

The 38th Thailand TESOL International Conference Proceedings 2018



**Digital Literacy in English
Language Learning and Teaching**

**26-27 January 2018
The Empress Hotel
ChiangMai, Thailand**

Welcoming Message

This year, Thailand TESOL is pleased to offer the ThaiTESOL Proceedings with the selection of papers from its 2018 international conference. The 2018 ThaiTESOL Proceedings includes articles from the conference, which took place on January 26 and 27, 2018 at the Empress Hotel in Chiang Mai, Thailand. There are articles by authors from Thailand, Vietnam, Japan, and Malaysia. The articles share research results within the field of English language teaching.

In the first article titled, “Adopting EIL Teaching Principles into the English Language Classroom: Voice from Vietnam”, **Hang Thi Nhu Mai** explored Vietnamese EFL lecturers’ perspectives towards the implementation of EIL teaching principles in their classrooms. The findings revealed that the majority of respondents had a positive view towards EIL teaching. The study revealed an implication for EL practitioners to raise their learners’ intercultural awareness and behaviours through EIL teaching.

The article titled, “Connecting the Dots...Moving Cooperative Writing from the Classroom to Digital Space Moving Cooperative Writing into the ESL Classroom”, by **Seok Hoon Quah and Hee Hee Yeoh** examined the use of cooperative writing to enhance the writing skills of a class of young learners. It shared the preliminary findings of a classroom improvement project implemented at a primary ESL classroom in Malaysia.

Saeko Ozawa Ujiie offers an article titled, “English as Common Business Language: The Current Situations and Issues in Japanese Corporations”, which explored the status of English use in businesses in Japan, using an inductive approach to find out how English is being used in corporations in Japan. The study also investigated the impacts and implications of the use of English for international communication in Japan in much broader perspectives.

In addition, the article titled, “Extensive Reading for Increased Reading Speed and Comprehension”, by **York Weatherford and Jodie Campbell** reported a two-semester study on the relationship between ER and student reading speed and comprehension. The findings

showed that ER leads to significantly improved reading speed over the course of one academic year with a slight improvement in reading comprehension.

Chalermsep Karanjakwut in the article titled, “ Implementing Teaching Intercultural Communication in Classes as Crucial Part of Learning in the 21st Century”, discussed about the importance of intercultural communication in class. His article aimed at proposing and applying some practical activities into a classroom with steps of teaching.

Donald Patterson, in the article titled, “The Flipped EFL Classroom: A Teaching Approach for the Information Age”, examined what it means to flip a class; considered the advantages and disadvantages; and discussed its use in teaching English as a foreign language. It provided several suggested activities for teachers and concluded by noting flipped learning’ s potential in aiding in the transition to an education model that is more fitting for the 21st century.

Saifon Songsiangchai, the author of, “The Pedagogical Mantra of the 21st Century Teachers”, presented the notions for EGL high school teachers to foster the students’ competence in learning English and improving the way English is taught using the “I L-O-V-E E-N-G-L-I-S-H” Mantra.

Panisa Kurakan and Fonthip Rajchawiang, in the article titled, “Using Smart Phones to Reduce Students’ Fear in Public Speaking RMUTL Chiang Mai”, studied the causes of students’ fear of speaking English in a Public Speaking course at Rajamangala University of Technology, Chiang Mai, and measured the students’ speaking skills after using smartphone rehearsal to reduce their fear.

Next, the article titled, “Vietnamese Students’ Internet Use Habit and Implications for English Language Teaching”, by **Yen H. Phuong and Quyen P. Vo** explored the internet use habits of Vietnamese English-majored students. Findings of the study provided English teachers in Vietnam with helpful bases to optimize the use of internet for their English teaching.

The final article, “Washback of a University English Proficiency Test from Graduate Students’ and Lecturers’ Perceptions”, is written by **Pakpicha Sriwilaijaroen and Chatraporn Piamsai**.

