indicating highly positive opinions. The students strongly agreed that the instruction helps improve their English, engages them into classroom participation, and enhances their intercultural awareness from the mean scores of 4.71, 4.68, and 4.45, respectively. They also strongly agreed that the activities in each lesson were appropriate to the content as shown in the mean score of 4.65 together with high mean scores when considering each lesson. Moreover, they strongly agreed that the instructional materials were attractive and adequate at 4.32 and agreed that the instruction and explanation were clear and understandable at 4.16. However, the students neither agreed nor disagreed that the time in each period was appropriate as resulted in the average mean score of 3.19.

Qualitative data

In addition to the quantitative data obtained from the five-scale questionnaire part, there were an open-ended part and learner logs from each lesson which included the students' opinions on their likes, dislikes, suggestions, and comments. The qualitative data from these instruments were translated by the researcher and analyzed. Then, they were synthesized and categorized below.

1. Language skills

Apart from the cultural knowledge, most of the students expressed their opinions towards the instruction about the improvement of their English ability. They were exposed more to English as the researcher conducted the class in English, thus they had more opportunities to practice their listening and speaking skills. Some expressions are quoted below.

Student 7: "I got to listen to more English and it helps my listening."

Student 13: “I started to enjoy speaking English.”

Student 18: “I dare to speak more English and I like to study like this.”

Student 24: “It was fun and I speak English more than before. The activities were fun and relaxing.

Student 31: “I know how to use adjectives. I am more confident in speaking English.”

Besides, they claimed that they increased more linguistic knowledge, especially in terms of vocabulary and pronunciation. The students’ quotations are presented as follows.

Student 4: “I have learned lots of English vocabulary and I understand more when I listen in English. The activities about cultures were fun and interesting. I also got to practice English.”

Student 10: “I know vocabulary and history about food. I have learned how to write sentences about food from other countries like Poutine and Hangi. But I prefer playing games to writing.”

Student 22: “I know more vocabulary about food and the sandwiches that the teacher brought were delicious.”

Student 27: “Last week, I studied about how to use words and sentences to sell the tour package. I searched for the information of other countries and it was interesting. I would like to go abroad. Today, I sold the tour package and it was fun.”

Student 29: “I know more vocabulary and it was fun joining the classroom activities. I am happy with using English more than before.”

2. Instruction

Most of the students had positive opinions and feelings towards the instruction as they enjoyed the classroom activities. They liked learning through games and they had a good time in class. The students were involved more in class and it was easy to understand the content when using activities.

Student 1: “It was interesting to learn Thai culture through a foreign language.”

Student 6: “I like the games about Thai culture as I have learned about cultures in each region. I know more vocabulary.”

Student 9: “I have learned English in a new way and it is difficult to understand as it is all in English. But it is fun to know about cultures and play games.”

Student 10: “I like the Snake Ladder Game because it was fun and relaxing. There’s nothing I don’t like because everything learned in this class is very useful.”

Student 11: “I like the game that provides pictures and words, and we have to match them and make sentences. I have learned about Thai culture from it.”

Student 13: “I like playing games because I feel relaxed and I don’t feel stressed with studying English when I play games.”

Student 19: “I enjoy playing games as it is very fun and creates unity in group.”

Student 23: “I am confident in selling the tour package and it was fun both when I have to present the package and when I listen to my classmates.”

Student 30: “I was impressed with this lesson as it was fun selling the tour package.”

Besides, they liked the researcher's teaching style and technique which made them feel comfortable and active in studying as well as encouraged them to participate in class. The opinions from the students are quoted below.

Student 4: "I am glad to study with the teacher because the teacher is Thai and can speak English well. She is a good example. She teaches and speaks well, but sometimes she speaks a bit too fast and I could not catch when she speaks lots of English."

Student 14: "The teacher is very active and tries to give us knowledge. She is cheerful and the class is fun."

Student 17: "I like studying this class. The teacher teaches so well. I like the way the teacher speaks English and I like the content that she teaches."

Student 20: "The teacher is kind and always finds new knowledge for us. The games she organizes were very fun. They help us learn more about Thailand. I would like to speak good English like the teacher. I would like the teacher to speak more Thai in class because I am not good at listening."

3. Suggestions

For suggestions, the students would like to have more time in each class or expand the period of the course, therefore they could learn more deeply about cultural content and play more games.

Student 5: "I wish the class could have been longer, so we could know more about interesting cultures and it would not be in a rush in each period"

Student 26: "I would like to study like this for another month or another semester."

The students told that the teacher should speak more slowly and loudly or speak more Thai as Student 15 expressed in her learner log “I wish the teacher could speak more Thai.” And Student 28 did “It would be better if the teacher could speak both English and Thai in class.” They also suggested using audio aids such as microphone and amplifier. One of the students mentioned that the instruction for assignment should be clearer. The students’ quotations are shown below.

Conclusion

This chapter presented the findings under two main aspects: intercultural awareness in response to the first research question: To what extent does English instruction using intercultural approach enhance intercultural awareness of upper secondary school students? and students’ opinions towards the instruction in response to the second research question: What are the opinions of upper secondary school students towards English instruction using intercultural approach?

The findings from the intercultural awareness test revealed that English instruction using intercultural approach positively affected intercultural awareness of upper secondary school students. In addition, it was consistent with the results from students’ learner logs that they had become aware of own culture, target cultures, and world cultures.

Also, from both the quantitative and qualitative data, the findings also presented that the students had positive opinions towards English instruction using intercultural approach. The students strongly agreed with various aspects of the instruction. Furthermore, although this study aimed at enhancing intercultural

awareness, students gradually improve their English throughout the course. The activity-based lessons could foster students' class participation.

These findings supported the fact that English instruction using intercultural approach can raise intercultural awareness. It can be obviously seen that the students showed a significant improvement on their intercultural awareness after receiving the treatment. Consequently, the findings indicated that English instruction using intercultural approach is an effective instructional framework that enhances students' intercultural awareness and positive opinions towards the instruction.

CHAPTER V

SUMMARY, DISCUSSION, RECOMMENDATIONS, AND CONCLUSION

This chapter consists of five sections. The first section begins with a brief summary of the research including the objectives, the research design and methodology. Then, the research findings are reviewed in the second section and are discussed in the third section. The fourth part suggests pedagogical implications. The recommendations for further studies are offered in the last section.

Summary of the Study

The research objectives were 1) to examine the effects of English instruction using intercultural approach on intercultural awareness of upper secondary school students and 2) to investigate the opinions of upper secondary school students towards English instruction using intercultural approach. The research design was a single group quasi-experimental research study employing concurrent mixed methods with embedded design. It compared intercultural awareness of students before and after receiving an English instruction using intercultural approach. Also, it explored the students' opinions towards the instruction during and after the experiment.

The population of this study was Thai upper secondary school students. Thirty-one eleventh graders at a public school in Prachinburi Province were purposively selected to participate as the samples in this study.

This study was divided into three phases as follows:

Phase 1: The preparation of English instruction using intercultural approach comprised five steps: 1) To explore and study the basic concepts and related documents of the intercultural approach; 2) To construct lesson plans, the

Intercultural Awareness Test, and the Questionnaire for Opinions; 3) To verify the effectiveness of the lesson plans and instruments; 4) To pilot study for lesson plans and instruments; and 5) to revise lesson plans and instruments.

Phase 2: The implementation of English instruction using intercultural approach consisted of five steps which were 1) pretest; 2) experiment/instruction; 3) learner logs; 4) posttest; and 5) questionnaire.

Phase 3: The evaluation of English instruction using intercultural approach involved three steps which were 1) Quantitative data analysis from the Intercultural Awareness Test; 2) Quantitative data analysis from Questionnaire for Opinions towards English Instruction Using Intercultural Approach; and 3) Qualitative data analysis from open-ended questionnaires and learner logs.

Findings

The findings of the study can be summarized in response to the research questions as follows.

1) Intercultural awareness

In response to the first research question, the results of the study supported the effects of English instruction using intercultural approach. The posttest mean score of the Intercultural Awareness Test was significantly higher than the pretest mean score at .05 level. Also, the effect size was at 0.94 which indicated a large effect. Thus, it can be concluded that English instruction using intercultural approach had significantly enhanced Grade 11 students' intercultural awareness. Furthermore, students show their intercultural awareness through their learner logs.

2) Opinions towards intercultural approach in English instruction

In response to the second research question, the mean scores of the Questionnaire for Opinions towards English instruction using intercultural approach identified that students strongly agreed to most of the statements. Furthermore, from the qualitative data, it was found that students had positive opinions towards the instruction.

Discussion

As mentioned earlier, the research questions of this study were 1) To what extent does English instruction using intercultural approach enhance intercultural awareness of upper secondary school students? and 2) What are the opinions of upper secondary school students towards intercultural approach in English instruction?. As a consequence, the results were interpreted and discussed in response to the two research hypotheses.

Hypothesis 1: The posttest mean scores on intercultural awareness of upper secondary school students are higher than the pretest mean scores at the significance level of 0.05.

According to the results from the paired sample t-test, students' intercultural awareness significantly improved ($p < .05$). Therefore, the hypothesis that the posttest mean scores on intercultural awareness of upper secondary school students are higher than the pretest mean scores at the significance level of 0.05 is accepted. Also, the results from the frequency and percentage of students classified into levels of intercultural awareness well supported that about half of the students' intercultural awareness level had increased from 'Developing' to 'Mastering.' For the pretest, most

of the students were at 'Developing' level, and some at 'Beginning' and 'Mastering' after the treatment. This seemed to indicate that students had higher intercultural awareness after the participation in this instruction. They showed a wider-range of knowledge about own culture, target cultures, and world cultures. They were also well-aware or had a lot of awareness of own cultural rules. They articulated a more complex understanding of cultural differences in verbal and nonverbal communication. Furthermore, they seemed to state full interest in learning more about other cultures and interpreted intercultural experience from the perspectives of their own and more than one world view.

