การพัฒนาสื่อการสอนนานาภาษาอังกฤษโลกแบบออนไลน์ เพื่อสร้างความตระหนักระหว่างวัฒนธรรมใน กลุ่มสมาชิกประชาคมอาเซียนของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

DEVELOPMENT OF WORLD ENGLISH ONLINE MATERIALS TO RAISE INTERCULTURAL AWARENESS AMONG ESL STUDENTS IN ASEAN COUNTRIES

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งานวิจัยนี้มีวัตถุประสงค์เพื่อสร้างสื่อการสอนแบบออนไลน์ และเพื่อสร้างความตระหนักระหว่างวัฒนธรรมใน กลุ่มสมาชิกประชาคมอาเซียนของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ โดยเป็นแบบเรียนโดยเน้นการอ่านแบบ ACTIVE Reading ของ Anderson (2003) เป็นพื้นฐานในการพัฒนาสื่อการสอนนี้

ผลจากแบบสอบถามความต้องการจำเป็นของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 3 จำนวน 30 คน พบว่านักเรียนมี ความสนใจที่จะเรียนรู้เรื่องวัฒนธรรมของกลุ่มประเทศอาเซียน ได้แก่ วัฒนธรรมของประเทศสิงคโปร์ ฟิลิปปินส์ และ เวียดนาม ตามลำดับ และหัวข้อที่น่าสนใจคือ วันหยุดและงานเทศกาล สถานที่ท่องเที่ยว และอาหารและเครื่องดื่ม จากหัวข้อ เหล่านี้ได้นำมาสู่การพัฒนาแบบเรียนโดยเน้นการอ่าน สามเรื่องดังนี้ (1) "What and Where to Celebrate?" (2) "Sea, Sand, and Sun!", and (3) "You Are What You Eat!" การคัดเลือกเนื้อหาโดยการดูระดับความสามารถในการอ่าน (Flesch-Kincaid Grade Level) เหมาะสมกับนักเรียนระดับนี้ บทเรียนทั้งสามได้รับการพัฒนาเป็นบทเรียนออนไลน์โดย นำเสนอผ่านทาง http://sites.google.com/site/aseanreading/ โดยสร้างจากโปรแกรม Adobe Captivate ทั้งสาม บทเรียนได้รับการประเมินแผนการสอนและสื่อการสอนโดยผู้เชี่ยวชาญด้านแผนการสอนประเมินในแง่ของเนื้อหา ภาษา บทเรียนประกอบ แบบฝึกหัด และการประเมินผล ผลจากการประเมินได้รับการยอมรับโดยมาตรฐานค่า Item Objective Congruence (IOC) ที่ 0.71 สื่อการสอนประเมินในแง่ของเนื้อหาและเทคนิคของสื่อการสอน ผลจากการประเมินได้รับการ ยอมรับที่ 0.96 และจากการสอบถามทัศนคติของนักเรียนหลังการทดลองบทเรียนออนไลน์พบว่านักเรียนได้รับความรู้และ ตระหนักถึงความแตกต่างระหว่างวัฒนธรรมและได้เรียนรู้ขนบธรรมเนียมและภาษาท้องถิ่นรวมทั้งสามารถแยกความแตกต่าง ระหว่างวัฒนธรรมของตัวเองและของผู้อื่น

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Abstract

This project has two objectives; (a) to develop World English online materials and (b) to raise intercultural awareness among English as Foreign Language (EFL) students in ASEAN countries. The World English online materials were developed as reading materials based on the ACTIVE Reading Model by Anderson (2003).

To develop online materials, the needs of 30 students who were in Mathayom 3 in Triamudomsuksa Pattanakarn Ratchada School were analyzed to find out the three most interesting cultures and topics which students preferred to read about. The findings revealed that the three countries they were most interested in were Singapore, the Philippines, and Vietnam. The three topics most of interest were holidays and festivals, tourist attractions, and foods and beverages respectively. From the findings, three lessons were developed as online materials entitled: (1) "What and Where to Celebrate?" (2) "Sea, Sand, and Sun!", and (3) "You Are What You Eat!" The contents were deemed appropriate for Flesch-Kincaid Grade Level 9. The World English online materials focus on intercultural awareness among ASEAN countries and were developed by using Adobe Captivate software. They can be found on the following website: http://sites.google.com/site/aseanreading/.

The lesson plans and the online materials were each validated by the experts. The lesson plans were evaluated in terms of the overall lesson plans, content of the story, exercises after reading, and assessment. The online materials were evaluated in terms of content and techniques of the materials. They were accepted at an Item Objective Congruence (IOC) index at level 0.71 and 0.96 respectively. Intercultural awareness was certainly raised because students learned about cultures and some local words and they were able to distinguish the similarities and differences between the cultures of their own and others.

