

รูปแบบการสอนวรรณกรรมในการส่งเสริมการตระหนักรู้วัฒนธรรมระหว่างประเทศของ
นักศึกษาสาขาวิชาภาษาอังกฤษ ชั้นปีที่ 3 คณะครุศาสตร์ มหาวิทยาลัยราชภัฏบุรีรัมย์
THE LITERATURE INSTRUCTIONAL MODEL IN PROMOTING INTERCULTURAL
AWARENESS OF THIRD-YEAR ENGLISH MAJOR STUDENTS AT THE FACULTY OF
EDUCATION, BURIRAM RAJABHAT UNIVERSITY

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บทคัดย่อ

บทความวิจัยนี้มีวัตถุประสงค์คือ 1) เพื่อศึกษาการใช้รูปแบบการสอนวรรณกรรมในการส่งเสริมการตระหนักรู้วัฒนธรรมระหว่างประเทศของนักศึกษา และ 2) เพื่อศึกษาทัศนคติของนักศึกษาต่อการใช้รูปแบบการสอนวรรณกรรม กลุ่มตัวอย่างคือ นักศึกษาสาขาวิชาภาษาอังกฤษ ชั้นปีที่ 3 คณะครุศาสตร์ มหาวิทยาลัยราชภัฏบุรีรัมย์ จำนวน 24 คน ปีการศึกษา 2562 ซึ่งได้มาโดยการเลือกแบบสุ่มอย่างง่าย (Simple Random Sampling) งานวิจัยนี้ได้เก็บข้อมูลวิจัยเชิงปริมาณและเชิงคุณภาพในการทดลอง 9 สัปดาห์ เครื่องมือที่ใช้ในการศึกษาครั้งนี้คือ 1) บทเรียนเรื่องสั้น 9 แผน 2) แบบทดสอบการตระหนักรู้วัฒนธรรมระหว่างประเทศ 3) แบบสอบถาม และแบบสอบถามปลายเปิด 4) แบบสังเกตในชั้นเรียน ข้อมูลเชิงปริมาณใช้การวิเคราะห์ทางสถิติโดยการหาค่า paired sample t-test ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และข้อมูลเชิงคุณภาพใช้การวิเคราะห์เนื้อหา

ผลการศึกษาพบว่า 1) มีความแตกต่างระหว่างคะแนนเฉลี่ยจากแบบทดสอบการตระหนักรู้วัฒนธรรมก่อนและหลังเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 มีค่าอิทธิพลเฉลี่ยระดับมาก (1.35) และการตระหนักรู้ของนักศึกษาอยู่ในระดับ การตระหนักรู้วัฒนธรรมระหว่างประเทศ 2) นักศึกษามีทัศนคติในแง่บวกต่อการสอนโดยใช้รูปแบบการสอนวรรณกรรม นอกจากนี้ ผลการศึกษาของแบบสังเกตในชั้นเรียนพบว่า นักศึกษาได้เปลี่ยนแปลงทัศนคติ และยอมรับความเหมือนและความแตกต่างทางวัฒนธรรมหลังการใช้รูปแบบการสอนวรรณกรรม

คำสำคัญ: รูปแบบการสอนวรรณกรรม, การตระหนักรู้วัฒนธรรมระหว่างประเทศ, นักศึกษาสาขาวิชาภาษาอังกฤษชั้นปีที่ 3

ABSTRACT

The Objective of this research were 1) to investigate the effects of the implementation in the literature instructional model in promoting students' intercultural awareness 2) to

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examine the students' attitudes towards the literature instructional model. The subjects were selected by a simple random sampling, and 24 the third-year English major students of academic year 2019. The research instruments were 1) the 9 ASEAN short story lessons 2) the intercultural awareness test 3) the questionnaire and the open-ended questionnaire 4) classroom observation. The paired sample t-test, mean, and standard deviation were used to analyze the quantitative data whereas content analysis and interpretation were used for the qualitative data.