In other words, the students' intercultural awareness seemed to improve after participating in the English instruction using intercultural approach. The significant gains of the sample group on intercultural awareness test supported the views that the activities using intercultural approach and culture instruction in language classroom including warm-up activities, communicative activities, product, and discussion could foster the students' intercultural awareness. The findings were congruent with Genc&Bada (2005)'s claim that their course helped the third-year Turkish students raise awareness about both their own and the target cultures. Also, the students' attitude towards the target culture appeared to change at the end of their course. Besides, the results also coincided with Tsou's (2005) statement that the students' cultural knowledge increased. Therefore, the students developed intercultural awareness and gained more cultural knowledge after participating in the English instruction using intercultural approach.

Interestingly, the intercultural awareness from the pre and post test of all thirty-one students increased at various levels. Due to the comparison between the pretest

and posttest, some of the students gained high level of intercultural awareness while the others slightly improved. The reasons why the students gained different levels of improvement might come from various factors. First, some of the students possessed more background knowledge concerning cultural knowledge and experiences and their background knowledge were various depending on their interests. To illustrate this point, the students who watched foreign movies and enjoyed social media tended to acquire cultural knowledge through their leisure activities. In Lesson 4: IT Buddy, they could recall the festivals in the target cultures and the activities in each festival and they could apply the knowledge to communicate with their new friends online via e-mail. In the procedure of warm-up in Lesson 5: On Tour, the teacher asked students to think of the countries beginning with A-Z and to write them on the board. Surprisingly, the boys knew the names of the countries around the world more than the girls. It was an influence from their interest in football. Also, the students were exposed to own culture and other cultures at different levels. For instance, students whose families were quite active in community service and participated in community cultural events knew more about their own culture. Similar to the students whose families enjoyed traveling, they were exposed to various cultures, as well. Also, some of the students had relatives in other countries or their family members had been abroad. They gained cultural information from their relatives and learned to become more aware of cultural differences from the experience of those people. The second reason may stem from their learning experience relating to the previous teaching methodology. Some students were familiar with teacher-directed classroom, so they tended to be reluctant to get involved in activity-based instruction. Finally, the students' English proficiency levels were not high and in wide-range. There was

supporting evidence from the results from the previous semester that the students' English proficiency levels were in wide-range. To point out, few of the students could follow the instructions without any struggle and could produce the language they had learned with confidence. However, many students had to write the script before speaking and they had a difficult time writing it, too.

Since the researcher conducted the class using English as the medium of the instruction, many of the students were uncomfortable at first and struggled to follow the instruction. Consequently, their English ability could be the obstacle for them to gain cultural knowledge and intercultural awareness. As for the significant increase of students' scores in Intercultural Awareness test, this might result from the learner-centered environment as the students preferred learning in a relaxing atmosphere where they could participate actively. Since the class provided them with many challenging activities, they seemed to be excited to learn and get involved in all activities. Also, the major part or the heart of the intercultural approach is the discussion. The students had opportunities to explore new information, share their thoughts, express their opinions, and compare the similarities and differences. Hence, the findings on intercultural awareness were in accordance with the suggestions in Chlopek (2008), Corbett (2010), and Baker (2012) that the implementation of intercultural approach and intercultural awareness activities should be taught through exploration, reflection and discussion about one's own culture, target cultures, and world cultures. Besides, the instruction activated the students' perception of 'Act locally' and 'Think Globally' as the content and the instructional procedure began from their own culture towards world cultures. The instruction promoted own culture preservation and cultural diversity as well as encouraged the students to respect and

appreciate other cultures. The aim of using the intercultural approach is to enhance decentring skill which enables the students to put themselves out of the center and become aware of others (Byram, 1997; Corbett, 2010). When the students could develop intercultural awareness, they had a pathway to become intercultural communicators and it is thus important when English is used among people across cultures.

In addition to the development of the students' intercultural awareness from the test, the findings shown in Chapter 4 from the questionnaire and learner logs also revealed their improvement in English. From the questionnaire, the statement that received the highest mean score was that the instruction helped improve students' English. English instruction using intercultural approach allowed the students to practice their English skills, especially speaking through the discussion step. The teaching procedure used in this study also helped them practice their English integrated skills. Also, the researcher mainly used English as the medium of the instruction which was a new classroom experience for the students. As a result, it is common that many of the students lack speaking opportunities in class (Khamkhien, 2010). It is necessary for the teachers to provide as-if-environment for students both in and out classroom as much as possible (Nuktong, 2010).

The findings on the improvement of English language ability were also similar to Chantamala (2008) and Tsou (2005) that cultural instruction had effects on the students' English language proficiency. Furthermore, the students reported that the instruction engaged them into classroom participation as this statement item received the second highest mean score from the questionnaire. Since the teaching procedure and lesson plans supported the activity based instruction, the students enjoyed the

class and paid more attention than the teacher-directed classroom. According to the findings, the students strongly agreed on other aspects more than the statement that the instruction enhanced their intercultural awareness. However, the information from the learner logs affirmed that the instruction fostered the students' intercultural awareness as they reflected their feelings towards what they had learned after each lesson. Also, they expressed their opinions for some cultural aspects or unfamiliar culture which could be implied that they gained more intercultural awareness.

Hypothesis 2: Upper secondary school students have positive opinions towards intercultural approach in English instruction.

Based on the results from the questionnaire, the mean score of overall students' opinion is 4.35 which means that the students strongly agreed with various aspects of the English instruction using intercultural approach. Thus, the hypothesis that upper secondary school students had positive opinions towards intercultural approach in English instruction is accepted.

The opinions towards the English instruction using intercultural approach obtained from two parts: 1) quantitative data from five-scale questionnaire and 2) qualitative data from open-ended questionnaire and learner log. From the five-scale questionnaire, the results were categorized according to the statement in each item which reflected the students' opinions. Also, the data from the open-ended part and learner logs are discussed here to support the quantitative data from the five-scale questionnaire.

Based on the content from the questionnaire and learner log, the findings seemed to reveal positive opinions from the students. As discussed earlier, the

students thought that the English instruction using intercultural approach helped improve their English and engaged them into classroom participation as well as the activities in each lesson were appropriate to the content. These were among the top three aspects that the students agreed upon. The results supported the reason why the instruction promoted students' learning in various ways and students had positive opinion towards the instruction. First, the students felt comfortable in class as they had learned through activities and they became more enthusiastic. This point was in agreement with Tomlinson (2011) that most language learners benefitted from feelings at ease and they lost opportunities for language learning when they felt anxious or tense. Also, the students found what they had learned in this class was meaningful and purposeful for them as appeared in the questionnaire and learner log that they could apply the knowledge and experience in their daily life and the instruction had broaden their worldview.

Overall, the activities in each lesson were appropriate to the content although the opinions towards each lesson were varied. To demonstrate what students thought, the opinions on this aspect from learner logs are categorized into each lesson and quoted below.

Lesson 1: Amazing Thailand

The students said that they had learned Thai culture from each region, such as festivals, dressings, dancing, food, and tourist attractions. There were several cultural contents they had never known before. They saw cultural differences among Thai people and learned to understand them. It was interesting to learn Thai culture through English. Not only they could gain more cultural knowledge but also practice how to write and speak with new structures and new words. Even though they had a

difficult time following the teacher's English instructions, they enjoyed the picture-vocabulary matching games and felt relaxed, a different experience for them in studying a foreign language. They were exposed to English and became more confident in speaking English, also.

Lesson 2: When in Thailand, Do as the Thais Do

The students said that they learned about 'Wai' and enjoyed playing the snake ladder game. They had plenty of Thai cultural knowledge through the game and it was very fun and relaxing. The game also encouraged the unity and teamwork among classmates. They learned new vocabulary and found the key word technique useful. Moreover, they liked the way the teacher presented both the games and instructional section in the class. It was easy to understand. However, some of them felt uncomfortable as they could not catch what the teacher said. They did not want to speak up because they thought English was difficult for them.

Lesson 3: Food in the Media

The students agreed that this lesson was fun. They learned about food, ingredients, utensils, tastes, and how to cook. They gained lots of vocabulary about food which was around them. Some of the dishes were new to them, e.g. Hangi and Poutine. They would like to know more about other dishes as well. They liked the sandwiches the teacher brought to class. Most of them liked the way the teacher instructed the lesson and the content she tried to explain in English. Some of them became more familiar with listening to English in class. Some of them suggested playing vocabulary games and preferred the teacher to speak a bit more Thai together with English. Some of them said that they preferred playing games to doing the worksheets.

Lesson 4: IT Buddy

The students said that they liked working in the team for the quiz. They had learned about interesting festivals and celebrations in English speaking countries, including food, costume, and special items in each event. They knew more about some festivals such as Halloween, Christmas, and Thanksgiving. They also enjoyed exchanging e-mails with native speakers. They learned how to write an e-mail in English. It was a beneficial experience that they could communicate with real native speakers. They were excited and afraid to write an e-mail at first, but then they were happy that they could write to foreigners and felt like they had new friends. They found the activity challenging and fun.

Lesson 5: On Tour

The students enjoyed the activity in this lesson which they had to sell a tour package and they thought that it was interesting. It was a new experience for them. They searched for information from other countries and prepared to present it to their friends. The information they searched included tourist attractions, cultures, way of life, and currency. They liked it when they listened to their friends' sales and had to choose what country they wanted to visit. The activity enabled them to see more parts of the world. They had gained a variety of vocabulary about tourist activities and adjectives as well as practiced more English through fun activity. While some of the students were confused with English information, some started to enjoy speaking English and studying English by using English as a medium of instruction. Also, the teacher was quite active in organizing the activity and creating a lively classroom.

Lesson 6: Culture Shock

Students said that they had a good time studying this lesson. The instructions given by the teacher were good and easy to understand. They learned

about culture shock and how to deal with it. They learned about cultures from other countries including greetings and daily life and became aware of cultural similarities and differences. Some of the cultures were strange, surprising or interesting for them, but they learned that they were just other cultures' way of life. They also learned about do's and don'ts in some countries. They gained new vocabulary about feelings and culture shock situations. They had opportunities to use some sophisticated words and synonyms. They could express more feelings in English. They exchanged ideas and opinions with their friends through the activity. They enjoyed using English in the classroom activities.