คำสำคัญ : สื่อการสอนนานาภาษาอังกฤษโลกแบบออนไลน์ / ความตระหนักระหว่างวัฒนธรรม / กลุ่มสมาชิก

ประชาคมอาเซี่ยน

Keywords: WORLD ENGLISHES ONLINE MATERIALS / INTERCULTURAL AWARENESS / ASEAN COUNTRIES

Introduction

English now is considered as a global or world language. It is well-known among people in the EFL/ESL field as 'World Englishes' which means it is not the language for English native-speakers only but it is the language which is spoken by many people from various regions. To avoid misunderstanding among linguists and non-linguists, it is called the varieties of English.

Looking back to Asia, English is now known as the Lingua Franca which means the language that is being used among non-native speakers who come from different cultural background in Southeast Asia (Jenkins, 2009).

Thailand is in one of many countries in Asia where English is required to learn as a second language. This language is now being promoted to be one of the medium in teaching. Thailand has promoted the World Class Standard School so that Thai people have enough capacity and ability to communicate and cooperate with the international communities, especially among countries in the region.

In order to be able to communicate with people in other countries, English is needed to be learned unavoidably. Furthermore, the Basic Core Curriculum (2008) stated that students will be able to use the foreign language in order to communicate and share the similarities and differences between languages and cultures of their own with the others. In communication, students first have to be aware of the differences in culture (Kramsch, 1993). According to Kirkpatrick (2007), English as lingua franca is based on the goal of successful cross-cultural communication. It means that teachers and students should focus on how cultures are different. To help students to be aware of intercultures and to communicate effectively is through reading. Therefore, reading materials are essential tools to make students have better understanding among ASEAN people. Most of all, they can support students to increase their success (Sarica & Cavus, 2009).

According to the researcher's preliminary survey, the characteristics of English textbooks in Thailand mostly based on the Western cultures. Litz (2005) stated that EFL/ESL textbooks still contain a lot of gender and cultural bias, sexism, and stereotyping.

It is clear that the resources that schools provide to students nowadays do not serve the current situation dealing with ASEAN Community. Therefore, contents should be changed accordingly. Since ASEAN Community is established to promote peace, prosperity, and people among ten countries (Brunei Darussalam, Cambodia, Indonesia, Laos PDR, Malaysia, Myanmar, Singapore, Thailand, The Philippines, Vietnam) (Association of Southeast Asian Nations, 2009), students will have opportunities to learn some cultures of other countries to prepare them to be part of the ASEAN community which cross-culture or intercultural awareness cannot be avoided. Furthermore, varieties of English are required to use as a tool to communicate in World Englishes context.

In order to make materials more relevant to the world's needs, technology needs to be employed in designing materials. Creativity in developing materials in language teaching is growing according to advances in technology and multimedia. Recently, web-based learning has gained more attention in education as Olson and Wisher (2002) mentioned that this kind of material can be conveniently modified and redistributed, readily accessed, and quickly linked to related sources of knowledge, thus establishing a backbone for "anytime, anywhere learning".

This study focused on ACTIVE Reading model which was adapted from Anderson (2003) which was considered as active reading skills rather than passive skills. Anderson (2003) proposed this model by combining many reading strategies in one model. ACTIVE Reading model consisted of **A** = Activate Prior Knowledge, **C** = Cultivate Vocabulary, **T** = Teach for Comprehension, **I** = Increase Reading Fluency, **V** = Verify Strategies and **E** = Evaluate Progress.

This paper aimed to develop World Englishes online materials for EFL learners to raise intercultural awareness among ASEAN countries by adapting ACTIVE reading model in the materials. The contents were suitable for learners in ASEAN community. The techniques of production were the use of Adobe Captivate program and it was created as web-based instruction.

Objectives

1. To develop World Englishes online materials to present intercultural context in reading among ASEAN countires.

2. To raise intercultural awareness of English as a Foreign Language (EFL) students among ASEAN countries.

Research Methodology

There are three phases in the process of the development of online materials. Each phase is explained as follows:

Phase I – The process of conducting needs analysis to obtain the students' most interesting three cultures and topics within ASEAN context as well as the reading strategies for material development.

The participants in this study were grade 9th lower secondary school students (Mathayom 3 students) from Triamudomsuksa Pattanakarn Ratchada School. There were 30 participants

consist of 16 male students and 14 female students aged between 12 and 15. Needs analysis questionnaire was distributed.

The questionnaire consists of three parts. The first part was the personal information which consists of 9 questions. It was adapted from Richards (2001). The second part was the cultures and topics of interest which there were two different parts for students to choose here: the cultures of the 10 ASEAN countries and 7 topics of interest. Finally, the last part was the reading strategies, which has 10 questions. This part was adapted from the reading strategies of Anderson (2003).