The results of research were 1) there was a significant difference between the mean scores of pre- intercultural test and post-intercultural awareness test at a significant level of .05. The effect size was a large effect (1.350) and students' awareness was at "intercultural awareness" level 2) the students expressed positive attitudes towards the literature instructional model. Besides, the results of classroom observation indicated that the majority of students changed their attitudes and perceived the similarities and differences of cultures after implementation of the literature instructional model.

Keywords: The Literature Instructional Model, Intercultural Awareness, Third-Year English Major Students

Introduction

Due to the borderless communication around the world, it is easily carried out by people from every part of the world with their language perspectives: non-verbal and verbal perspectives with the goal of exchanging and learning information from other social groups. In particular, the Association of South-East Asian Nations (ASEAN) was formed on August 8, 1967 with the main aim of building peace, which was to promote political stability, economic growth, social progress and cultural development in the regions of South-East Asian (ASEAN, 2009).

ASEAN people who also must communicate with people from

another social group in unavoidable circumstances in order to mutually exchange and gain information on a variety of business, education, politics, society, and culture. Intercultural conflict was a barrier for successful intercultural communication when ASEAN people interacted each other.

In solving the issue, Intercultural awareness (IA) played a key role in intercultural communication in the ASEAN community because it was a process of knowledge, skill and attitude which people need to use for effective intercultural communication (Baker, 2009). Benefits of intercultural awareness were viewed by Liu (2016) and Leask (2009) that in language and

culture learning, it promotes learners in using language to successfully use the communication of intercultural context. Therefore, Intercultural awareness is an important tool that will help ASEAN people to reduce the intercultural conflicts when they interact with each other.

Thailand is one of the ten nations joining in the ASEAN community. Consequently, Thai people were not yet ready about the information of languages and cultures, thus they were required to prepare the background knowledge of their society, language, culture, politics, economics, and likewise gathering valuable information of the neighboring countries before participating with members in the ASEAN community. The initial statement is in line with The Office of Council of Rajabhat University President (2011) which is viewed that Thai people or students were not yet ready about the information of languages and cultures before the participation in the ASEAN community.

In particular, English major students in Buriram Rajabhat University should recognize importance of intercultural knowledge and intercultural awareness for successful intercultural communication in the ASEAN community, because they have

a good opportunity to communicate with others in the ASEAN community in the fields of business, education, career and tour in order to achieve intercultural communication efficiently.

In the context of the higher education competition, reading literature is considered to be one of the ways of promoting the intercultural awareness of students. Historically, literature has played a key role in teaching culture in university education. Literature and culture cannot separate each other in line with Paran (2008) mentioned that the relationship between literature and culture is inseparable from the information on culture in the literature.

Consequently, literature is used as an effective approach for teaching language and culture that can be seen in many countries. In particular, short stories are seen as one type of literary work and powerful media that could promote intercultural awareness of English major students who can interact, appreciate and use knowledge, skills and attitudes to be aware of one's own culture and others in the form of intercultural communication.

However, there were few pieces of research which use literature to promote students' intercultural awareness

because the researchers mostly focused on study of using literature to improve only students' language competency (Keshavarzi, 2012). As mentioned earlier, it was obvious that there is a gap in the promotion of intercultural awareness of students through the use of university-level literature teaching in Thailand. Thus, the researcher as a short story lecturer recognized the importance of intercultural awareness and required to promote intercultural awareness of the English major students through the use of 9 ASEAN short stories. They were designed and developed the literature instructional model to foster students' IA.

The literature instructional model was adapted from teaching steps of the intercultural approach (Chlopek, 2008), the literature circle role sheets (Furr, 2004) and six strands for applying intercultural awareness in classroom teaching (Baker, 2012).

The research objectives

1. To investigate the third-year English major students' intercultural awareness

2. To examine the students' attitudes towards the literature instructional model

Scope of Research

The 24 third-year English major subjects were selected by simple random sampling who willingly enrolled in the Short Story Course in the first semester of the Academic Year 2019, the Faculty of Education, Buriram Rajabhat University. The period of study was 3 months from June to August 2019.

