



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

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บทคัดย่อ

แนวคิดระหว่างวัฒนธรรมได้มีบทบาทมากขึ้นในการศึกษาภาษาอังกฤษและความตระหนักระหว่างวัฒนธรรมก็เป็นองค์ประกอบสำคัญในการพัฒนาบุคคลไปสู่การเป็นพลเมืองโลก ดังนั้น งานวิจัยนี้จึงมีจุดมุ่งหมายเพื่อศึกษาผลของการใช้แนวคิดระหว่างวัฒนธรรมในการสอนภาษาอังกฤษที่มีต่อความตระหนักระหว่างวัฒนธรรมของนักเรียนชั้นมัธยมศึกษาตอนปลาย 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

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Abstract

Intercultural approach has played a bigger role in English Language Education and intercultural awareness is a fundamental element to advancing individuals towards global citizenship. Therefore, this study aimed to examine the effects of English instruction using intercultural approach on the 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. 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 the intercultural approach in English instruction.

คำสำคัญ: แนวคิดระหว่างวัฒนธรรม/การสอนภาษาอังกฤษ/ความตระหนักระหว่างวัฒนธรรม/นักเรียนมัธยมศึกษาตอนปลาย

KEYWORDS: INTERCULTURAL APPROACH/ENGLISH INSTRUCTION/INTERCULTURAL AWARENESS/UPPER SECONDARY SCHOOL STUDENTS

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. 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 Grade 1 to Grade 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 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 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 (Tseng, 2002; Tsou, 2005; Nguyen 2007). Also,

the Basic Education Core Curriculum B.E. 2551 (Ministry of Education, 2008) states the importance of language and culture in both Standard F2.1 and Standard F2.2. 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.

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).

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. 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 (Chlopek, 2008; Corbett, 2010; Baker, 2012).

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 discourse communities with knowledge of different languages and cultures which help them to be more capable than monolingual native speakers (Kramersch, 1998 cited in Corbett, 2007). Obviously, Thai students lack both the opportunity to practice English and also the exposure to cultures in order to become intercultural speakers. Therefore, English instruction using intercultural approach can fulfill the necessity to help students become exposed to various cultures and aware of intercultural differences.

Objectives

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.

Methodology

This study was designed as a single group quasi-experimental research study employing concurrent mixed methods with embedded design. It lasted for 14 weeks at a public secondary school in Prachinburi Province, Thailand. The study was conducted with 31 Grade 11 students who were purposively selected. The students lacked intercultural awareness and had low English proficiency level. The students participated in six English lessons using intercultural approach (12 periods, 50 minutes each).

The instruments used in this study were Intercultural Awareness Test and Questionnaire for opinions towards English instruction using intercultural approach. Learner logs were used as a supplementary instrument to support the results from the experiment. The data obtained from the Intercultural Awareness pretest and posttest were analyzed using mean, standard deviation, paired samples t-test. The data from the questionnaire were analyzed using mean and standard deviation. Also, the learner logs and the open-ended part of the questionnaire were analyzed using content analysis.

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 using intercultural approach which includes goals, input, activities, learner's role, teacher's role, and settings. 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 teaching procedures were elicited from Chlopek's suggestion which included warm-up, communicative activities, product, and discussion. Besides, the strands for applying intercultural awareness in classroom teaching (Baker, 2012) were combined to specify the roles of learner and teacher, activities, and materials. The instruction followed the six strands for applying intercultural awareness in classroom teaching which include 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 details of content in English instruction using intercultural approach are summarized in Table 1 below.

Table 1

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

In addition to the content, the teaching procedure were elicited and synthesized from Chlopek (2008) including the following steps.

1. Warm-up: teachers activate students' background knowledge and students are to engage in warm-up activities such as brainstorming or mind-mapping. Also, teacher can use this step to prepare students with language needed for the next stages.

2. Communicative Activities: the class focuses on communicative activities including pair work, group work, presentation, and games.

3. Product: Students can produce the language and content they have learned through the previous stage. Such activities include presentation and report.

4. Discussion: Since the activities aim to encourage the students to compare and become aware of cultural similarities and differences. This stage is important to help students express as well as reflect their thought and opinion.

Research Procedure

In this study, the research procedure comprises three phases: preparation, implementation, and evaluation.

First, in order to prepare English instruction using intercultural approach, the researcher explored and studied the basic concepts and related documents. Then, she constructed the instruments which were lesson plans, the Intercultural Awareness Test, and questionnaire for opinions. After the effectiveness of the instruments was verified, the pilot study was conducted and the instruments were revised.

Second, before the instruction, the implementation commenced with the pretest in the first period. Then, English lessons using intercultural approach were conducted and learner logs were kept after each lesson. At the end of the course, students were asked to complete the posttest and questionnaire in the last period.

Last, to evaluate the instruction, the researcher compared group's pre and post mean scores of Intercultural Awareness Test, and then analyzed group's mean scores and qualitative data using content analysis from Questionnaire for Opinions and learner logs.