After the questionnaire was validated and revised, it was distributed to participants to collect data. For part 2, the results were shown by ranking. For part 3, the results were shown as the description from the mean value. The observed reading strategies were applied in developing materials in this study.

Phase II: The process of developing online materials consists of four steps. The first step was reviewing the literature on theories and frameworks for developing online materials. Next step was exploring and collecting data from needs analysis to find out the most preferred cultures and topics to develop online materials. The third step was designing lessons and lesson plans by adapting ACTIVE Reading Model by Anderson (2003). Finally, developing online materials based on the designed lessons was the last step.

Phase III: Material validation was the process of evaluating materials by six experts. There were two materials being validated in this study: lesson plans and online materials. For lesson plans, the experts evaluated in terms of lesson plans in overall, content of the story, exercises after reading, and assessment. Regarding the online materials, the experts evaluated in terms of content and techniques of the materials. Besides, the investigation of students' opinions after implementation of the materials was the last process in this phase.

Results

The findings were divided into four parts. The first part was the finding of needs analysis in all three parts of questionnaire. Components of World Englishes focusing on intercultural awareness among ASEAN countries were the second finding. The third part reported the findings of materials validation by six experts and the last part presented the students' opinions towards online materials.

The Findings of Needs Analysis

The information for needs analysis consisted of three parts as followed:

Part I: Students' Personal Information was related to students' demographic data and their English proficiency which was approximately good. They had good attitudes towards reading, and the means of receiving news about the existence of ASEAN Community was through schools and televisions.

Part II: Cultures and Topics of Interest showed the top three cultures and topics that students were interested to read. The data showed that the most three interesting cultures from three countries are: (1) Singapore, (2) The Philippines, and (3) Vietnam. Furthermore, the result revealed that the most three topics out of seven that students liked to read are accordingly: (1) Holidays and Festival, (2) Tourist Attractions, and (3) Foods and Beverages.

Part III: Reading Strategies presented the strategies that students used when they read.

The results showed that they were already familiar with all the reading strategies and that they put them into practice when they read materials. Additionally, the tools provided to enhance reading comprehension, such as the electronic dictionary and the picture viewer, were easily found and used by the students. This showed that the students were already familiar to such mechanisms of interaction. Therefore, such interaction on multimedia content can confirm the easy usability of the developed online materials for the targeted students.

The Findings of Components of World Englishes Online Materials Focusing on Intercultural Awareness among ASEAN Countries

The components of all three lessons of these materials followed the same pattern of ACTIVE reading model (Anderson, 2003): **A** = Activate Prior Knowledge, **C** = Cultivate Vocabulary, **T** = Teach for Comprehension, **I** = Increase Reading Fluency, **V** = Verify Strategies and **E** = Evaluate Progress. However, some steps could be swapped. For example, the T step could come before C step as shown in Lesson 2 below.

1. Before You Read (A = Activate Prior Knowledge)

According to Anderson (2003), students needed to be *activated prior knowledge* before they read the passage. In lesson 2, students needed to finish the *A: Before You Read* part by clicking choices provided.

2. Reading Comprehension (I = Increase Reading Fluency and V = Verify Strategy)

There were two components on this page. *Verify strategy* was in the Tip box labeling *Reading Skill*. After reading the tip, students started to practice the *Reading Skill* part to learn a reading strategy and they could apply it during their reading from the exercise below the tip box.

Next, they continued to read the *Developing Reading Skill* to help them to increase their reading fluency which fell in to step *I: Increase Reading Fluency*.

Then the next page presented the reading content of the lesson. Students continued reading until the end of the story. While reading, there were pop-up balloon icons displaying the definitions of some vocabulary either in descriptions or illustrations.

3. Exercises after Reading (T = Teach for Comprehend)

After the reading, students had to complete two exercises. The exercises were still in the *Reading Comprehension* part and it was considered as step *T = Teach for Comprehend*.

4. Vocabulary Comprehension (C = Cultivate vocabulary and V = Verify strategy)

On this page, it provided students opportunities to comprehend vocabulary from the readings (*C=Cultivate Vocabulary*). In this exercise, it came in multiple choices. When each answer was chosen, the "Submit" button should be clicked.

The page below provided a tip box of *Vocabulary Skill* for students to gain vocabulary skill which fell into the step of *V= Verify Strategy*. After reading the tip for vocabulary skill, students needed to do exercise about synonyms.

5. What Do You Think? (E = Evaluate Progress)

In this step, *What Do You Think?* was the part in the *E= Evaluate Progress* step. In order to be able to notify whether the objectives of the lesson were met, evaluation part was students had to work in pair and tried to come up with the answers to those questions below.

In conclusion, there were six components of ACTIVE reading model in the World Englishes online materials focusing on intercultural awareness among ASEAN countries which embedded in those five parts in each lesson.