The Research instrument

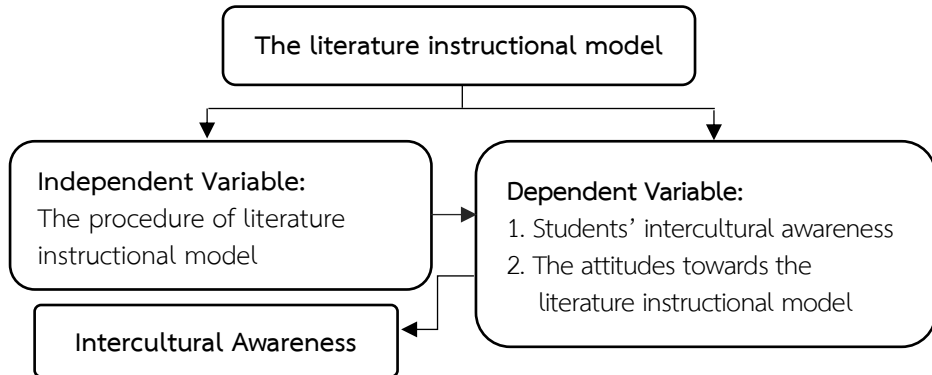
The research instruments used in this research were 1) the 9 ASEN short story lessons 2) the pre-and post-intercultural awareness test 3) the questionnaire and open-ended questionnaire 4) Classroom Observation.

Research Variable

1. Independent Variable was the literature instructional Model (LIM).

2. Dependent Variable was students' intercultural awareness level and attitudes towards the literature instructional model.

Conceptual Framework



Development Research Tools and Quality Testing

9 ASEAN short story lessons

The 9 lessons of ASEAN short story were designed for this study. The cultural content was about local language, religion, tradition, culture, costume, food, and the way of life from The S.E.A Write Anthology of ASEAN Short Stories (Masavisut & Boccuzzi, 2008) including Vesna and Avong (Cambodia), Iguana (Philippines), The Buffalo Myna (Lao), Friends (Malaysia), Mid-Road Family (Thailand), The Plank Way (Brunei), The Shore (Vietnam), The Child (Singapore), Dam!! I lost My Shoes in Mosque (Indonesia). The teaching procedure included **warm-up, the literature instructional model activities** with 6 roles: 1. *Group Discussion Leader and Cultural Informant* 2. *Summarizer and Explorer of the short story through IT/Electronic media* 3. *Connector and Explorer of the*

local traditions and arts 4. *Word Master and Explorer of local language* 5. *Passage Person and Explorer of local culture* 6. *Culture Collector with discussion in intercultural communication*), **product**, and **discussion**. The 9 lessons were presented to students based on the Short Story Course (Bachelor of Education in English, 2017). The 9 lessons were verified and evaluated from IOC (Item-Objective Congruence Index) by 3 English experts to ensure the quality and validity of the lessons and the appropriateness of lessons. The items on the IOC index of 9 lessons were scored at 0.97 which mean that they were acceptably congruent with the objectives. After revision, the 9 lessons were conducted with the pilot study.

The 9 lessons were tried out with 28 third-year English major pilot students in June to August 2018 to

evaluate the literature instructional model activities to investigate the efficiency of process (E1) and effect (E2). The efficacy of the literature instructional model was based on criteria set at 81.57/81.13, which was higher than the expected criteria of 80/80. Consequently, the 9 lessons revealed that it was an effective tool to promote students' intercultural awareness.

The Intercultural Awareness Test

The intercultural awareness test was conducted by the researcher with a total of 20 items. The test was designed to gain the level of intercultural awareness of students. The tests consisted of 20 items: 6 items of Knowledge Topic, 6 items of Skills Topic, and 8 items of Attitudes Topic. Students were asked to choose ' Yes, ' ' No, ' or ' Maybe ' for each question based on their attitudes. Questions have been submitted in Thai and English.