The findings were consistent with the teaching procedures and the suggestion to implement intercultural approach proposed by Chlopek (2008) and Baker (2012). The instruction encouraged the students to explore, to reflect, and to discuss about cultures. Furthermore, during the teaching procedures of 'Communicative Activities' and 'Product,' the students participated well through collaborative learning such as pair work, group work, and games. It can be implied that students preferred working collaboratively which is in accordance with Tomlinson (2011) that group activities are particularly suitable for EFL learners where a sense of group belonging is important.

When considering the opinions after each lesson from the learner logs, it was quite motivating for the researcher that students had developed their intercultural awareness and English ability along the course. Since the students were allowed to write their learner logs in both Thai and English, all of the students decided to express their thought in their native language at the beginning. Gradually, they tended to write some sentences in their learner logs in English and they expressed that they could use English better.

Furthermore, they found the class challenging as they expected to find out about the activities the teacher would bring in the next lesson. Even though the main focus of the research aimed at fostering intercultural awareness, the findings from learner logs revealed students' thought that the instruction enhanced both intercultural awareness and English.

Another aspect was about the instructor and the teaching style in delivering the instruction. The students agreed that the instruction and explanations were clear and understandable. Although they were not satisfied at first when the teacher conducted the class in English rather than Thai, they were pleased with the instructor's enthusiasm to perform the teaching and organize the activities. The quotations below could clearly explain this point.

The teacher's role was therefore necessary in creating the classroom atmosphere. As it is the reflection of the learner's, the teacher's responsibility would gradually be changed from provider to advisor (Corbett, 2007). At the beginning, the teacher had the duty to provide materials for tasks and to suggest language to explore or reconstruct cultural behavior. Towards the end, the teacher shifted to be a guide, an advisor, a discussion leader, or negotiator. However, some of the students reported that the instruction and explanations were not clear and understandable. Due to lack of facilities and equipment, they could not hear the instructor clearly. Also, the teacher sometimes needed to speak quickly and try to end the class within time, so the students could not follow some parts or they were not sure about the assignments and could not prepare themselves before the next class.

The findings on the opinions towards the instructional materials whether they were attractive and adequate were well aligned with Chlopek's (2008) suggestions for

stages in implementing intercultural approach that the instruction could go from student's own culture, then target cultures, and world cultures. According to Cortazzi and Jin (1999), English teaching materials should include source culture or learner's own culture, target culture, and international culture or world culture. From the students' view, it could be implied that the instructional materials were attractive because the researcher included various kinds of materials such as realia, pictures, magazines, games, and worksheets.

Finally, the students' opinions towards time in each period were mixed as it revealed that they neither agreed nor disagreed. Their agreement was in different degrees due to the opinions from each individual that some students were satisfied with fifty minutes per week, but some thought they would like to learn more than one period per week or more than 12 weeks as stated in the treatment. From other previous studies, the time seemed to be longer than the time in this study such as two periods per week, 100 minutes each, 16 up to 20 weeks experiment, two semesters (Nuktong, 2010; Kongkaew, 2009; Chantamala, 2008; Genc&Bada, 2005; Tsou, 2005). The time constraint was due to the status of this course which was an extra class for the students. Thus, the instructor could not conduct the research with more time. This limitation would also be mentioned in the following section on recommendation.

Pedagogical Implications

The findings of the study led us to the following suggestions for English instructors and educators with regards to the English instruction using intercultural approach.

- 1) English instruction using intercultural approach in this study was appropriate for Grade 11 students. However, it can be applied with any levels of students. The teachers need to adapt the content and activities to suit them.
- 2) If the teachers would like to implement the lesson plans from this study, the time and activities should be adjusted due to the limitations occurred in the study on time constraint.
- 3) The discussion part which is the main part of the intercultural approach should be more emphasized in order to raise students' intercultural awareness more.
- 4) Teachers should integrate cultural content into any English classes as to provide learners with interesting lessons and to help develop intercultural interlocutors. Also, world cultures should gain more attention in the curriculum because currently people use English to communicate with one another across the world.

Recommendations for Further Research

This study focused mainly on the result of intercultural awareness, yet the results shown along were quite interesting to study further whether English instruction using intercultural approach can promote English ability, classroom participation or activities and content. Also, the time of the study was too short according to the students' opinion. Apart from that, further research can implement intercultural approach in English instruction with different groups of learners. Although the present study has attained some significant success in raising students' intercultural awareness,

there are also evitable limitations. Firstly, as the study had been conducted with a very small number of subjects (31 students) and for one semester (14 weeks), the results from this study would be supported better if it were repeated for a longer period and/or with more participants. Also, the study was only a small representation of students at one public secondary school in Thailand. It would be better if the researcher could expand the experiment to other regions of the country, so it could be claimed to represent the majority of the students.

Conclusion

The integration of culture and language in English instruction is obviously beneficial because it can enhance intercultural awareness and improve English ability, many studies have focused on culture teaching and improving English communicative ability (Genc&Bada, 2005; Tsou, 2005; Chantamala, 2008). Intercultural approach may be various in terms of the implementation, but the crucial part of intercultural approach is discussion. So students can share their opinions, thoughts, and feelings, and compare the differences and similarities. Then, they learn to accept, understand, and appreciate cultural diversity, and become aware of cultural differences at the end. Hence, it is teachers' role to adapt intercultural approach in English instruction especially in a homogeneous setting.

With the emergence of ASEAN Community in 2015 and the world of globalization, where English is used as the medium of communication, the integration of intercultural awareness and intercultural approach in English instruction should be emphasized in classroom. The goal of teaching English for this generation should aim at cultivating intercultural speakers in the world community.

REFERENCES

- Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT Journal*, 56(1), 57-64.
- Arwae, S. (2013). Development of reading materials to enhance English reading ability of students in three southern border provinces of Thailand. *An Online Journal of Education*, 8(2), 204-217.
- Association of American Colleges and Universities. (2013). Intercultural Knowledge and Competence VALUE Rubric. Retrieved March 15, 2013
<http://www.aacu.org/value/rubrics/pdf/InterculturalKnowledge.pdf>
- Bailey, K. M. (2005). *Practical English Language Teaching: Speaking*. New York: McGraw-Hill.
- Baker, W. (2008). A critical examination of ELT in Thailand: the role of cultural awareness. *RELC Journal*, 39(1), 131-146.
- Baker, W. (2009). *Intercultural awareness and intercultural communication through English: an investigation of Thai English language users in higher education*. (Doctoral), University of Southampton.
- Baker, W. (2012). From cultural awareness to intercultural awareness: culture in ELT. *ELT Journal*, 66(1), 62-70.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5 ed.). New York: Pearson Education.
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competency*. Clevedon: Multilingual Matters.

- Byram, M., Morgan, C., & colleagues. (1994). *Teaching-and-learning language-and-culture*. Clevedon: Multilingual Matters.
- Canale, M., & Swain, M. . (1980). Theoretical bases of communicative approach to second language teaching and testing. *Applied Linguistics*, 1, 1-47.
- Chantamala, S. (2008). *Effects of Cultural Experiential Instruction on English Oral Communication Ability of Lower Secondary School Students*. (Master), Chulalongkorn University.
- Chen, G., & Starosta, W. (2006). Intercultural Awareness. In L. A. Samovar, R. E. Porter, & E. R. McDaniel (Ed.), *Intercultural Communication, a reader*. Belmont, CA: Thomson/Wadsworth.
- Chlopek, Z. (2008). The Intercultural Approach to EFL Teaching and Learning. *English Teaching Forum*, 4, 10-19.
- Cooze, A. (2006). *100 Ideas for Teaching English*. London: Continuum.
- Corbett, J. (2007). *An Intercultural Approach to English Language Teaching*. Clevedon: Multilingual Matters.
- Corbett, J. (2010). Explore, Reflect and Discuss: Intercultural Activities for the Language Classroom. *New Routes*, 14-18.
- Cortazzi, M., & Jin, L. (1999). Culture Mirrors: Materials and Methods in the EFL classroom. In E. Hinkel (Ed.), *Culture in Second Language Teaching* (pp. 196-219). Cambridge: Cambridge University Press.
- Division of Supervision Monitoring and Evaluation. (2011). Critical Analysis for Education Quality Development (pp. 1). Prachinburi: The Office Secondary Educational Service Area 7.

- Donoghue, M. R. (2009). *Language Arts: Integrating Skills for Classroom Teaching*. Thousand Oaks, CA: SAGE Publications, Inc.
- Ellis, R. (2006). The Methodology of Task-Based Language Teaching. *Asian EFL Journal*, 8(3), 19-45.
- Genc, B., & Bada, E. . (2005). Culture in Language Learning and Teaching. *The Reading Matrix*, 5, 73-84.
- Harmer, J. (2007). *How to Teach English*. Essex: Pearson Education.
- Hymes, D. (1971). *On Communicative Competence*. Oxford: Oxford University Press.
- Intercultural Competence Assessment Project (INCA). (2004). Intercultural competence assessment. Retrieved February 27, 2013
<http://www.incaproject.org/index.htm>
- iRubric: Global and Cultural Awareness Criteria rubric. (2012). Retrieved December 12, 2012, from Reason Systems, Inc.
<http://www.rcampus.com/rubricshowc.cfm?code=V3566A&sp=true&>
- Kachru, Y., & Smith, L. E. . (2008). *Cultures, Contexts, and World Englishes*. New York: Routledge.
- Kim, J. (2002). Teaching culture in the English as a foreign language classroom. *The Korea TESOL Journal*, 5, 27-40.
- Kongkaew, P. (2009). *Effects of English Language Instruction in English for Little Guides in Krabi Course on Communication Skills of Grade 6 Students*. (Master), Chulalongkorn University.
- Kramsch, C. (1998). *Language and Culture*: Oxford University Press.
- Lange, D., & Klee, C. (2000). Interdisciplinary perspectives on culture learning in the second language curriculum. In D. L. Lange, C.A. Klee, R.M. Paige, & Y.A.