The Findings of Material Validation

There are two findings of the material validation: lesson plans and online material validation.

In this study, the IOC index level at 0.5 and above is considered acceptable. The results are presented as in the following tables respectively.

Table 1: Summary of findings from experts' validation towards lesson plans

Description of Lesson Plans	Total IOC Index from 3 Experts
1.1 Lesson Plan in Overall	0.83
1.2 Content of Story	0.88
1.3 Exercises after Reading	0.5
1.4 Assessment	0.66
Total IOC Index of the lesson plans	**0.71**

As shown in Table 1, the IOC index towards the whole lesson plan was acceptable at IOC index level 0.71.

Table 2: Summary of findings from experts' validation towards World Englishes online materials

Description of World Englishes Online Materials	Total IOC Index from 3 Experts
1.1 Content	0.93
1.2 Techniques of Materials	1
Total IOC Index of World Englishes online materials	**0.96**

According to the table 2, World Englishes online materials focusing on intercultural awareness among ASEAN countries were accepted at IOC index level 0.96. However, there were some comments, for instance, there should be the instruction in using the website on the front page, slow downloading, and some vocabulary might be difficult for students, from the experts for the materials to be adjusted so that they served the objectives of the study.

The Findings of Student's Opinions towards World Englishes Online Materials Focusing on Intercultural Awareness among ASEAN Countries

After the pilot testing, five students were asked to share their opinions towards World Englishes online materials. The critics from the students towards the developed online material were globally positive. Even though these online materials left some room for improvements of usability and promoting a stronger extrinsic motivation for English learning, the results showed that students were largely favorable to the interactive online content.

Besides their interest in multimedia taking advantage of nowadays technology, the students' comments clearly showed their enthusiasm towards the multi-cultural aspect of the materials. Many of their opinions in the open-ended questions dealt with learning more about the everyday life of the people in the ASEAN countries presented in the materials. Intercultural awareness was certainly raised through their culture learning from those particular countries from the reading as well as some local vocabulary in those countries and they were able to distinguish the similarities and differences between those cultures of their own and others. These are some students' opinions after them trying out the materials.

S1 "I learn a lot of various details about the other countries and their customs. For example, I learn not only the festivals and traditions, but also learn some table manners, how to say hello, goodbye, etc"

"I can see the differences between my own country and the countries in the lessons and I know how to behave when I am in those countries."

Discussion

Based on the literature review, culture was the symbol of values, beliefs, and norms of behaviors shared within one society (McKay, 2002). Whenever people were in contact, they transported their attitudes and values through communications. As a result, language and culture could not be isolated. In learning English today, creating intercultural awareness should be embedded.

Bennet (2003) mentioned that intercultural awareness happened when one became aware of the similarities and differences between their own cultures and the others'. After having students investigated the World Englishes online materials focusing on intercultural awareness among ASEAN countries, it was clear that students realized the similarities and differences between the cultures of their own and the cultures from the readings. For example, in lesson one, the materials presented festivals in Singapore which after students having the exercises done, they became conscious of the similarities of the festivals in

Singapore and Thailand. For instance, Vesak Day in Singapore was Vesakhabusha Day in Thailand. Furthermore, in lesson two and three, local vocabulary was displayed in the readings which aided students to learn some of the local languages. Regarding to this, students would be able to connect with those local people by saying some of learned local terms comfortably.

Recommendations

Recommendations for Instructors

The development of online materials in this study was to raise intercultural awareness among ASEAN countries for EFL students; however, teachers can apply this type of materials to serve other purposes and skills. For example, teachers can apply these materials to enhance students' reading ability by engaging students to do exercises after reading.

Since online materials in this study were designed based on Adobe Captivate program and then uploaded on the website, it is convenient for teachers to change some information in order to make it up-to-date.

Additionally, teachers can use these materials as supplementary materials to enhance students' language learning. For example, they can be used as outside classroom materials.

Recommendations for Future Studies

Some of the recommendations for the studies in the future were presented as the followings:

1. After the development of the materials, pilot testing should be conducted at a larger scale involving more students. Additionally, it should be applied to students of different nationalities within the ASEAN community and we should check whether it raises intercultural awareness similarly and whether it helps improving inter-cultural communication.

2. Nowadays, the technology brings us more natural user interfaces such as touch devices, for instance, a tablet; therefore, online materials should be adapted to those devices. In other words, the current materials are designed for mouse interaction where the objects and contents are manipulated using control buttons, scrollbars, etc., whereas touch devices require direct manipulation of objects. For example, a map is commonly zoomed in

and out using + and - buttons on mouse-based devices, but using a pinch gesture on touch devices. Turning pages would use a slide gesture instead of using Previous and Next buttons.

        3. This type of materials can be adapted to use with a wider range of grades. For instance, content of materials should be developed to be more difficult and critical for higher levels of students.

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