The test score was designed and adapted from Baker's (2012) intercultural awareness level and Choeichaiyapoom's (2013) rubrics of learner log. Holistic criteria were used to measure intercultural awareness level as 0-30 scores for non-level, 31-40 scores for basic cultural awareness, 41-50 scores for advanced cultural

awareness, and 51-60 scores for intercultural awareness. The 20 items of test on the IOC index were scored at 0.79 and the rubric score of the test on the IOC index were at 0.94. The test was tried out with 28 pilot students who were not the sample before and after learning in June to August 2018. The researcher generated the discrimination of the tests from the standard criteria of 20 objects. The overall test data indicated that the discriminative power (r) of the test was 0.214-0.572, which was described as supplying appropriate criteria for the test. The reliability of the overall test measured using the Coefficient Alpha formula (Cronbach, 1974) was 0.819, which was perceived as an acceptable set of test criteria.

Questionnaire

The 11 items of questionnaire were designed to examine the attitudes of students towards the literature instructional model. The questionnaire consisted of 4 parts, 5 scales of 11 quantitative data items and an open-ended questionnaire to analyze students' attitudes towards the literature instructional model. The IOC index of the questionnaire item was analyzed and evaluated by 3 English experts. The 11 items on the IOC index were at 0.98. For reliability,

questionnaire was evaluated by using the Index of Cronbach's (1974) coefficient formula which was 0.88.

Classroom Observation

Classroom observation was enclosed in 5 topics as follows: Intercultural Awareness, the literature instructional model, the attitudes towards intercultural communication, Skills of intercultural communication, Classroom environment and other observations was used to examine students' attitudes towards the literature instructional model. The IOC index of classroom observation item was analyzed and evaluated by 3 English experts. The IOC index of classroom observation was at 1.00.

Research Methodology

Research Design

The quasi-experimental research was a single group pre-test and post-test design. The study conducted for 9 weeks at the Faculty of Education, Buriram Rajabhat University, Thailand.

Data Collection

First, the objectives and the learning method of each lesson in the literature instructional model were informed to students before teaching in

June, 2019. Second, the 20 items of the intercultural awareness pre-test with 60 scores were administered to 24 students before teaching in June, 2019. The ASEAN 9 lessons were conducted for teaching with 24 the third-year English major students in 9 weeks with 27 hours. Third, the intercultural awareness post-test were administered to 24 students after teaching all the lessons in August 2019. Fourth, a set of 11 questionnaires were administered to 24 students for gathering students' attitudes towards the literature instructional model and the 24 questionnaire forms were collected back. Classroom observation was used for data collection during treatment in each lesson. The collected data were conducted from June to August 2019.

Data analysis

1. The quantitative data of the intercultural awareness pre-/post-test mean scores were analyzed by using a paired t-test, mean, and standard deviation.

2. The quantitative data of questionnaire was analyzed by using mean and standard deviation, whereas qualitative data of the open-ended and classroom observation using the content analysis.

Results of Research

1. Intercultural Awareness (IA)

Table 1 Mean, standard deviation, t-value, and the significance of the pre-intercultural awareness test and the post intercultural awareness test (N=24)

	\bar{x}	S.D.	t.	df.	Sig.
Pre-test	46.88	4.377	6.618	23	.000*
Post-test	53.04	3.569			

* P< .05

From Table 1, the results of the intercultural awareness pre-test and post-test revealed that the intercultural awareness post-test mean score (\bar{x} = 53.04 and S.D. = 3.569) was higher than the intercultural awareness pre-test mean score (\bar{x} = 46.88 and S.D. = 4.377). T-value was 6.618. It is apparent that there was a significant difference

between the pre-test and post-test mean scores of intercultural awareness at a significant level at the .05 level. As indicated in Table 1, it could be assumed that students raised their awareness at “Intercultural Awareness” level. The effect size on intercultural awareness among students was demonstrated in Table 2 below.