- Yershova (Ed.), *Cultures as the core: Interdisciplinary perspectives on culture learning in the language Classroom* (pp. 1-8). Minneapolis: Center for Advanced Research on Language Acquisition.
- LANQUA. (2010). Intercultural Communication. Retrieved March 12, 2013, from LanQua, University of Southampton
- Laopongharn, W., & Sercombe, P. (2009). What relevance does intercultural communication have to language education in Thailand? *ARECLS*, 6, 59-83.
- Lornklang, T. (2007). *A development of the local culture instructional model based on scaffolded reading experience approach to enhance English reading comprehension ability and attitude towards local culture of Rajabhat University students*. (Doctoral), Chulalongkorn University.
- Lustig, M., & Koester, J. (2012). *Intercultural Competence: Interpersonal Communication Across Cultures* (6 ed.): Pearson.
- McKay, S. L. (2012). Principles of Teaching English as an International Language. In L. Alsagoff, S. L. McKay, G. Hu, & W. A. Renandya (Ed.), *Principles and Practices for Teaching English as an International Language*. New York: Routledge.
- Meyer, M. (1991). Developing transcultural competence: case studies of advanced foreign language learners. In D. Buttjes, & Byram, M. (Ed.), *Mediating languages and cultures: towards and intercultural theory of foreign language education* (pp. 136-158). Clevedon: Multilingual Matters.
- Ministry of Education. (2008). Basic Education Core Curriculum B.E.2551. Retrieved July 23, 2012 <http://academic.obec.go.th/web/doc/d/147>
- Moran, P. R. (2001). *Teaching Culture: Perspectives in Practice*. Ontario: Heinle & Heinle.

- Neuliep, J. W. (2003). *Intercultural Communication: A Contextual Approach* (2 ed.). New York: Houghton Mifflin.
- Nguyen, T. M. H. (2007). Developing EFL learners' intercultural communicative competence: A gap to be filled? *Asian EFL Journal*, 21.
- Noom-ura, S. (2013). English-teaching problems in Thailand and Thai teachers professional development needs. *English Language Teaching*, 6(11), 139-147.
- Noytim, U. (2006). *The Impact of the Internet on English Language Teaching: A Case Study at a Thai Rajabhat University*. (Doctoral), University of Technology, Sydney.
- ONEC. (2003). *Education in Thailand*. Bangkok: ONEC Publication.
- Peterson, B. (1997). *Assessing Cross-Cultural Awareness of University Second Language and Non-Second Language Students*. (Doctoral), University of Minnesota.
- Rappel, L. (2011). An analysis and interpretation of intercultural approaches to English language teaching. *Journal of Integrated Studies*, 1(2).
- Rattanaphumma, R. (2006). *A development of community-based English course to enhance English language skills and local cultural knowledge for undergraduate students*. (Doctoral), Chulalongkorn University.
- Thornbury, S. (2005). *How to Teach Speaking*. Essex: Pearson Education.
- Tirakanant, S. (2003). *Statistics for Social Science Research*. Bangkok: Chulalongkorn University Press.
- Tomlinson, B. (2011). *Materials development in language teaching* (2 ed.). Cambridge, UK: Cambridge University Press.
- Tseng, Y. H. (2002). A lesson in culture. *ELT Journal*, 56(1), 11-21.

Tsou, W. (2005). The Effects of Cultural Instruction on Foreign Language Learning.

RELC Journal, 36, 39-57.

Willis, J. (Producer). (2009, September 20, 2012). Great results with Task-based

Language Teaching. [PowerPoint Presentation] Retrieved from [www.willis-](http://www.willis-elt.co.uk)

[elt.co.uk](http://www.willis-elt.co.uk)

Zhu, H. (2011). From intercultural awareness to intercultural empathy. *English*

Language Teaching, 4(1), 116-119.





APPENDICES

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY



APPENDIX A
Questionnaire Intercultural Profile
By *Intercultural* Competence Assessment (INCA)

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Assessee:	Assessor:
Exercise: Questionnaire Intercultural Profile	Date: Page 1

Intercultural profile

It is certain that you will have experienced many situations where you have had contact with people from other cultures, for example at your workplace, in your country, or in other countries. You will find below some statements that are related to such situations. Please tick those statements that are valid for you and that best describe your experiences.

Maybe these statements are related to situations that you have not yet experienced. Please try to imagine such a situation and tick those situations that correspond best to your possible behaviour and reaction.

Through this questionnaire you can record your own behaviour and past experience. The questionnaire is supposed to give you feedback on your strengths and weaknesses in this area of intercultural competence.

Example:

'In the supermarket I prefer to buy products from abroad.'

Not applicable maybe fully applicable



This section is about encounters with other people in your home country

	not applicable	maybe	fully applicable
1. In restaurants I often eat dishes with ingredients that I don't know.			
2. I often seek contact with other people in order to learn as much as possible about their culture.			
3. When other people don't feel comfortable in my presence, I notice it.			
4. I find it difficult to adapt to people from diverse origins.			
5. When other people behave in a way that I don't understand, I ask them why they are doing this.			
6. When I hear about a catastrophe happening in another country I think about the people there and their fate.			
7. When I am a newcomer in a group with people from a different country, I try to find out the rules in this group by observing their behaviour.			
8. When a conversation with people from different countries fails, I ask all persons involved to explain their positions.			
9. When conversation partners use gestures and expressions that are unknown to me, I ignore them.			
10. When talking to other people I always watch their body language.			
11. In conversations with speakers of other languages I avoid unclear or ambiguous words.			

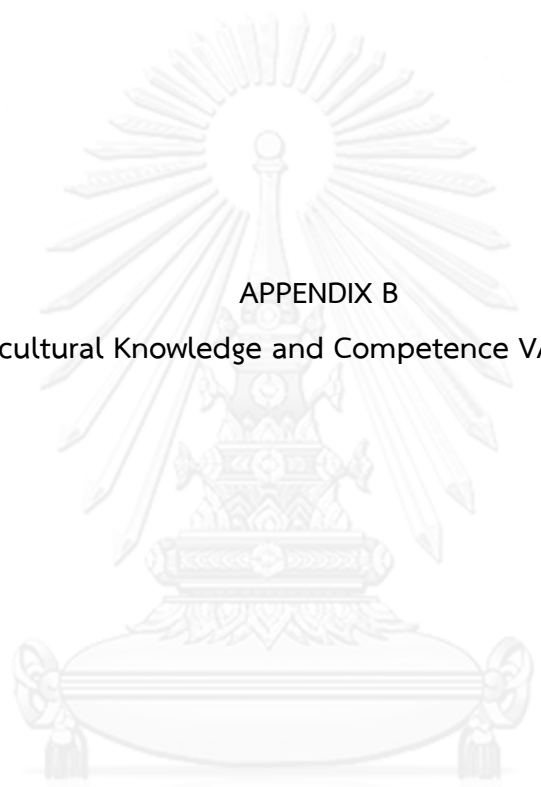
Assessee:	Assessor:
Exercise: Questionnaire Intercultural Profile	Date:
	Page 2

Now we deal with situations where you meet people in their home country (e.g. when on holiday in other countries and cultures)

	not applicable	maybe	fully applicable
12. I get confused when there are no reliable transport timetables in the country where I spend my holiday.			
13. When I observe people in other countries, I often guess how they are feeling.			
14. I often change my plans when I am on holiday abroad.			
15. When the behaviour of people from other cultures alienates me, I avoid making contact with them.			

The following statements are related to work situations with colleagues from different cultural backgrounds.

	not applicable	maybe	fully applicable
16. I don't have problems in suddenly changing to one of my other languages during a conversation.			
17. I always follow the rules of my own culture if I am not sure of how to behave properly when dealing with people from other cultures.			
18. When colleagues from other cultures in my work group come to work later and/or take longer breaks, I adopt their work habits.			
19. If I have behaved inappropriately towards a colleague from another culture, I think of how to compensate for it without further hurting him.			
20. When there are colleagues in my work area who constitute an ethnic minority, I try to involve them in the majority group.			
21. When colleagues or superiors from abroad criticise my work, I consider changing my work habits accordingly.			



APPENDIX B
Intercultural Knowledge and Competence VALUE Rubric

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact valuc@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M., 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Woodman, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J., 1993, *Towards ethnocentrism: A developmental model of intercultural sensitivity*. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K., 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J., 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC



for more information, please contact valuel@aacu.org

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeing complexity, aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer).	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g. demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

Appendix C
The General Structures of Lesson 1-6

<i>Lesson Topic</i>	<i>Linkage to Framework</i>	<i>Objective</i>	<i>Cultural Content</i>	<i>English communication content</i>
1 Welcome to Thailand	Own Culture <i>Exploring local cultures:</i> Learners can explore the diversity and complexity of different local and national groupings.	To explain the differences among Thai people. To learn the concept of culture.	Regional cultures in Thailand	Giving information of culture from each region: In the north/ south/ northeast/ central, people do/have/... This is/comes from This style belongs to Passive Voice It is held in ... It is made of/from ... Gap filling: Oh, that's right! Wow, interesting! Vocabulary associating with regional cultures: Food, Dancing, Handicraft, Festival, Architecture, Terrain

<i>Lesson Topic</i>	<i>Linkage to Framework</i>	<i>Objective</i>	<i>Cultural Content</i>	<i>English communication content</i>
<p>2</p> <p>When in Thailand, Do as the Thais Do</p>	<p>Own Culture</p> <p><i>Exploring language-learning materials:</i></p> <p>Learners can explore how well the images of their own culture presented in their textbooks match their own experiences.</p>	<p>To tell about Thai culture.</p> <p>To describe the cultural pictures in the textbook.</p> <p>To match own experience with the pictures.</p>	<p>Characteristics;</p> <p>Practices & Customs</p>	<p>Asking, telling and giving information about their own country using</p> <p>Question words:</p> <p>Who, What, When, Where, How, Why</p> <p>Who is in the picture?</p> <p>What is happening?</p> <p>When is it?</p> <p>Where is this taking place?</p> <p>Why do they do that?</p> <p>How do they do this?</p> <p>Sequencing words</p> <p>First, Second, Then, Next</p> <p>Vocabulary associating with Thailand and Thai culture</p> <p>Adj. of characteristics:</p> <p>gentle, polite, formal, sincere, sensitive</p>