This article aimed to explore the students' and lecturers' perceptions towards the University English Proficiency Test in terms of their washback reflected through their behaviors and perceptions, the challenges they experienced from taking the test, and the types of support they gained. The results revealed the positive and negative perceptions of both parties in various aspects.

Lastly, we would like to thank all the reviewers for their valuable time in evaluating and editing those articles with commitment and dedication.

Nopporn Sarobol, *Proceedings Chair*
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Implementing Teaching Intercultural Communication in Classes as Crucial Part of Learning in the 21st Century

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Abstract

Education is not about conveying knowledge to students, testing and evaluating students' performance only, it is equally important to teach them to be better citizens in society and live with diverse people collaboratively and peacefully. Therefore, intercultural communication (IC) comes and plays a vital role in education in enhancing students' attitudes, values and beliefs. Moreover, understanding intercultural communication is a crucial component of learning in the 21st century (Panich, 2013: 16). Consequently, teachers who are role models have to implement teaching IC in their classes in order to prepare them to be better, well-thought citizens in a society, the nation, or even the world. This paper is aiming at proposing and applying some practical activities into a classroom with steps of teaching. Some practical activities are: 1) Human Value Continuum, 2) Jigsaw Learning, 3) Personal, Cultural, Universal Activities, 4) Sunglass Analogy, 5) Barna Game, and 6) Minute Paper.

Keywords: Intercultural communication activities, teaching intercultural communication, intercultural communication in the 21st century, cross-cultural communication in the 21st century

Introduction

Background

Learning in the 21st century comes into play in Thailand's learning management and is a talk-of-the-town issue these days. Upper Secondary Education Bureau (2016) is concerned about its importance and launched a handbook called "Guidelines for Learning Management in the 21st Century" so that teachers can use it as a manual to manage and organise their classes more effectively. There are many skills that are important to learn and implement in the 21st century classes, but there is one aspect, which is quite new for Thai teachers, and they normally don't feel familiar with this, which is Social and Cross-Cultural Skills (Upper Secondary Education Bureau, 2016: 14). This kind of skill is necessary in terms of how to live and work with different people and environment peacefully and successfully. Therefore, to achieve this goal, ones have to realise and respect the differences of cultures. Panich (2013) supported that intercultural skills are demanding for learners as it is the way to develop their understanding, accept the differences, and recognise the nature of similarities and differences of individuals.

Intercultural Communication (IC), therefore, plays an important role in education. However, it has not been found much in the classrooms even though it is not a new phenomenon (Grein, 2007 as cited in Parra, 2016), and as it is revealed in Cushner and Mahon (2009) that there are still lacks of the intercultural education movement of the early 20th century for an international worldview, and unfortunately, in the 21st century it is still in anticipation that intercultural communication will be implemented somewhere in terms of its process and content dimensions. Cushner and Mahon (2009) concluded that "broadening teachers' understanding and ability to think, communicate, and interact in culturally different ways and from multiple perspectives will be no easy task, especially given what we know both about culture learning as well as personal and institutional resistance to change. Nevertheless, this is an aspect of all people's education which can no longer be ignored."

In Thailand's situations, intercultural communication is quite silent. It is found in some curricula for Master's or Doctoral students in some universities; however, it is hardly found in schools where the curriculum and teachers fail to take intercultural communication into consideration (Laopongharn & Sercombe, 2009). This might be because teachers themselves

lack knowledge or good ways to teach intercultural communication. With these significant gaps, I realise that implementing teaching intercultural communication in a class is important as a crucial part of learning in the 21st century, as well as elevating the human-being that is inside of all students to be more concerned of other people and to live with the diverse people together peacefully and understandably. Consequently, I have gathered some practical activities that will help endorse teaching intercultural communication in a class more lively and gaining knowledge simultaneously. The intercultural communication activities provided in this article are: 1) Human Value Continuum, 2) Jigsaw Learning, 3) Personal, Cultural, Universal Activities, 4) Sunglass Analogy, 5) Barnga Game, and 6) Minute Paper.