Table 2 The effect size of implementation of the literature instructional model to promote intercultural awareness of students

Cohen’s d (rY)	Effect Size	Meaning
$M^1 = 46.04$ S.D. ¹ = 3.569		
$M^2 = 53.04$ S.D. ² = 4.377		
M. = 6.167 S.D. = 4.565	1.350	Large

From Table 2, the effect size of 1.350 showed the magnitude of the large effect. Cohen (1988) quickly

described the effect sizes as "small, d = 0.2," medium d = 0.5," and large d = 0.8>

2. The attitude of English major students towards the literature instructional model

Table 3 The attitude scores of the questionnaire towards the literature instructional model (N=24)

No.	Topic	Mean	S.D.	Meaning
1.	Intercultural awareness	3.97	0.69	Agree
	1. You heard about the term “intercultural awareness” before participating in this class.	3.58	0.97	Agree
	2. Buriram Rajabhat University presents the knowledge of intercultural awareness in ASEAN context.	3.96	0.99	Agree
	3. You want University to promote intercultural awareness.	4.75	0.53	Strongly Agree
	4. You can see as barriers to development of cultural awareness in this class.	3.88	0.74	Agree
2.	The literature instructional model	4.40	0.52	Agree
	5. You use knowledge, skills, and attitudes in intercultural communication in ASEAN community.	4.46	0.58	Agree
	6. You share and learn your own culture and others from different and similar cultures among ASEAN community.	4.46	0.83	Agree
	7. You think your cultural background may affect your attitude about intercultural awareness issue	4.29	0.85	Agree
3.	The attitude towards intercultural communication	4.54	0.55	Strongly Agree
	8. The model engages you into classroom participation.	4.54	0.72	Strongly Agree
	9. The model helps you enhance your intercultural awareness and changes your attitude of intercultural awareness in ASEAN community.	4.54	0.65	Strongly Agree

No.	Topic	Mean	S.D.	Meaning
4.	Skill of intercultural communication	4.25	0.64	Agree
	10. The activities in each lesson are suitable to the content.	4.04	0.90	Agree
	11. You think this model helps you understand more difference and similarity of own and other cultures among ASEAN community.	4.46	0.50	Agree
	Total	4.26	0.33	Agree

From Table 3, the results revealed that the overall mean score of questionnaire of the students on the implementation of the instructional literature model was a positive attitudes at “Agree” level ($\bar{x} = 4.26$) and (S.D. = 0.33). Besides, students strongly agreed that they want Buriram Rajabhat University to promote students’ intercultural awareness ($\bar{x} = 4.75$) and (S.D. = 0.53). In addition, students’ attitudes were at strongly agree level towards the literature instructional model on items 8 and 9 which reported that the model engaged them into classroom participation ($\bar{x} = 4.54$ and S.D. = 0.72) and helps them enhance IA and changes their attitudes of IA in ASEAN community ($\bar{x} = 4.54$ and S.D. = 0.65). However, another set of students’ attitude was at “Agree” level in all items.

Besides, the results of **the open-ended questionnaire** and **classroom observation** were used to supplement

students’ attitudes towards the literature instructional model.

1. What the students liked in the literature instructional model:

Students enjoyed learning and loved to join in a group discussion from discussion and sharing the ideas of cultural knowledge with friends. Moreover, most of the students gained new knowledge, ASEAN cultures, and the contents of short stories as well as improvement of their reading and learning skills during activities.

2. Student critical feedback of the literature instructional model:

Three comments have interestingly appeared in the “dislike” column. It could be grouped into two parts as follows;

1. The activity took too long for each group
2. Content difficulties in short stories
3. The atmosphere in the classroom (hot weather and disturbing noises)

Students’ Suggestions

The presentation after the model activities were rotated through 2-3 groups, and to be told within 15 minutes with different content.