<i>Lesson Topic</i>	<i>Linkage to Framework</i>	<i>Objective</i>	<i>Cultural Content</i>	<i>English communication content</i>
3 The Media	Target Culture <i>Exploring the traditional media and arts through English:</i> Students critically explore the images of local and other cultures in film, television, radio, newspaper, novels, and magazines.	To critically express feeling and opinion towards cultural images in several types of media	Food	Telling about the ingredient of various kinds of food and utensils for them: It has ... We use ... to cook/ eat. Linking verbs: It looks ... It tastes ... It feels ... It smells ... /s/ in 3 rd person present simple tense verb Vocabulary associating with food: ingredients, tastes, utensils

<i>Lesson Topic</i>	<i>Linkage to Framework</i>	<i>Objective</i>	<i>Cultural Content</i>	<i>English communication content</i>
4 IT Buddy	Target Culture <i>Exploring</i> <i>IT/electronic media through English:</i> Students explore cultural representations using internet, email, chat rooms, instant messaging, and tandem learning.	To search for cultural information online. To tell and ask about online activities.	Festivals & Celebrations; Signs and icons used online	Asking and telling about the activities in the festivals and celebrations: What is your favorite festival? My favorite festival is ... What do you do in the festival? I like/love to ... How do people celebrate this festival? They sing/dance/... Indirect question Vocabulary associating with festivals and celebrations E-mail Format Identifying the icons and abbreviations used online: TTYL, :), LOL, 555

<i>Lesson Topic</i>	<i>Linkage to Framework</i>	<i>Objective</i>	<i>Cultural Content</i>	<i>English oral communication content</i>
5 On Tour	World Culture <i>Cultural informants:</i> Teachers with experience of intercultural communication provide information about experiences and cultures.	To give information about places to visit and activities they do in the places. To ask for information, clarification, and explanation.	Places to visit, Cultural points	Asking and telling about the places visited and activities in the places: Have you ever been to/visited ...? Yes, I've been (visited) ... / No, I've never been (visited)... I would like to go/visit What did you do there? I went + V.ing How was it? It was ... What do you find different from our country? The ... was different because ... Present Perfect Tense Past Simple Tense Adjectives about preference Vocabulary about countries and tourist attractions

<i>Lesson Topic</i>	<i>Linkage to Framework</i>	<i>Objective</i>	<i>Cultural Content</i>	<i>English oral communication content</i>
6 Culture Shock	World Culture <i>Face-to-face intercultural communication (often with non-local English teachers):</i> Students and teachers can bring their own experiences of intercultural communication to the class for discussion and reflection	To express feelings and opinion. To reflect own experiences. To discuss the familiarity and differences of cultures when communicate interculturaly.	Culture shock; Beliefs; Do's and don'ts	Compare and contrast: It is different/not the same because ... We/They think/don't think that ... We/They believe/don't believe that ... Asking and telling someone's opinion and feeling: Helping Verbs: What should you do? You should/shouldn't ... What do you think about ...? I think ... If clause: How would you feel if ...? I would feel ... Why do they do that? Because + Sentence Because of + Noun Adjectives describing feelings Ending sound of -ed (/t/, /d/, /ɪd/



APPENDIX D

Sample Lesson Plans

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Lesson Plan 1 – Own Culture

Date: 21 & 28 June 2014

Time: 2 periods (50 minutes each)

Topic: Amazing Thailand

Linkage to Framework: Own Culture - Exploring local cultures: Learners can explore the diversity and complexity of different local and national groups.

Standard for Foreign Language Learning Area, Grade 10-12

Standard F1.2 – Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.

Standard F1.3 – Ability to present data, information, concepts and views about various matters through speaking and writing.

Standard F3.1 – Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view.

Terminal Objective: Students will be able to explain the differences among Thai people and to describe and distinguish culture from each region of Thailand.

Enabling Objectives:

- Students will be able to match the picture with the vocabulary.
- Students will be able to distinguish culture from each region of Thailand.

- Students will be able to describe pictures of regional Thai culture.

Content:

- Passive Voice Structure (S. + V. to be + V.3)
- Vocabulary (verbs & nouns) associating with regional cultures
- Gap filling to show attention to the listener

Background knowledge: Present Simple Tense & Past Simple Tense

Materials and Equipment: Pictures, Envelopes, Word cards

Assessment: Students explain the differences among Thai people as well as describe and distinguish culture from each region of Thailand.

Procedures:


1. Greet students with various expressions.
 - Good morning/Good afternoon! How are you today?
 - Hello! How are you doing? / Hi! How is everything going?
2. Students reply the greeting with:
 - I'm fine. Thank you./ I'm good, and you?
3. Check attendance by asking
 - Is everyone all here? Who is absent today?
4. Introduce the topic on cultural diversity among Thai people.





Warm-up	<p>1. Activate students' background knowledge by asking the following questions.</p> <ul style="list-style-type: none"> - How many regions are there in Thailand and what are they? - Can you tell me what you know about each region? - What have you thought about culture in each region of Thailand? Could you please share with the class? <p>2. Compliment students' answers and add up information using the following expression to show how to keep the conversation carry on.</p> <ul style="list-style-type: none"> - Oh, that's right! Wow, interesting! Well, it is true. <p>3. Introduce some sentences using Passive Voice to students by describing about Chaopraya Abhaibhubet Building.</p> <ul style="list-style-type: none"> - This buiding <u>is located</u> on the edge of Prachinburi River. It <u>was built</u> during the reign of King Rama V. It <u>is decorated</u> in Colonial style of art. It <u>is known</u> as herbal medical center. The products here <u>are made</u> from herbs. <p style="text-align: center;">Subject + Verb to be + Past Participle</p>
---------	---

	<p>[S. + V. to be + V.3]</p> <p>4. Students are to scramble and speak out some passive voice sentences e.g. Pad Thai <u>is made</u> of noodles.</p> <p>Khon or mask drama <u>is performed</u> in Thailand.</p> <p>Kratib or sticky rice container <u>is made</u> from bamboo.</p> <p>Songkran <u>is held</u> in April.</p> <p>The Grand Palace <u>is located</u> near Chao Praya River in Bangkok.</p> <p>Lots of rice fields <u>are seen</u> in the Central.</p> <p>5. Teacher checks if students can speak correctly and points out to them that these verbs and structures will be used in the activity.</p> <p>6. Then, tell students that they are going to do an activity.</p>
Communicative Activities	<p>7. Divide students into 4 groups for each region: North, Northeast, Central and South.</p> <p>8. Tell students that they are going to do an activity.</p> <p>9. Explain the jigsaw activity. Each group will get 6 different pictures of 1) food, 2) dancing, 3) handicraft, 4) festival, 5) architecture, and 6) terrain. Each student will get a picture. Then,</p>

	<p>students are to get into 6 groups according to the topic of the picture they have.</p> <p>10. Ask one student from each group to select the envelope in accordance to the topic of the pictures they have.</p> <p>11. In the envelope, students will find 4 pieces of paper containing vocabulary. In a group of 4, they are to match the word with the picture.</p>
--	---





The pictures and words will be as follows:





1) Food			
			
<p>Nam Prik Ong</p> <p>Pork & tomato</p>	<p>Papaya Spicy</p> <p>Salad</p> <p>Green papaya</p>	<p>Chili Dip</p> <p>Shrimp paste</p>	<p>Yellow Curry</p> <p>Bamboo shoot</p>

2) Dancing			
			
Fon Leb	Serng Kratib	Ram Wong	Norah

3) Handicraft			
			
Colorful umbrellas	Thai silk	Ceramic pottery	Shadow puppet
Paper	Silk & Natural dying color	Clay & 5 colors	Cow skin

4) Festival			
			
Lanterns	Bamboo rocket	Flower offering	Boat floating
November	May	Buddhist Lent Day in July	May & October

5) Architecture			
			
Doi Suthep Stupa	Phanom Stupa	Phra Pathom Chedi	Chaiya Mondop
Chiang Mai	Nakhon Phanom	Nakhon Pathom	Surat Thani

6) Terrain			
			
Mountain Hill	Plateau Highland	Plain River	Beach Island

<p>Communicative Activities (Cont.)</p>	<p>11. Check if students match the picture and word correctly.</p> <p>12. In a group of 4 as the representative of each region, students are to work in pair for interviewing and to describe the picture by using the word in the previous step and the following phrases:</p> <p>- What is this? / What is this called?</p> <p>This is / This is called ...</p> <p>- Where is it from? / Where does it come from?</p> <p>It is/comes from the north/northeast/central/south.</p> <p>This is ... from the northern/northeastern/central/southern part of Thailand.</p>
---	---

	<p>This style belongs to the north/northeast/central/south.</p> <p>- Please tell me about your picture.</p> <p>It is ..., the (adj.) ... of the north/northeast/central/south of Thailand.</p> <p>In the north/ south/ northeast/ central,</p> <ul style="list-style-type: none"> ▪ people do/have/eat/dress ... ▪ there is/are ... <p>Teacher also emphasizes the use of strategy to carry on the conversation and explains that these expressions show attention to the listener.</p> <p>Example of a dialogue:</p> <p>A: Wow, it is beautiful! What is this called?</p> <p>B: It is the shadow puppet.</p> <p>A: Where is it from?</p> <p>B: Well, it is from the southern part of Thailand.</p> <p>A: Oh, interesting. Please tell me more about it.</p> <p>B: The shadow puppet or Nang Talung is the famous show in the south. The puppets are made from cow skin. And the story is told in southern dialect.</p>
--	---

Product	<p>13. As a group, each student takes turns to present each picture to the group and they are to notice the differences of each picture.</p> <p>14. Students are to form back into the group of region and, as a group, to add more information to each topic.</p> <p>15. Then, the representatives of each group present various aspects cultural about the assigned region using the pattern and vocabulary learned in the previous step, communicative activities.</p>
Discussion	<p>16. Students discuss about similarities and differences for cultural aspects shown in the pictures. Teacher guides students with the questions: “Look at the pictures again. Are they the same? How are they different? What can you find different between cultures in each region of Thailand?”</p> <p>17. Summarize that there is cultural diversity even in the same country or the same national group.</p>

Comments:

Worksheet

Lesson 1: Amazing Thailand

Chaopraya Abhaibhuet Building is located on the edge of Prachinburi River. It was built during the reign of King Rama V. It is decorated in Colonial style of art. It is known as herbal medical center. The products here are made from herbs.