Instruments

To assure that all research instruments were applicable for the participants, the research instruments were checked for validity and reliability. For the validity, three experts were asked to fill in an Index of Item Objective Congruence (IOC) as well as to give some comments for revising the research instruments. For the reliability, the instruments were tried out with 40 students who had same characteristics of the participants in this study.

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 Pererson (1997) and INCA's Questionnaire Intercultural Profile (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. Students were to select 'Yes', 'No', or 'Maybe' for each statement according to their opinion. The statements were provided in both Thai and English.

The followings are three sample question items on the Intercultural Awareness Test on each level of culture.

คนไทยมีวัฒนธรรมเหมือนกันทุกอย่าง แม้ว่าจะอาศัยอยู่ต่างภาคกัน

All Thai people have identical culture although they live in different regions.

การสื่อสารกับเจ้าของภาษาที่ผิดพลาดหลายครั้งมักเกิดจากความไม่เข้าใจทางวัฒนธรรม

Several miscommunications with native speakers occur from cultural misunderstandings.

ฉันรู้สึกอึดอัดเมื่อต้องอยู่กับคนหลากหลายเชื้อชาติ

I feel uncomfortable when I have to be with international people.

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.

The scoring rubrics constructed by the researcher were adapted from Bennett's Intercultural Knowledge and Competence Value Rubric (2008) and iRubric's Global and Cultural Awareness Criteria (2012). The holistic scoring rubrics were used to report intercultural awareness level categorized into 'Beginning' for low intercultural awareness, 'Developing' for moderate intercultural awareness, and 'Mastering' for high intercultural awareness. The test and the scoring rubrics were acceptably congruent with the objectives as the results from experts' validation indicated that 88% of the items were rated higher than 0.5 of the IOC index. The items were revised before the pilot study.

Questionnaire for Opinions towards English Instruction Using Intercultural Approach

Another major instrument used in this study was the Questionnaire for Opinions towards English Instruction Using Intercultural Approach 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 statement to indicate their opinions. The questionnaire was valid as 100% of the items were acceptably congruent with the objectives.

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. Also, they were allowed to express their opinions and feelings in both English and Thai.

Sample classroom activities using intercultural in English Instruction

Three sample lesson plans for each culture were delivered to three experts for validation. According to the IOC index results, all items for own culture lesson plan were reserved, 93% of the items for target cultures lesson plan were reserved, and all items were reserved for world cultures lesson plan. The followings are two sample lesson plans with the two top scores from the questionnaire.

Own Culture: Exploring local cultures – Lesson 1 “Amazing Thailand”

The teacher activates students' background knowledge about their home country and prepares them with the language such as vocabulary and structure. Divide

students into groups according to the numbers of the region in their home country for a jigsaw activity. Students get different pictures of cultural aspects which are easily distinguished such as food, clothing, festival, handicraft, dancing, architecture, terrain, etc. Students are to match the pictures with the vocabulary and to talk about the pictures. Students discuss about the similarities and differences for cultural aspects shown in the pictures. This activity can point out the cultural diversity in the same community or same national group.

World Cultures: Face-to-face intercultural communication – Lesson 6 “Culture Shock”

The teacher writes the word CULTURE SHOCK in the middle of the board and encourages students to brainstorm for the definition of the word. Next, show some interesting pictures of culture shock, especially the ones that are rarely seen in their home country. Ask them to imagine if they have to encounter some culture shock situations. Let them share their feelings or reactions towards the situations in class. Next, provide them a worksheet containing a list of culture shock situations. Then, the students are to interview their classmates for feelings towards the situations and give some suggestions for their classmates. At the end, the teacher points out the idea of the world as an intercultural setting, followed by an in-class discussion.

Results

Intercultural Awareness

Table 2

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 2 show 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 $d(r_{Y\lambda})$ 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 3

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

Cohen's $d(r_{Y\lambda})$	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.

Students' opinions towards English Instruction Using Intercultural Approach

Table 4

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

Statement	Mean	S.D.	Meaning
1. The instruction helps improve your English.	4.71	.461	Strongly agree
2. The instruction enhances your intercultural awareness.	4.45	.568	Strongly agree
3. The instruction engages you into classroom participation.	4.68	.599	Strongly agree
4. The activities in each lesson are appropriate to the content.	4.65	.486	Strongly agree
Lesson 1: Amazing Thailand	4.52	.570	Strongly agree
Lesson 2: When in Thailand, Do as the Thais Do	4.35	.661	Strongly agree
Lesson 3: Food in the Media	4.26	.682	Strongly agree
Lesson 4: IT Buddy	4.35	.661	Strongly agree
Lesson 5: On Tour	4.29	.693	Strongly agree
Lesson 6: Culture shock	4.58	.564	Strongly agree
5. The instruction and explanation are clear and understandable.	4.16	.638	Agree
6. The instructional materials are attractive and adequate.	4.32	.702	Strongly agree
7. The time in each period is appropriate.	3.19	1.195	Neither agree nor disagree

Total	4.35	.289	Strongly agree
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From Table 4, the overall mean scores of students' opinions towards English instruction using intercultural approach is 4.35 indicating highly positive opinions. Students strongly agreed that the instruction helped improve their English, engaged them into classroom participation, and enhanced 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.