The results of **classroom observation** on lesson 1 to 9 showed that some students looked losing self-confidence and did not express much with their role in lesson 1. Students seemed to be a lot better prepared than the first week of their role and started to be open-minded to perceive their own culture and other cultures in lesson 2. Students were familiar with Lao's culture and were eager to share the cultural information. In lesson 4 to 7, they had better knowledge about similarities and differences of their own culture and others. Their attitude started to be changed and developed intercultural communication skills because all of them accepted other cultures. Students learnt many cultures from different short stories. They had been changed in their attitude and understood the similarities and the differences of cultures in lesson 8. In the last lesson, students could express their attitudes towards other cultures. Their beliefs, values and attitudes changed after series of performances they have done. In each week, they rotated the roles in their group.

Discussion

According to the research results obtained from the intercultural awareness test, the majority of students had increased their intercultural awareness (IA) after implementing the literature instructional model (LIM) at a significant level of 0.05.

According to the research results obtained from the intercultural awareness post-test, the majority of the subjects (50%) raised their Intercultural Awareness (IA) level after implementing the LIM. It can be explained by the theory of Reader Response (Rosenblatt, 1978) which states that the concept of the reader response theory is the process of the reading which concentrated on the text, the reader, and the transaction between the reader and the text. Moreover, the literature circles role sheets (Furr, 2004) based on the main concept of Rosenblatt's (1978), "The Reader Response Theory" was adapted to design a part of the LIM activities which contributed to students developing their language competency, appreciation of the literary text, cultural awareness, as well as their critical thinking through participation in a group discussion of 9 ASEAN short stories. This was in lined with Kaowiwattanakul (2012), Liao (2009), Irawati (2017) & Karatay, (2017). In addition, literature

circles were also used for learning and teaching literature to develop students' language competency and intercultural awareness, which was in line with Varita (2017), and Jacob (2015).

According to the research results from 24 respondent questionnaires, the majority of the students had positive opinions towards the LIM overall at "Agree" level score (\bar{X} = 4.26 and S.D. = 0.33). The students reported favorably towards the literature instructional model activities in each lesson because the LIM activities were based on Rosenblatt's (1978) Reader Response Theory. Rosenblatt emphasizes students' critical thinking, interpretation, and discussion of the various points in the texts they read. Moreover, the theory allows the majority of students' opportunity to discuss and to share cultural knowledge and opinions with group members in order to accept and perceive the similarity and diversity of culture in the ASEAN community (Jaus, 1981; Liao, 2009; Kaowiwatanakul, 2019).

In regards to the results of open-ended questionnaire and classroom observation, the majority of students liked joining with interactive class, learning and sharing new cultural knowledge and similarities and diversities of the ASEAN culture with group members. They also have raised

their intercultural awareness and changed their attitudes and after implementing the literature instructional model.

There were some weak points in lesson 1-9, some interesting reports that some students used cellphones to serve the websites with other goals and some students faced the problems of interpreting the short story content as a result of their the low English competency.

Conclusion

The literature instructional model involved both group discussion and cooperative learning, which cultivated students to participate in learning activities with 6 roles, and the rotational roles were used for every lesson. The model can promote students' intercultural awareness through various model activities that involve sharing their views, thoughts and feelings to compare different and similar cultures. Students understand, accept, and appreciate cultural diversity, and are aware of different and similar cultures for successful intercultural communication in the ASEAN community.

Suggestions

According to the research results, they should be used in 3 areas as follows:

1. School directors, administrators and university presidents can use the result to suggest the policy in promoting intercultural awareness of their students for successful intercultural communication among people in the ASEAN community.
2. School teachers or university lecturers can adapt literature instructional model to foster their students' intercultural awareness in classroom teaching.
3. Researchers who are interested in this area can also use the results as a guideline for future study. Further study can be conducted the literature instructional model to promote intercultural awareness with English Teachers of Primary Schools in Buriram Public Area. Besides, the study of the literature instructional model can be conducted with the cultural context of “global culture” to promote intercultural awareness or language competency with different groups of university students. Also, other literary genres can be utilized instead of the short story, e.g. poetry, short children’s novels, detective stories and one-act plays.

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