Subject + Verb to be + Past Participle

[S. + V. to be + V.3]

Rearrange these sentences.

is / Pad Thai / of / made / noodles.

performed / Khon / is / mask drama / or / Thailand./ in

bamboo. / or / sticky rice / is / container / from / made / Kratib

held / Songkran / is / April. / in

The Grand Palace/ near / is / located / Bangkok. / Chao Praya River / in

are / rice fields / the Central. / seen / in / Lots of

Example of a dialogue:

A: Wow, it is beautiful! What is this called?

B: It is a shadow puppet.

A: Where is it from?

B: Well, it is from the southern part of Thailand.

A: Oh, interesting. Please tell me more about it.

B: The shadow puppet or Nang Talung is the famous show in the south. The puppets are made from cow skin. And the story is told in southern dialect.

Lesson Plan 3 – Target Culture

Date: 19 & 26 July 2013

Time: 2 periods (50 minutes each)

Topic: Food in the Media

Linkage to Framework: Target Culture - Exploring the traditional media and arts through English: Students critically explore the images of local and other cultures in film, television, radio, newspaper, novels, and magazines.

Standard for Foreign Language Learning Area, Grade 10-12

Standard F1.2 – Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.

Standard F1.3 – Ability to present data, information, concepts and views about various matters through speaking and writing.

Standard F3.1 – Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view.

Terminal Objective: Students will be able to critically express feelings and opinions towards cultural images in several types of media.

Enabling Objectives

1. Students will be able to explain about the ingredients of various kinds of food and utensils for them.
2. Students will be able to identify utensils for eating and cooking dishes.
3. Students will be able to express the feelings and opinions towards food.
4. Students will be able to make and present a brochure to promote a dish

Content: Linking verbs, Vocabulary associating about food

Background knowledge: Present simple tense

Materials and Equipment: Computer, Realia, worksheet, magazine

Assessment: Students can critically express feelings and opinions towards cultural images in several types of media.

Procedures:

1. Greet students with various expressions.
 - Good morning/Good afternoon! How are you today?
 - Hello! How are you doing? / Hi! How is everything going?
2. Students reply the greeting with:
 - I'm fine. Thank you./ I'm good, and you?
3. Check attendance by asking
 - Is everyone all here? Who is absent today?
4. Introduce the topic about the Media & Food.

Warm-up	<ol style="list-style-type: none"> 1. Activate students' background knowledge by letting them watch a video clip of a scene in a restaurant. 2. After watching the clip, ask students the following questions. <ul style="list-style-type: none"> - Where does it take place? - What are they doing? - What do they eat? - How do they dress? 3. Introduce some sentences using linking verbs to students by showing them some realia and describing them. <ul style="list-style-type: none"> - The orange juice <u>tastes</u> sweet and sour. - The flowers <u>look</u> fresh. They <u>smell</u> nice.
---------	--

	<p>- The texture of this dress <u>feels</u> so soft.</p> <p>- The music <u>sounds</u> beautiful.</p> <p>4. Explain to the students that linking verbs can be used like verb to be and are followed by adjectives. Ask them to replace the linking verbs in those sentences with verb to be. The sentences will be as follow:</p> <p>- The orange juice <u>is</u> sweet and sour.</p> <p>- The flowers <u>are</u> fresh. They <u>are</u> nice.</p> <p>- The texture of this dress <u>is</u> so soft.</p> <p>- The music <u>is</u> beautiful.</p> <p style="text-align: center;">V. to be + Adj. → Linking V. + Adj.</p> <p>5. Then, explain to the students that linking verbs can give more feelings as the linking verbs can express senses.</p> <p>6. Ask students how many senses there are. They are to match five senses with the action verbs and linking verbs in the worksheet – 1.</p> <p>7. Students are to write a sentence for each sense using linking verbs on the worksheet – 2.</p>
Communicative Activities	<p>8. Students are to fill some missing information about food on the worksheet – 3 including ingredients, utensils, tastes & textures. Provide an example as the clue. Also, provide sets of vocabulary for them to fill in the table.</p> <p>9. Tell students that they are going to do an activity.</p>

	<p>10. Students are to interview seven different friends about the ingredients, utensils for eating and cooking, and tastes & textures of each dish by using these following sentences.</p> <p>- What are the ingredients of?</p> <p>They are</p> <p>- What ingredient does have?</p> <p>It has</p> <p>- What do you use for eating it?</p> <p>We use</p> <p>- What do you use for cooking it?</p> <p>We use</p> <p>- How does it taste?</p> <p>It tastes</p>
Product	<p>11. Divide students into groups of 4-5 and each group is to choose a magazine provided by teacher.</p> <p>12. Each group will pick a dish from the magazine that they have chosen.</p> <p>13. They are to write about this dish in the form of a brochure promoting it by applying the structure and vocabulary learnt in the previous stage.</p> <p>13. A representative of each group will take turn promoting their dishes in front of the class by oral presentation.</p>

	14. The audience is to select the best dish according to the information each group provide both written and spoken.
Discussion	<p>15. Students discuss about similarities and differences of dishes they have presented. Teacher guides students with the following questions.</p> <p>What do you think about these dishes? If you have to eat them every day, will you like them? Why or why not? Why do people in English-speaking countries eat food differently from us?</p> <p>16. Summarize to the students that people around the world eat different food and the ways they eat are different according to where they live and what they believe. Also, food is an obvious cultural aspect as it reflects people's way of life. If you would like to learn about people's way of life, you should learn about food as it is the main factor to live.</p>

Comments:

Lesson Plan 5 – World Culture

Date: 16 & 23 August 2013

Time: 2 periods (50 minutes

each)

Topic: On Tour

Linkage to Framework: World Culture – Cultural informants: Teachers with experience of intercultural communication provide information about experiences and cultures.

Standard for Foreign Language Learning Area, Grade 10-12

Standard F1.2 – Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.

Standard F1.3 – Ability to present data, information, concepts and views about various matters through speaking and writing.

Standard F3.1 – Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view.

Terminal Objective: Students will be able to give information about other countries.

Enabling Objectives

1. Students will be able to search for information about other countries
2. Students will be able to ask and answer to questions in past simple and present perfect tense.
3. Students will be able to express the feelings and opinions towards trip in other countries.
4. Students will be able to make a brief oral presentation about a country.

5. Students will be able to vote for a country they would like to visit after they listen to the presentation.

Content: Present Perfect Tense, Past Simple Tense, Adjectives about preference, Vocabulary about countries and places to visit

Background knowledge: Past Simple Tense, Past Participle, V.ing form

Materials and Equipment: World map, paper

Assessment: Students can give information about other countries.

Procedures:

1. Greet students with various expressions.
 - Good morning/Good afternoon! How are you today?
 - Hello! How are you doing? / Hi! How is everything going?
2. Students reply the greeting with:
 - I'm fine. Thank you./ I'm good, and you?
3. Check attendance by asking
 - Is everyone all here? Who is absent today?
4. Introduce the topic "On Tour" to the students.

Warm-up	<ol style="list-style-type: none"> 1. Activate students' background knowledge by asking them with the following question. "Have you ever been to other countries?" 2. If students answer "Yes", let them share their experiences. Then, continue with another question, "What countries do you know?" 3. Write A-Z on the board. Then, tell students that they have to write countries beginning with A-Z. A world map is provided to help them find the countries.
---------	--

	<p>4. Tell students that they have to ask teacher using the sentence, “Have you ever been/visited to (country A-Z)?”</p> <p>If the teacher answers “Yes, I have”, students are to continue with follow-up questions, “What did you do there?” and “How was it?”</p> <p>If the teacher answers “No, I haven’t / I have never been there.”, students are to continue with follow-up questions, “Would you like to go there?” and “Why would you like to visit this country?”</p> <p>5. Explain to the students that Present Perfect Tense can be used to ask or tell about experience and the structure of the sentence is</p> <p style="padding-left: 40px;">S. + have/has + ever/never + V.₃ (V.ed)</p> <p>When you tell about the situation or story in the past, you use Past Simple Tense to tell about your experience.</p> <p style="padding-left: 40px;">S. + V.₂ (V.ed)</p> <p style="padding-left: 40px;">S. + went + V.ing</p> <p>Give students example:</p> <p style="padding-left: 40px;">I have been to Indonesia. I went sightseeing there two years ago. It was amazing.</p>
Communicative Activities	<p>6. Tell students that they are going to do an activity.</p> <p>7. Students will use the information about five countries they are assigned to do as homework from previous class.</p> <p>8. They are to write their countries on the worksheet. They have to act as they have been to these countries based on the information they have.</p>

	<p>9. Then, they are to interview five different classmates and fill in the information they get from their classmates including names, places to visit, activities and experiences. In order to find classmates who have been to the countries they have got on the worksheet, they have to converse with this dialogue:</p> <p style="padding-left: 40px;">- Have you ever been to? Have you ever visited?</p> <p style="padding-left: 80px;">Yes, I have been there / No, I haven't been there.</p> <p style="padding-left: 40px;">- (If yes) Where did you go/visit?</p> <p style="padding-left: 80px;">I visited / went to</p> <p style="padding-left: 40px;">- What did you do there?</p> <p style="padding-left: 80px;">I went (sightseeing/photographing/shopping/kayaking/skiing/...).</p> <p style="padding-left: 40px;">- How was it? Did you like it? Did you enjoy it?</p> <p style="padding-left: 80px;">It was (amazing/fine/great/fantastic/fabulous/terrible/horrible/...).</p> <p style="padding-left: 40px;">- What do you find different from our country?</p> <p style="padding-left: 80px;">The ... was different because ...</p> <p>10. When students finish this activity, tell them they are going to do another activity which will be group activity.</p>
Product	<p>11. Students are to form 6 groups with 5 – 6 members each.</p> <p>12. Explain the activity that each group will work as a tour agency.</p> <p>They are to provide as much information as possible about the country</p>