Objectives

1. To examine the undergraduate English major students' satisfaction and attitudes towards learning intercultural communication through activities.
2. To investigate the effectiveness of intercultural communication activities in building cultural competence.

Research Questions

1. To what extent the undergraduate English major students satisfy towards learning intercultural communication through activities?
2. How effective are these activities in building cultural competence?

Literature Review

Human Value Continuum

This activity developed by Deardorff (2000) is interesting as a lot of students can participate in the activity. Students will move in the room based on their response to statements read by the facilitator. This activity get students physically involved in thinking about their responses to value statements and generates discussion among students. This is a good way to

introduce the cultural values framework (Hofstede, 1980 as cited in Deardorff, 2000). It is also a good way to gain a profile of the group.

Process

Explain to students that you will read a series of statements and ask them to move to the appropriate side of the room based on how they feel about the statement. Example: "Life is what happens to me. If you resonate with this statement, please move to the left side of the room. Life is what I make it. If you resonate more with this statement, please move to the right side of the room. You may also find yourself somewhere in between." Once persons have moved to their positions, ask them to discuss their thoughts on these statements with their neighbour. Debrief briefly as a group and then continue with the next pair of statements. Generally, 4-5 pairs of statements are adequate.

Material

A set of cultural value statements

Cautions

Be sensitive to participants who may not be physically able to move about the room.

Examples of Continuum Statements

- | | |
|---|---|
| - Life is what happen to me. | Life is what I make it. |
| - Competition brings out the best. | Cooperation is the way to get things done. |
| - Change is good | Stick with tradition |
| - People should "tell it like it is
Even if it hurts." | Maintaining harmony is critical even if
it means not telling the complete truth. |
| - Group membership is (not) essential for my success. | |

Jigsaw Learning

Thinking of tons of knowledge in a particular topic that students are supposed to read is so horrible that how students individually read everything by their own. This activity helps students learn as a team more successfully and be responsible for just a piece of a particular topic to read by researching basic information about that topic (Moeller & Nugent, 2014) and share their knowledge with their friend. The principle of this activity is that reducing work and time, gaining more knowledge, practising communicative skill, and collaborative sharing information with the others.

Process

Teacher prepares the handout for students first. It is suggested that each handout should be the same topic but different sets of information. Then, divide students into groups (the number of groups is the number of handouts). The teacher passes on the handouts to each group, and each group has 10-15 minutes to read (individually) and make understanding about the information they receive. Then, the group starts talking and discussing to the information they have in order to make sure that each has the same understanding. After that, the teacher asks students to choose the leader of the group. When getting the leader of each group, the leader will sit (not move to any group) in their group, and the teacher tells the other members of the group to move to another group (any group). When they arrive the other group, the leader of each group will have 5-10 minutes to wrap up the information that they have already digested with the group member to the newcomers. In vice versa, the newcomers can also present their information to the leader of that group and question to the leader when they are not clear. After 5-10 minutes, the teacher asks the students to change the group. (The activity will rotate like this until they all gain the information from every group. Finally, in the debriefing activity the teacher questions on what the topic of the handouts is about, what it is going on, etc.

Material

Handouts prepared by the teacher and the lists of questions

Examples of Discussing Statements after the Activity

- What information or story have you heard from your friend?
- Has anyone heard something different from the others?
- What is the story about?
- Why is this story important?
- What have you learnt from the activity?

Personal, Cultural, Universal

This game helps students to know them and other people in terms of personal, cultural, and universal issues and differences. They will use a lot of critical thinking to analyse their ideas towards the issues or differences. It aims to establish an open and active group norm for discussing difference, to familiarise students at ethnocentric stages of intercultural development (denial – minimising) with cultural difference, to introduce participants to the reality that personal behaviours/values vary within a cultural group, to demonstrate and gently challenge assumed universality of culturally founded behaviours, and to highlight culturally based differences in a group of diverse people. (Robin Craggs (n.d.) as cited in Storti, 1990)

Process

Gather the group around the mysterious pattern taped on the floor. Then each of us may be like everybody else in some ways (universal human truth), like the people in our culture in some ways (cultural patterning), and like no one else all in still other ways (personal choice). After that, the teacher will read different statements. When students hear the item, they need to decide whether it is a matter of personal choice, cultural patterning, or universal human truth, and so and stand in the section of the room indicating their opinion. Be prepared to explain why they have chosen that section.