To support the quantitative data obtained from the Intercultural Awareness Test and the five-scale questionnaire part, there was an open-ended part and learner logs which included students' opinions on their likes, suggestions, and comments. The qualitative data from these instruments were analyzed and synthesized, and then are categorized below.

1. Intercultural Awareness

Most students thought they gained plenty of cultural knowledge and lots of information they had never known before. Also, 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. Some students enjoyed discussion about cultures and believed that they could apply the knowledge in their daily life.

2. Language skills

Apart from cultural knowledge, most 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, so they had more opportunities to practice their listening and speaking skills. They claimed that they had increased more linguistic knowledge, especially vocabulary and pronunciation.

3. Instruction

Most 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. Students involved more in class and it was easy to understand the content when using activities. Some of them specified the lesson they liked which was Lesson 1, Amazing Thailand. 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.

4. Suggestions

For suggestions, the students would like to have more time in each class or expand the period of the course, so they could learn more deeply in cultural content and play more games. The students told that teacher should speak more slowly and loudly or speak more Thai. They also suggested using audio aids such as microphone and amplifier. One of the students mentioned that the assignment should be clearer.

The findings showed that upper secondary school students gained higher posttest mean scores than pretest mean scores on the Intercultural Awareness Test after receiving the English instruction using intercultural approach.

From both quantitative and qualitative data, the findings also present that students had positive opinions towards English instruction using intercultural approach. The mean scores obtained from the questionnaire reveal that students strongly agreed to most of the statements they were asked to give their opinions. The qualitative data also show that students had positive feelings, opinions, and attitude towards the instruction.

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

Discussion and Recommendation for Future Research

This study examined the effects of English instruction using intercultural approach following the combination of Chlopek (2008), Corbett (2010), and Baker (2012). It revealed that after implementing English instruction using intercultural approach for 12 weeks, the upper secondary school students had increased their intercultural awareness. They showed a wider-range of knowledge about own culture, target culture, and world culture. The findings coincided with Genc & Bada (2005) and Tsou (2005) that culture instruction in language classroom could foster students' intercultural awareness and cultural knowledge. Besides, the development levels of intercultural awareness were varied depending on their interests, background knowledge, and cultural experiences. As for the significant increase of students' scores in the Intercultural Awareness test, it owed to the learner-centered environment as they could participate in challenging classroom activities actively in relaxing atmosphere. The instruction which included exploration, reflection and discussion about one's own culture, target culture, and world culture had promoted own culture preservation and cultural diversity as well as encouraged students to respect and appreciate other cultures. The aim of using intercultural approach is to enhance decentring skill

(Morgan & Colleagues,1997; Corbett, 2010) and to cultivate students to become effective intercultural communicators. When learners acquire cultural knowledge, they can develop intercultural awareness, which is part of intercultural communicative competence, and that is necessary when they communicate in English among international settings.

Additionally, the study investigated the opinions of the students towards English instruction using intercultural approach. All of the opinions of eleventh grade students from both questionnaire and learner logs were very satisfied. Besides the development in intercultural awareness, students strongly agreed that the instruction helped improve their English and engaged them into classroom participation as well as the activities in each lesson were appropriate to the content. Also, the students were pleased with the instructor's enthusiasm to perform teaching and run the activities although they were not uncomfortable at first when the teacher conducted the class in English rather than Thai. Furthermore, the students strongly agreed that the instructional materials were attractive and adequate which well aligned with Chlopek (2008) and Cortazzi & Jin (1999) that teaching materials should include own culture, target culture, and world culture. The opinions towards time in each period were mixed because some students thought they would like to learn more than one period per week or more than 12 weeks.

Recommendation

This study focused mainly on the result of intercultural awareness, yet the results shown were quite interesting to study further whether English instruction using intercultural approach can promote English ability, classroom participation or activities and content development. Also, the time of the study was too short according to the students' opinion. Apart from that, further research can implement English instruction using intercultural approach with different group of learners. Although the present study has attained some significant success in raising students' intercultural awareness, there are also evitable limitations. If the number of subjects had been bigger or it had been repeated for a longer period, it would support the results from this study. 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.

Pedagogical Implication

According to the study, the educators and administrators can use the results to suggest the policy to enhance students' intercultural awareness. For classroom conduct, teachers can apply intercultural approach into their classrooms to help improve students' intercultural awareness and English ability in order to become effective intercultural communicators when English is used as an international language. The instruction and

lesson plans in this study could provoke the ideas for English teachers to combine culture into language classroom. Also, the researchers who are interested in this field can use the results to further the study.

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