	<p>they are going to sell the tour package. The information includes places to visit and activities that the travelers will get to do.</p> <p>13. A representative of each group draws a country they have to work on. The countries are Japan, India, South Africa, Brazil and Switzerland.</p> <p>14. Students have about 10 – 15 minutes to discuss in their team and to prepare the information.</p> <p>15. After the group talk, the teacher asks students to sit in group and explain to them that the members in their group will be split up to go to other groups to give the information about their country. Each group will have 2 minutes to sell their tour package.</p> <p>16. Start the activity by drawing the first group. After 2 minutes, draw the next group and continue doing this until all groups finish their presentation to every group.</p> <p>17. After finish the activity, students will vote the country they would like to go with the tour agency. Paper for voting is provided.</p>
Discussion	<p>18. Summarize the information that each group has and ask students what new information they have found. “Have you ever known this before?”</p> <p>19. Students share what they have found interesting. Teacher encourages them to speak up by asking “Would you like to go to this country, why or why not?” “If you visit this country, what would you like to do?”</p>

	<p>20. Wrap up to the students that each country has its uniqueness. You can see that people around the world are diverse because of the place they live. Places to visit also show art and culture as well as activity which reflect way of life. “For the countries I have been, if you ask me which country is better, I do not have an answer for you. It is because they are just different and every country is special in its own way.”</p>
--	--

Comments:





APPENDIX E

The Item-Objective Congruence Index of Lesson Plans

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

The IOC Index of Lesson Plan Evaluation Form – Own Culture

Items	Questions	Expert			IOC Total	Meaning	Comment
		A	B	C			
Objectives	1. Do the objectives relate to the topic?	1	1	1	1.00	Reserved	
	2. Are the objectives suitable for the level of students?	0	1	1	0.67	Reserved	Obj. 1 & 2 seem to be too easy for M.5 students.
	3. Do the objectives support Baker's strands for applying intercultural awareness in classroom teaching (2012) and Chlopek's general stages for implementing the intercultural approach (2008)?	1	1	1	1.00	Reserved	
	4. Do the objectives support language learning?	1	1	1	1.00	Reserved	
Materials and Equipment	5. Are the materials and equipment appropriate in the lesson?	1	1	1	1.00	Reserved	Images are good and clear.
	6. Do the materials and equipment help learners gain intercultural awareness?	1	1	1	1.00	Reserved	
	7. Do the materials and equipment help learners gain language knowledge?	0	1	1	0.67	Reserved	No guideline information for students to explain the picture they get?

	8. Do the materials and equipment assist learners in language communication?	0	1	1	0.67	Reserved	e.g. when explaining about shadow puppets that they are made from ...
Procedures	9. Do the teaching procedures relate to the objectives?	1	1	1	1.00	Reserved	
	10. Do the procedures follow the Chlopek's procedures for implementing the intercultural approach (2008)?	1	1	1	1.00	Reserved	Activities need to be adjusted in terms of the sequence.
	11. Do the activities help raise learners' intercultural awareness?	1	1	1	1.00	Reserved	
	12. Do the activities help learners understand own culture?	1	1	1	1.00	Reserved	
	13. Do the activities motivate intercultural and English communicative learning?	1	1	1	1.00	Reserved	
Evaluation	14. Are students evaluated in intercultural understanding and English language?	1	1	1	1.00	Reserved	
	15. Are activities appropriate to evaluation?	1	1	1	1.00	Reserved	

Additional Comments:

- 1) The sequence of the activities might need to re-order such as group students into 4 based on the region and have them compete with others in matching photos with description. Then, they can discuss among them and exchange ideas and discuss differences and similarities in a group according to the categories.
- 2) Students may need the language as a tool to communicate before they can even discuss.
- 3) You might need a time line-meaning stating how much time you use in each activity and which stage (based on Chlopek, 2008) is in which period.
- 4) It is an interactive lesson with good use of flashcards/pictures which encourages students to participate well.

The IOC Index of Lesson Plan Evaluation Form – Target Culture

Items	Questions	Expert			Total	Meaning	Comment
		A	B	C			
Objectives	1. Do the objectives relate to the topic?	0	-1	1	0.00	Modified	The lesson is mostly about food rather than media. “The Media” you mention refers to different things we see about the target culture such as Hollywood movies. Food is perhaps part of it and do not depict/relate to the topic.
	2. Are the objectives suitable for the level of students?	1	1	1	1.00	Reserved	
	3. Do the objectives support Baker’s strands for applying intercultural awareness in classroom teaching (2012) and Chlopek’s general stages	1	1	1	1.00	Reserved	

	for implementing the intercultural approach (2008)?						
	4. Do the objectives support language learning?	1	1	1	1.00	Reserved	
Materials and Equipment	5. Are the materials and equipment appropriate in the lesson?	1	1	1	1.00	Reserved	
	6. Do the materials and equipment help learners gain intercultural awareness?	1	1	1	1.00	Reserved	
	7. Do the materials and equipment help learners gain language knowledge?	1	1	1	1.00	Reserved	
	8. Do the materials and equipment assist learners in language communication?	1	1	1	1.00	Reserved	
Procedures	9. Do the teaching procedures relate to the objectives?	1	1	1	1.00	Reserved	
	10. Do the procedures follow the Chlopek's procedures for implementing the intercultural approach (2008)?	1	1	1	1.00	Reserved	

	11. Do the activities help raise learners' intercultural awareness?	1	1	1	1.00	Reserved	Should add the way of life of people in terms of eating etiquette.
	12. Do the activities help learners understand own culture?	1	1	1	1.00	Reserved	
	13. Do the activities motivate intercultural and English communicative learning?	1	1	1	1.00	Reserved	
Evaluation	14. Are students evaluated in intercultural understanding and English language?	1	1	1	1.00	Reserved	
	15. Are activities appropriate to evaluation?	1	1	1	1.00	Reserved	

Additional Comments:

- 1) If you want to teach your students/ or make them become aware of food in the target culture through the use of media, you might adjust the topic such as “Dishes in Media” to make food your theme.
- 2) The activities on the worksheet together with pictures would create a fun lesson.

The IOC Index of Lesson Plan Evaluation Form – World Culture

Items	Questions	Expert			Total	Meaning	Comment
		A	B	C			
Objectives	1. Do the objectives relate to the topic?	1	1	1	1.00	Reserved	
	2. Are the objectives suitable for the level of students?	1	1	1	1.00	Reserved	
	3. Do the objectives support Baker's strands for applying intercultural awareness in classroom teaching (2012) and Chlopek's general stages for implementing the intercultural approach (2008)?	1	1	1	1.00	Reserved	
	4. Do the objectives support language learning?	1	1	1	1.00	Reserved	
Materials and Equipment	5. Are the materials and equipment appropriate in the lesson?	1	1	1	1.00	Reserved	World map is a good idea.
	6. Do the materials and equipment help learners gain intercultural awareness?	1	1	1	1.00	Reserved	
	7. Do the materials and equipment help learners gain language knowledge?	1	1	1	1.00	Reserved	The use of teaching aids makes the lesson fun and educational.

	8. Do the materials and equipment assist learners in language communication?	1	1	1	1.00	Reserved	
Procedures	9. Do the teaching procedures relate to the objectives?	1	1	1	1.00	Reserved	
	10. Do the procedures follow the Chlopek's procedures for implementing the intercultural approach (2008)?	1	1	1	1.00	Reserved	
	11. Do the activities help raise learners' intercultural awareness?	1	1	1	1.00	Reserved	The activities need to be adjusted a bit to make it simpler and easy to follow with the time limitation/ under time constrain.
	12. Do the activities help learners understand own culture?	1	1	1	1.00	Reserved	
	13. Do the activities motivate intercultural and English communicative learning?	1	1	1	1.00	Reserved	
Evaluation	14. Are students evaluated in intercultural understanding and English language?	1	1	1	1.00	Reserved	
	15. Are activities appropriate to evaluation?	1	1	1	1.00	Reserved	

APPENDIX F
Intercultural Awareness Test

Please tick (/) for the following items according to your opinion.

โปรดทำเครื่องหมายถูก (/) ลงในช่องที่ตรงกับความคิดเห็นของนักเรียน

No.	Item	Yes ใช่	Maybe ไม่แน่ใจ	No ไม่ใช่
1	ครั้งแรกที่ฉันเข้ามาเรียนที่โรงเรียนนี้ ฉันพยายามปรับตัวให้เข้ากับสังคมในโรงเรียนนี้ I tried to adapt myself to the society when I first entered this school.			
2	ฉันแสดงความเคารพผู้ใหญ่ด้วยการไหว้ I show my respect to older people with "Wai".			
3	หากฉันต้องแต่งกายด้วยชุดไทย ฉันจะสูญเสียความมั่นใจในตนเอง If I have to dress up in Thai costume, I would lose self-confidence.			
4	คนไทยมีวัฒนธรรมเหมือนกันทุกอย่าง แม้ว่าจะอาศัยอยู่ต่างภาคกัน All Thai people have identical culture although they live in different regions.			
5	ฉันไม่สามารถแยกได้ว่า ศิลปะวัฒนธรรม อย่างใดอย่างหนึ่ง เช่น อาหาร การแสดง หัตถกรรม เป็นของคนไทยกลุ่มใด I cannot distinguish which art and culture e.g. food, performance, handicraft belong to which group of Thai people.			
6	ฉันยังมีข้อสงสัยเกี่ยวกับความเชื่อ ค่านิยม และขนบธรรมเนียมไทยหลายอย่าง I still have various questions about Thai beliefs, Thai values and Thai customs.			
7	ฉันอยากเข้าร่วมประเพณีหรือเทศกาลของเจ้าของภาษาที่ฉันเห็นจากสื่อต่างๆ I would like to participate in ceremonies or festivals of native speakers that I have seen from the media.			
8	การสื่อสารกับเจ้าของภาษาที่ผิดพลาดหลายครั้งมักเกิดจากความไม่เข้าใจทางวัฒนธรรม Several miscommunications with native speakers occur from cultural misunderstandings.			
9	ฉันรู้สึกอายเมื่อต้องพูดและออกเสียงภาษาอังกฤษให้เหมือนเจ้าของภาษา I feel embarrassed when I have to speak and pronounce in English like native speakers.			
10	ฉันรู้สึกเขินเมื่อต้องแสดงกิริยาท่าทางแบบเจ้าของภาษา I feel shy when I have to express myself with native-like behaviors.			