Materials

Three papers that contain the word “Personal” for one paper, “Cultural” for one paper, and “Universal” for the last paper.

Examples of Discussing Statements

- Running from a dangerous animal
- Always smile without reason
- Eating regularly
- Speaking French
- Men opening doors for women
- Considering snakes to be “evil”

Sunglass Analogy

Sunglass Analogy developed by Berardo and Deardorff (2012) is interesting as it helps students explore their own cultural self-awareness while getting to know each other better. Students will be asked a lot of questions about themselves and others to examine their attitudes in terms of identities and cultural self-awareness. After playing this activity, students will increase their cultural self-awareness, reflect on their own culturally conditioned identities, and get to know each other better.

Process

Students write their name in large letters in the middle of the sheet. Then tell the students to answer the questions: Who are you? They have to write their answer around their name and make sure that those answers are their identities. Then, once they have written their name and identities, ask them to stand up, and holding their paper in front of them so others can read it, walk around the room and read the papers of the others. They should feel free to discuss with each other what they see on others' identity papers. For example, if someone wrote “athlete,” then the other person could ask, “What sport do you play?” Encourage participants to try to see as many other participants' papers as possible, so caution them about spending too long talking with any one person. After about 15 minutes (depending on group size), begin to bring the group back together for the debriefing.

Material

A sheet of blank paper per person is given to student with a marker.

Examples of Debriefing the Activity

- How did it feel to define yourself in this way?
- How many of you wrote down family roles? Hobbies? Job titles?
- What other patterns did you notice? Any surprises?
- How many identities are readily visible without the identity paper?
- How well do these identities say who you are? What is it like to try to capture your identities in words and phrases?
- Which parts of the activity were more challenging and why?

Barnaga Game

In Barnaga, students experience the shock of realising that despite many similarities, people of differing cultures perceive things differently or play by different rules. Students learn that they must understand and reconcile these differences if they want to function effectively in a cross-cultural group. Students play a simple card game in small groups, where conflicts begin to occur as students move from group to group. This simulates real cross-cultural encounters, where people initially believe they share the same understanding of the basic rules. In discovering that the rules are different, players undergo a mini culture shock similar to actual experience when entering a different culture. They then must struggle to understand and reconcile these differences to play the game effectively in their "cross-cultural" groups. Difficulties are magnified by the fact that players may not speak to each other but can communicate only through gestures or pictures. Students are not forewarned that each is playing by different rules; in struggling to understand why other players don't seem to be playing correctly, they gain insight into the dynamics of cross-cultural encounters. (Ruscoe, 2014)

Process

Set up (approximately) 6 tables (about 4 people per table), depending on the number of people participating. On each table there should be a copy of the rules for that table per player plus a deck of cards (use only A-7, no other cards). To start, let the participants play a few rounds with the rules and with talking allowed. Next, EVERYTHING is removed from the playing tables. Play continues with everyone at his own table. From now, talking is prohibited.

Winners will receive one Popsicle stick (see below for how to win). After allowing a few rounds without talking at the home table, participants must switch tables—the person who won the most tricks moves clockwise to the next table, the person who loses the most tricks moves counter-clockwise to the next table. What the players do not know is that each table has learned a different set of rules depending on the number of players; rule sheets can be altered or discarded for the number of tables being used. Each table shares the following rules:

- Players are dealt 5 cards each
- Whoever wins the most tricks will move clockwise to the next table
- Whoever loses the most tricks will move counter clockwise to the next table
- Everyone else stays at the same table
- Ties are resolved by paper rock scissors
- Each round will be about 5 minutes long)longer if time allows (and each round will consist any number of games that the time allows .
- After the initial round, players will not be allowed to see the rules or speak to each other .Gestures and pictures are allowed, but players are not allowed to use words .
- The game “winner ”will be the person who has won the most tricks in total) .Of course, once game play starts, winning will likely take a back seat to trying to figure out what everyone else is doing, as they are playing by different rules (.
- Players can keep track of scores with popsicle sticks)one stick per trick won (.
- The dealer can be anyone at the table, the person who plays first will be to the right of the dealer .
- The first player for each trick may play ANY suit .All other players must follow suit)play a card of the same suit .(For each round, each player plays one card .
- If a player does not have that suit, a card of any suit must be played .The trick is won by the person with the HIGHEST card of the ORIGINAL suit)players will begin to become confused when some players believe their card is trump, and others disagree or contradict this .(

After playing a number of rounds—either use a set time limit, or allow the number of rotations according to the number of tables in play (6 rounds for 6 tables). Students should be aware that they were playing by different rules, and the following questions should be

discussed. Students can stay in the last group they were in, or return to their home groups at the teacher's discretion. Then, the teacher asks some questions about the attitudes about the game.

Material

A sheet of blank paper for everyone

Five tricks

Examples of Questions to be asked

- If you could describe the game in one word, what would it be?
- What did you expect at the beginning of the game?
- When did you realize that something was wrong?
- How did you deal with it?
- How did not being able to speak contribute to what you were feeling?

Minute Paper

The Minute Paper is a very commonly used classroom assessment technique. It really does take about a minute and, while usually used at the end of class, it can be used at the end of any topic discussion. Its major advantage is that it provides rapid feedback on whether the professor's main idea and what the students perceived as the main idea are the same. Additionally, by asking students to add a question at the end, this assessment becomes an integrative task. Students must first organize their thinking to rank the major points and then decide upon a significant question. Sometimes, instead of asking for the main point, a professor may wish to probe for the most disturbing or most surprising item. It is thus a very adaptable tool. (Angelo & Cross, 1993)

Process

The Minute Paper is usually used at the end of each topic or lesson learnt in each class, therefore, when it is about to finish the class, the teacher will give a piece of paper to all students to write what they have learnt on the day, and what else they want to know more, what else that think that they are still doubted. The students are supposed to write these issues down.

Material

A sheet of blank paper for everyone

Examples of Question Statements Containing in the paper

- What are the two most significant things you have learnt during this session?
- What question(s) remain uppermost in your mind?
- Is there anything you did not understand?

Methodology***Instruments***

This study was carried out with the fourth-year English major students who enrolled the course entitled “English and International Cultures for Language Teachers” at Bansomdejchaopraya Rajabhat University in 2016. A mixed method was employed to the study with a questionnaire to explore the students’ satisfaction and attitudes towards learning intercultural communication through activities. In addition to the questionnaire, a semi-structured interview was also used to collect qualitative data by asking 10 volunteers from 5 male students and 5 female students to ask in detail about their feelings and experiences to investigate the effectiveness of intercultural communication activities in building cultural competence. The semi-structured interview stage was occurred immediately after the end of the semester so that students still felt in touch with the activities.

Data Analysis

The research of the study was mixed method with quantitative data from questionnaire and qualitative data from semi-structured interview. Therefore, there were two research instruments: questionnaire and semi-structured interview. The questions in the questionnaire aimed to explore the students’ satisfaction and attitudes towards learning intercultural communication through activities. The data gained from the questionnaire was analysed with SPSS to figure out the frequency, mean, and standard deviation. For the semi-structured interview, it was created to investigate the students’ feelings and experiences to investigate the

effectiveness of intercultural communication activities in building cultural competence. Each student was interviewed for about 5 – 10 minutes about the activities and the effectiveness of the activities in building intercultural communication competence. The semi-structured interview stage was conducted immediately after the end of the semester so that students still felt in touch with the activities. The qualitative method was used to analyse the data obtained from the interview.

Research Procedure

The study was investigated throughout three classes, and each class contained two activities except class 3 there was only one activity, i.e. 1) *Human Value Continuum* and *Sunglasses Analogy* activities 2) *Jigsaw Learning* and *Personal, Cultural, Universal* activities, and 3) *Barnga Game*. and *Minute Paper* activities. The students together with the researcher did all the activities. The researcher acted as a facilitator and guided for each activity. After ending of each class, students had to do one activity, *Minute Paper*, to write down their opinions, reflect their thought, or question the topic they had learnt right away. After doing all the activities or at the end of class 3, students completed the questionnaire immediately, and the 10 volunteer students were selected with simple sampling method to take part in the semi-structured interview. The research procedures were as follows:

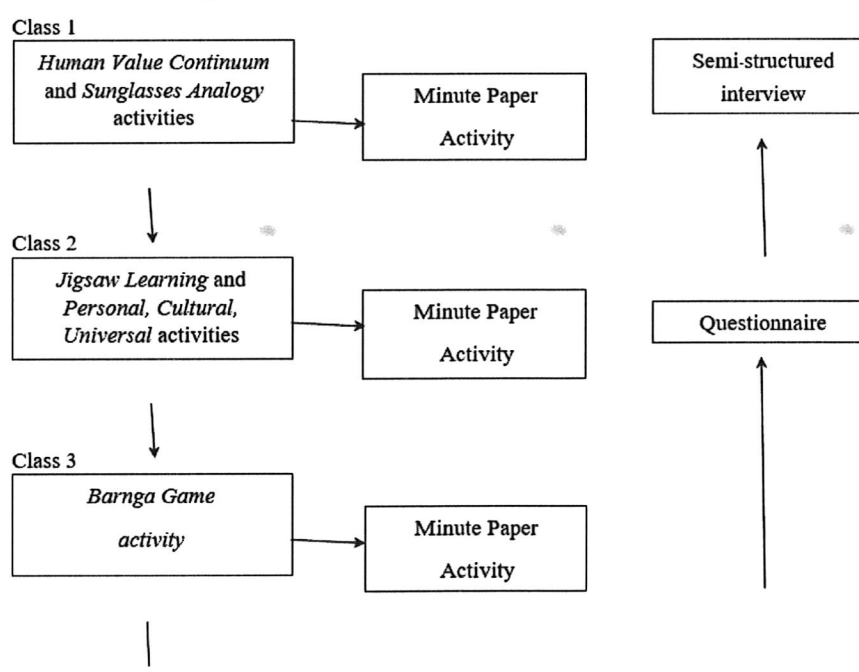


Figure 1: Research Procedure

This study, *Implementing Teaching Intercultural Communication in Classes as Crucial Part of Learning in the 21st Century*, examines the undergraduate English major students' satisfaction and attitudes towards learning intercultural communication through activities and investigates the effectiveness of intercultural communication activities in building cultural competence. The results answer the following questions:

Question 1: To what extent the undergraduate English major students satisfy towards learning intercultural communication through activities?

In order to answer this question, the questionnaire was used to collect the data and analyse with SPSS. There are three parts in the questionnaire, and the results reveal as follows:

Part 1: Demographic information

The data were gathered from the undergraduate English major students who enrolled the course entitled "English and International Cultures for Language Teachers" at Bansomdejchaopraya Rajabhat University in 2016. There were in total 82 students comprised of 18 male students and 64 female students (21.95% and 78.05% respectively).

Part 2: The opinions and satisfactions towards learning intercultural communication through activities

The findings point out that the students were satisfied with the activities as shown in the table 1:

Table 1: Questionnaire results of items evaluated by teachers (N = 82)

Activities	Mean	S.D.	Meaning	Rank
1. Human Value Continuum	4.56	.641	highly satisfied	1
2. Sunglasses Analogy	4.43	.634	satisfied	4
3. Jigsaw Learning	4.46	.576	satisfied	3
4. Personal, Cultural, Universal.	4.52	.612	satisfied	2

5. Barnga Game	4.37	.679	satisfied	5
6. Minute Paper	4.32	.701	satisfied	6
Overall satisfaction	4.44	0.641	satisfied	

From Table 1, the results reveal that the teachers' overall satisfaction is satisfied (\bar{X} = 4.44). When considering each activity, it found that most students are highly satisfied towards the Human Value Continuum activity (\bar{X} = 4.56), whereas the least satisfied activity is Minute Paper. (\bar{X} = 4.32).

Part 3: Suggestions

From the synthesis of the questionnaire data, it was suggested that all the activities could help students learn more happily and fun. Simultaneously, they have learnt some points of view in cultural awareness because of their differences in individuals. They also recommended that teachers should provide opportunity for all students to join the activities because for some activities the teacher asked only some volunteers to join the game. However, they said that they understood because of the time-constraint.

Question 2: How effective are these activities in building cultural competence?

The research question number 2 makes use of the semi-structured interview to gather the key information from 10 volunteer students, and the results revealed that male students seemed to like to do the activities rather than the female did. One of the female students claimed that some activities, like Barnga Game were hard for her since she cannot communicate non-verbally with their friends in her group. In fact, she felt uncomfortable about no talking in communication. When questioning about what their favourite activity is (they have to choose only one), nine out of ten replied "Human Value Continuum", and their reasons are quite similar in terms of collaboration with their friends, critical thinking skills, and freedom to choose where they should be in the continuum. The game also allowed them to talk and discuss with their friends about the statements that the teacher said. In contrast, the other one thought that their favourite activity is Personal, Cultural, Universal game which led him to think so much

about the statements because he thought that some phrases or statements can be existed in two or three areas. However, eventually he found that this game gave him a big lesson that he must be aware of doing or speaking something as his words may be important for a person's mind, he also found that there were many things involving each other that we cannot separate them. The research also continued asking about whether they agree or disagreed that most of them did not like Minute Paper (from the result in Table 1). All of them said that they had no problem about this activity. However, they assumed that the two main reasons why most of their friends did like the Minute Paper activity was 1) it is quite immediate for them to summarise, evaluate, or ask questions about the topic and activities they had learnt in only five minutes, and 2) their friends' English proficiency in writing skills was in the low level and they couldn't think of the vocabulary at once. There was one interesting answer that was not from the list of questions about their perspectives towards learning cultures. All of them said that at the earlier of the class they thought that this course was very boring because it is about culture; they knew everything and they didn't want to know more, but just after these three classes they felt that they understood and realised more about culture and the intercultural difference. In fact, they had learnt something that it was not the same as what they had learnt in the past.

Conclusion, Limitation and Recommendation

The study on Implementing Teaching Intercultural Communication in Classes as Crucial Part of Learning in the 21st Century aimed to examine the undergraduate English major students' satisfaction and attitudes towards learning intercultural communication through activities and investigate the effectiveness of intercultural communication activities in building cultural competence. The study was conducted with 82 students who enrolled the course entitled "English and International Cultures for Language Teachers" at Bansomdejchaopraya Rajabhat University in 2016. The instruments were the questionnaire and semi-structured interview. The results showed that the students' overall satisfaction towards learning with activities was satisfied. They, also, agreed that the ICC activities could help increase awareness and understanding of similarities and differences of people. Limitation of the study is about the content and knowledge of each activity was from the other researchers without adaptation.

Therefore, it sometimes found that some contents were not suitable for Thai context. As a teacher and researcher of the study, it is strongly recommended for further research that the formal pre-test and post-test should be put into the process of the research to investigate their progress of learning in this course, and the duration of time should be expended for one activity one class so that all students can participate in the activities. In addition to testing, the minute papers, which collected from the students after finishing each class, were not used to be analysed what the students summarised what they had experienced and reflected what they had done. For further research, the minute paper activity which I consider it as a voice from a student should be analysed as part of research in order to examine a holistic view of learning, language, culture and activity they will have experienced.

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