No.	Item	Yes ใช่	Maybe ไม่แน่ใจ	No ไม่ใช่
11	<p>สำหรับคนที่พูดภาษาอังกฤษ การถามเรื่องส่วนตัว เช่น อายุ น้ำหนัก เป็นสิ่งที่ควรทำ เพื่อแสดงความสนใจกับบุคคลที่เราสนทนาด้วย</p> <p>For native English speakers, you should ask about personal issues like age or weight to show interest with your interlocutors.</p>			
12	<p>การไม่พูดคำว่า ขอขอบคุณ ขอโทษ และกรุณา ถือเป็นมารยาทในกลุ่มคนที่ใช้ภาษาอังกฤษ</p> <p>Not saying 'Thank you', 'Sorry' and 'Please' is considered rude among native English speakers.</p>			
13	<p>ในสังคมของเจ้าของภาษา การจับมือหรือโอบกอดเพื่อทักทายระหว่างชายหญิง ถือเป็นมารยาทที่ไม่เหมาะสม</p> <p>In native speakers' society, shaking hands or embracing as greeting between men and women is considered inappropriate.</p>			
14	<p>ฉันมีความสนใจและอยากเรียนรู้วัฒนธรรมของคนต่างชาติต่างภาษา</p> <p>I am interested and eager to learn about international cultures.</p>			
15	<p>หากใครดำเนินชีวิตต่างจากวิถีของฉัน คนๆนั้นดำเนินชีวิตในแบบที่ผิด</p> <p>If someone has his/her way of life different from mine, that person has wrong way of life.</p>			
16	<p>ฉันเต็มใจที่จะลองรับประทานอาหารนานาชาติที่ฉันไม่เคยรับประทานมาก่อน</p> <p>I am willing to try international food that I have never eaten.</p>			
17	<p>การเรียนรู้วัฒนธรรมของประเทศต่างๆทำให้โลกทัศน์ของฉันกว้างขึ้น</p> <p>Knowing cultures from many countries broadens my worldview.</p>			
18	<p>ฉันรู้สึกอึดอัดเมื่อต้องอยู่กับคนหลากหลายเชื้อชาติ</p> <p>I feel uncomfortable when I have to be with international people</p>			
19	<p>เมื่อเห็นคนต่างชาติแต่งตัวแปลกจากที่ฉันเคยเห็น ฉันจะเดินเลี่ยงไปทางอื่น</p> <p>When I see foreigners wearing unusual clothing, I will avoid them.</p>			
20	<p>ฉันมักจะสอบถามและค้นหาเมื่อฉันพบเห็นสิ่งที่แตกต่างจากวัฒนธรรมของฉัน</p> <p>I often ask and search when I encounter something different from my culture.</p>			

APPENDIX G

The IOC Index of Intercultural Awareness Test

Items	Questions	Expert			IOC Total	Meaning	Comments
		A	B	C			
1	Is the format of the test easy to follow?	1	1	1	1.00	Reserved	
2	Is the test suitable for the students?	-1	1	1	0.33	Modified	Some of the questions create hatred and need to be revised.
3	Is the scale used for the test appropriate?	0	1	1	0.67	Reserved	
4	Does the questionnaire indicate students' intercultural awareness?	1	1	1	1.00	Reserved	To some extent "yes"
5	Do the scoring rubric and its description interpret the score appropriately?	1	1	1	1.00	Reserved	Not sure if the items can indicate that students show wide-range knowledge because the items do not ask a lot of that but a lot about self-awareness.
6	Is item 1 appropriate for the students?	1	0	1	0.67	Reserved	

7	Is item 2 appropriate for the students?	1	1	1	1.00	Reserved	
8	Is item 3 appropriate for the students?	-1	1	1	0.33	Modified	
9	Is item 4 appropriate for the students?	1	1	1	1.00	Reserved	
10	Is item 5 appropriate for the students?	1	1	1	1.00	Reserved	
11	Is item 6 appropriate for the students?	1	1	1	1.00	Reserved	
12	Is item 7 appropriate for the students?	1	1	1	1.00	Reserved	
13	Is item 8 appropriate for the students?	1	1	1	1.00	Reserved	
14	Is item 9 appropriate for the students?	1	1	1	1.00	Reserved	
15	Is item 10 appropriate for the students?	1	1	1	1.00	Reserved	
16	Is item 11 appropriate for the students?	1	1	1	1.00	Reserved	
17	Is item 12 appropriate for the students?	1	1	1	1.00	Reserved	
18	Is item 13 appropriate for the students?	1	1	1	1.00	Reserved	
19	Is item 14 appropriate for the students?	1	1	1	1.00	Reserved	

20	Is item 15 appropriate for the students?	1	1	1	1.00	Reserved	
21	Is item 16 appropriate for the students?	1	1	1	1.00	Reserved	
22	Is item 17 appropriate for the students?	1	1	1	1.00	Reserved	
23	Is item 18 appropriate for the students?	1	1	1	1.00	Reserved	
24	Is item 19 appropriate for the students?	-1	0	0	-0.33	Modified	It may be bias. Racism.
25	Is item 20 appropriate for the students?	1	1	1	1.00	Reserved	

Additional Comments:

- 1) Should add “Instruction” and make changes with the table to make the three parts (own culture, target culture, and world culture) easier to be seen/noticed.
- 2) Should add and delete words both Thai and English as suggested to make some of the items clear and appropriate.

APPENDIX H

**Interview questionnaire for opinions towards
English instruction using intercultural approach**

Please tick for the following statement to indicate your opinion. (5 = strongly agree, 4 = agree, 3 = neither agree nor disagree, 2 = disagree, 1 = strongly disagree)

กรุณาทำเครื่องหมายถูก (/) สำหรับข้อความต่อไปนี้เพื่อแสดงความคิดเห็นของนักเรียน

(5 = เห็นด้วยอย่างยิ่ง, 4 = เห็นด้วย, 3 = ไม่ทั้งเห็นด้วยหรือไม่เห็นด้วย, 2 = ไม่เห็นด้วย, 1 = ไม่เห็นด้วยอย่างยิ่ง)

Statement	Opinion				
	5	4	3	2	1
1. The instruction helps improve your English. (การเรียนการสอนนี้ช่วยพัฒนาภาษาอังกฤษของนักเรียน)					
2. The instruction enhances your intercultural awareness. (การเรียนการสอนนี้เสริมสร้างความตระหนักรู้ระหว่างวัฒนธรรมของนักเรียน)					
3. The instruction engages you into classroom participation. (การเรียนการสอนนี้ช่วยให้นักเรียนมีส่วนร่วมในชั้นเรียน)					
4. The activities in each lesson are appropriate to the content. (กิจกรรมในแต่ละบทเรียนมีความเหมาะสม)					
Lesson 1: Amazing Thailand					
Lesson 2: When in Thailand, Do as the Thais Do					
Lesson 3: Food in the Media					
Lesson 4: IT Buddy					
Lesson 5: On Tour					
Lesson 6: Culture shock					
5. The instruction and explanation are clear and understandable. (การสอนและคำอธิบายของครูมีความชัดเจนและเข้าใจได้ง่าย)					
6. The instructional materials are attractive and adequate. (สื่อการเรียนการสอนมีความน่าสนใจและเพียงพอ)					
7. The time in each period is appropriate. (เวลาในแต่ละคาบเรียนมีความเหมาะสม)					

Likes (สิ่งที่ชอบในวิชานี้)

.....

Dislikes (สิ่งที่ควรปรับปรุงในวิชานี้)

.....

Comments (ความคิดเห็นเพิ่มเติม)

.....

.....

APPENDIX I

The IOC Index of questionnaire for opinions
towards English instruction using intercultural approach

Items	Questions	Expert			IOC Total	Meaning
		A	B	C		
1	Is the format of the questionnaire easy to follow?	1	1	1	1.00	Reserved
2	Is the questionnaire suitable for the students?	1	1	1	1.00	Reserved
3	Is the scale used for the questionnaire appropriate?	1	1	1	1.00	Reserved
4	Does the questionnaire indicate students' opinion towards intercultural approach in English instruction?	1	1	1	1.00	Reserved
5	Is Statement 1 appropriate for the students?	1	1	1	1.00	Reserved
6	Is Statement 2 appropriate for the students?	1	1	1	1.00	Reserved
7	Is Statement 3 appropriate for the students?	1	1	1	1.00	Reserved
8	Is Statement 4 appropriate for the students?	0	1	1	0.67	Reserved
9	Is Statement 5 appropriate for the students?	1	1	1	1.00	Reserved
10	Is Statement 6 appropriate for the students?	1	1	1	1.00	Reserved
11	Is Statement 7 appropriate for the students?	1	1	1	1.00	Reserved
12	Does the open-ended part encourage students to express more opinion?	1	1	1	1.00	Reserved

Additional Comments:

Perhaps add questions related to the procedure/process of running the activities based on Chlopek's (2008).

APPENDIX J

Lists of experts validating the instruments

Experts validating English lesson plans using intercultural approach

1. Maneerat Ekkayokkaya, Ph.D.

Instructor, Division of Foreign Language Teaching, Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University

2. Piboon Sukvijit

English Instructor, Faculty of Liberal Arts, Sripatum University

3. Patoom Tungprasit

English Teacher, Prachinkallayanee School

Experts validating Intercultural Awareness Test and Questionnaire for Opinions towards English Instruction Using Intercultural Approach

1. Pornpimol Sukavatee, Ph.D.

Instructor, Division of Foreign Language Teaching, Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University

2. Piboon Sukvijit

English Instructor, Faculty of Liberal Arts, Sripatum University

3. Sucheera Assavawipas

English Teacher, Prachinkallayanee School

VITA

Patuma Choeichaiyapoom was born in Prachinburi, Thailand. In 2004, she received a high school diploma (Magna Cum Laude) from Rockford Guilford High School, Illinois, USA. Then, she finished high school from Prachinkallayanee School, Prachinburi in 2005. She obtained her B.A. in English (Second Class Honors) from the Faculty of Liberal Arts, Thammasat University in 2009. In 2011, she continued her Master's Degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University. She currently works as an English instructor at Rayong Science Academy.





จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY