The Integration of 4MAT Approach with ASEAN Social and Cultural Links: the Development of an Instructional Model to Enhance Youth's Intercultural Communicative Competence and Attitudes

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Abstract

The process of quality enhancement is essential to improving young learners' learning outcomes. The 4MAT approach, a multifunctional instructional method integrated with ASEAN Social and Cultural Links (ASCL) may serve as a framework for quality enhancement in order to provide a structure for this process. The paper describes the quality enhancement strategy for youth learning based on a 4MAT−integrated approach with ASCL that is used for a variety of purposes. It describes various applications in education, for knowledge creation, and for the purpose of preservation and sharing, which are effective means for knowledge formation through a secure informal presentation of knowledge with groups, as well as cultural appreciation and knowledge retention. The main purposes of this research is to develop, implement and evaluate an instructional model based on the 4MAT approach to enhance intercultural communicative competence (ICC) and their attitudes towards intercultural communicative language teaching (ICLT) in 120 young learners from 20 communities in Nakornping Sub−District, Chiang Mai, Thailand.

The data was analysed using "Efficiency and Effectiveness" scores, descriptive statistics, and content analysis. The results revealed that the 8 step model of the 4MAT approach integrated with ASCL may enhance English learning skills and intercultural communicative competence. The outcome of this instructional model, "A 4MAT−integrated Approach with ASEAN Social and Culture Links", was higher than expected, with the highest level of applicability (E_1 / E_2 at 90.67/81.63 (80/80) and E.I at 0.6488 or 64.88%). The youth's post−learning achievement scores of ASEAN studies in English was greater than pre−learning achievement, while their achievement in English was at an exemplary level (81.42% with the Standard Deviation of 0.01). The young learners' attitudes towards ICLT were positive, and their ICC had significantly improved. This study sheds light on the implementation of ICLT in an English as a foreign language (EFL) context of Thai and other similar contexts.

Keywords: a 4MAT Approach, ASEAN Social and Cultural Links, intercultural communicative competence, instructional model development, youth

บทคัดย่อ

      กระบวนการของการพัฒนาอย่างมีคุณภาพ คือสิ่งสำคัญในการพัฒนาการเรียนรู้ของเยาวชน วิธีสอนแบบโฟร์แม็ท ซึ่งถือเป็นกระบวนการสอนที่มีประโยชน์อย่างยิ่งในการเรียนรู้ จึงถูกนำมาบูรณาการเข้ากับการเชื่อมโยงสังคมและวัฒนธรรมอาเซียน เพื่อสร้างโครงร่างของการพัฒนาอย่างมีคุณภาพ ทั้งนี้ กลยุทธ์ในการพัฒนาเยาวชนบนฐานการใช้วิธีสอนแบบโฟร์แม็ทบูรณาการกับการเชื่อมโยงสังคมและวัฒนธรรมอาเซียน ได้ถูกนำมาใช้ด้วยหลากหลายวัตถุประสงค์ทางการศึกษา อาทิ เพื่อการสร้างความรู้ การได้มาซึ่งความรู้และแบ่งปันความรู้ประสบการณ์ ซึ่งล้วนแล้วแต่เป็นวิธีการที่มีประสิทธิภาพในการสร้างองค์ความรู้ที่ได้จากการนำเสนอความรู้อย่างมีความสุขอย่างไม่เป็นทางการด้วยกิจกรรมกลุ่ม รวมถึงเป็นวิธีการในการชื่นชมสุนทรียภาพทางภาษาและความคงทนขององค์ความรู้ในตัวผู้เรียนเอง วัตถุประสงค์หลักของงานวิจัยในครั้งนี้ คือ พัฒนา นำไปใช้และวัดผล รูปแบบการสอนบนฐานของการสอนแบบโฟร์แม็ท เพื่อเพิ่มพูนทักษะและผลสัมฤทธิ์ทางการเรียน และความสามารถด้านการสื่อสารระหว่างวัฒนธรรมรวมถึงทัศนคติที่มีต่อการสอนการสื่อสารระหว่างวัฒนธรรมของเยาวชน จำนวน 120 คน จาก 20 ชุมชนในแขวงนครพิงค์ อำเภอเมือง จังหวัดเชียงใหม่ ประเทศไทย ข้อมูลที่ได้ถูกนำมาวิเคราะห์ด้วยการหาค่าประสิทธิภาพกระบวนการ (E_1) และประสิทธิภาพผลลัพธ์ (E_2) รวมถึงดัชนีประสิทธิผล (E.I) ของการจัดกิจกรรมการเรียนการสอนเชื่อมโยงสังคมและวัฒนธรรมอาเซียนด้วยการสอนแบบโฟร์แม็ท รวมทั้งการใช้ค่าสถิติบรรยาย และการวิเคราะห์เนื้อหา ผลการวิเคราะห์พบว่า 8 ขั้นตอนของการสอนแบบโฟร์แม็ทสามารถเพิ่มพูนทักษะและประสิทธิภาพทางการเรียนภาษาอังกฤษและความสามารถด้านการสื่อสารระหว่างวัฒนธรรมเพื่อเชื่อมโยงสังคมและวัฒนธรรมอาเซียนด้วยค่า E_1 / E_2 (90.67/81.63) ซึ่งสูงกว่าที่ตั้งไว้ที่ (80/80) และ ค่า E.I (0.6488 / 64.88 %) โดยคะแนนสอบหลังการเรียนของเยาวชนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญ ที่ 0.01 ด้วยคะแนนค่าเฉลี่ยร้อยละที่ 81.42% ทัศนคติของเยาวชนที่มีต่อผลการสื่อสารระหว่างวัฒนธรรมพบว่าผู้เรียนมีการเปลี่ยนแปลงทัศนคติไปในทางบวกและมีการพัฒนาของความสามารถด้านการสื่อสารระหว่างประเทศทั้งด้านภาษาและด้านความแตกต่างระหว่างวัฒนธรรม ทั้งนี้

จึงหวังเป็นอย่างยิ่งว่าผลของการวิจัยนี้จะเป็นประโยชน์ในเรื่องการสอนภาษาเพื่อ การสื่อสารระหว่างวัฒนธรรมสำหรับผู้เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ ทั้งใน ประเทศไทยและประเทศอื่นๆ ที่มีบริบทใกล้เคียงกัน

คำสำคัญ: วิธีสอนแบบโฟร์แม็ท   การเชื่อมโยงสังคมและวัฒนธรรมอาเซียน ความสามารถด้านการสื่อสารระหว่างวัฒนธรรม การพัฒนารูปแบบการสอน เยาวชน

Introduction

One of the ultimate goals in English language learning programs is to educate learners to become intercultural speakers who can deal with linguistic and cultural complexity and take part in multicultural situations. As a member of the ASEAN Community since 2015, young learners in Thailand have been facing the impact of the Southeast Asian revolution in terms of diversity and cross−cultural knowledge, lifestyles, mainstream social values and economic transformation. Hence "ASEAN Social and Cultural Links" (ASCL) consisting of 3 main background knowledge units was created to integrate with the 8 step instructional 4MAT approach in order to link the young learners to the ASEAN community.

The study conducted by the Office of Education Council Thailand (2010) revealed that TOEFL scores of Thai students were lower compared with other Asian students. Thailand was 51st, while Singapore was on 3rd, the Philippines occupied 25th place, while Malaysia and Indonesia occupied the 32nd and 45th spots respectively. This indicated low English proficiency among Thai graduates. Thus, there are plenty of problems regarding inadequacies and deficiencies of English language in Thailand, which have existed over many generations, especially among young learners.

The research results of "Attitudes and Awareness toward ASEAN: Findings of a Ten Nation Survey of ASEAN Foundation" (Thompson & Thianthai, 2008), showed that 67% of Thais agreed to be ASEAN citizens, which was at a low level compared with the 9 other countries at 76.8%. This suggests that only 38.5% of Thais have knowledge and understanding of the ASEAN community. Thai youth's attitude, awareness and basic knowledge toward ASEAN was 8 out of 10 amongst ASEAN members with 27.5% correctly answering questions about the ASEAN community and the least to remember the year in which the ASEAN community was establishment.

In the current context of globalization, the issue of delivering intercultural communicative competence (ICC) to English as a foreign language (EFL) learners has been identified as one of the ultimate goals in the field of English language education (e.g., Byram, 1997; Deardoff, 2009; Fantini, 2000). Based on the definition of ICC by Lázár, Huber−Kriegler, Lussier, Matei, and Peck (2007), it is defined as "the ability to communicate effectively in crosscultural situations and to relate appropriately in a variety of cultural contexts" (p. 9), which is used as a guideline for language teachers. Hence, intercultural communication in English language teaching has become a mainstay in an attempt to introduce learners to cultural differences enabling them to become inter−culturally aware of their own culture and the presence of others, as well as to appreciate and respect other cultural traditions.

To challenge Thais' weak attitude and awareness towards ASEAN, as well as their inadequate English language abilities, the study of social and cultural links was implemented and carried out in order to support the ASEAN community through teaching and learning English to 120 young learners in 20 communities of Nakornping Sub−district, Chiang Mai, Thailand. The objectives of this study were to enhance Thai youth's awareness of the ASEAN community, and in addition, to improve their intercultural communicative competence.

Research Objectives

This study is focused on the importance of intercultural communicative competence and also on awareness and attitudes. The selected group of 120 young learners from 20 communities in Nakornping Sub−District in Chiang Mai, Thailand displayed more interest and concern about ASEAN studies, and moreover, exhibited high motivation towards English learning as they face regional integration.

In the light of these concerns, the purpose of this study included:

1. To develop an instructional model based on the 4MAT–integrated Approach with ASEAN Social and Cultural Links in order to enhance intercultural communicative competence among youth learners.

2. To implement this instructional model in order to enhance intercultural communicative competence among youth learners.

3. To evaluate the instructional model in order to enhance intercultural communicative – competence and attitudes among youth learners.

For today's learners, both language literacy and intercultural awareness are of major concern, hence, the study also explores the relationship between the development of youth learners' language literacy skills and their awareness of ASEAN Studies, as they are used in real life situations.

Research Methodology

Action research is a logical process based on ongoing actions that take place in a spiral fashion. (McTaggart, 1982; Zuber–Skerrit, 1992). An action research model may be used as a framework for quality enhancement at any level of an educational organization. To initiate the process of action research, aimed at improving learner's learning, there is a preliminary phase beginning with a review of relevant learner's data, followed by the development of a plan according to the data and finally the implementation of the plan. Upon conclusion of the preliminary phase, a continuous process of planning, acting and evaluation will take place. Accordingly, the plan will be continually assessed and modified, while it is delivered to ensure alignment with maximization of learner's learning (Figure 1).
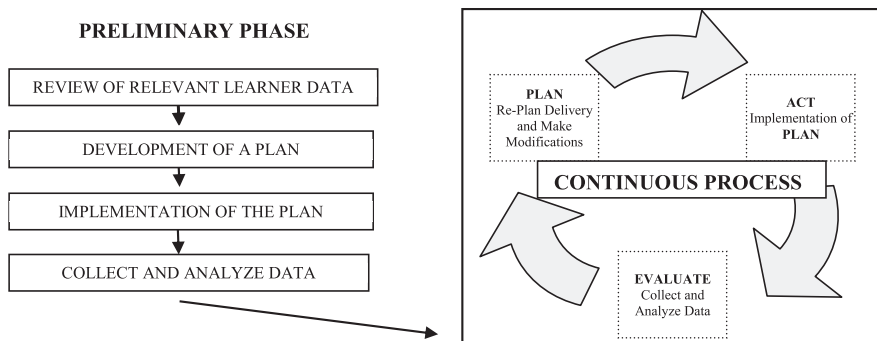
Design of an Instructional Model Development

PRELIMINARY PHASE

REVIEW OF RELEVANT LEARNER DATA

DEVELOPMENT OF A PLAN

IMPLEMENTATION OF THE PLAN

COLLECT AND ANALYZE DATA

PLAN
Re-Plan Delivery
and Make
Modifications

ACT
Implementation of
PLAN

CONTINUOUS PROCESS

EVALUATE
Collect and
Analyze Data

Figure 1   Research Design Concept Map: Framework of the Process
            of Quality Enhancement

Course Design of an Instructional Model

The intercultural communicative language teaching (ICLT) model included in this project, lasting over a period of 7 weeks. The ICLT was taught by a Thai teacher of English (the researcher) who met the class 3 hours weekly for a total of 21 hours. The twenty one−hour model was divided into two parts. The first part pertained to the lessons taught by the researcher (15 hours of the teaching time) and the second part contained the beginning and end−of course assessment (6 hours of teaching time).

The elements of intercultural content were integrated into the 3−unit English lesson titled "A 4MAT Approach to Integration with ASEAN Social and Cultural Links" (ASCL). ASCL contents consist of 3 units to include: Unit 1 "Welcome to ASEAN Community" focusing on the background and national symbols of each member country (flags, currencies, clothes, flowers, and greetings). Unit 2

"Travel through the ASEAN Community", contains information about places to eat and see around the ASEAN community. Unit 3 "Cultural Wonders", provides content about travel tips and do's and don'ts, when traveling around the ASEAN community.

The participants were taught using the 4MAT approach. This approach affected learning achievement with knowledge sharing through an inquiry method, along with knowledge creation during interactive action learning. Moreover, it helped improve learning and knowledge aesthetics as well as reflective thinking. This method is known for its child−centered approach (McCarthy, 1997). There are 8 steps of the 4MAT Approach namely (See Figure 2);

Step 1: Creating experience
Step 2: Analyzing experience
Step 3: Integration reflection into concept
Step 4: Developing theories and concept
Step 5: Working on defined concept
Step 6: Messing around
Step 7: Analyzing for usefulness of application
Step 8: Doing it themselves and sharing what they do with others

Thus, the 8 step 4MAT Approach (McCarthy, 1997) had been implemented to create the process of quality enhancement for learning ASEAN background knowledge. Each step could serve a specific type of learner and create learning abilities or skills for young learners in Nakornping Sub−district Chiang Mai, Thailand.
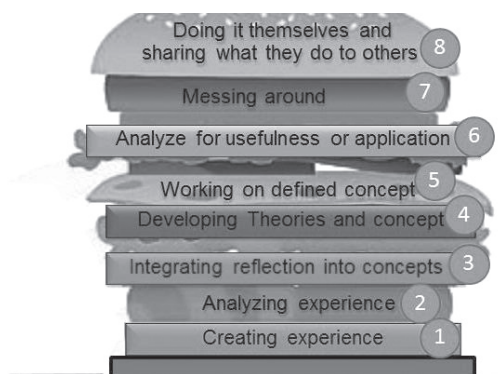
Figure 2   The 8 steps of the 4MAT approach

Moreover, a 4MAT approach based on a child–centered approach realizes the individual differences among learners. McCarthy (1997) divided learners into 4 types, including: imaginative learners, analytic learners, command sense learners and dynamic learners. In accordance with the research samples, the participants were from different learning styles and with individual learning abilities. Figure 3 shows individual differences between learners based on work of John Dewey, Carl Jung, and David Kolb (St. Germain, 2002).
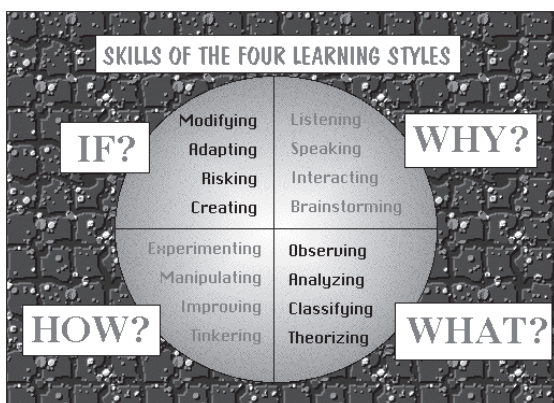
Figure 3   Individual differences: The 4MAT system (Huitt, 2009)
Retrieved from http://www.edpsycinteractive.org/topics/instruct/4mat.html

Both the ASLC content and the 4MAT approach were integrated into the instructional model for the research participants in order to encourage their intercultural communicative competence and attitudes.

Research Participants

The study was designed based on samples collected using a purposive method gained from 120 young learners from 20 communities in Nakornping Sub–district, Chiang Mai, Thailand in 2014. The researcher grouped the volunteered participants into 4 groups with 5 communities in each group. (Group 1: Wat Gu Tao temple, Group 2: Wat Ban Ping temple, Group 3: Paphang School, and Group 4: Patun Aeuarthon Community). The participants in each group were asked to join the arranged event at prearranged place in the community. An English course for 7 weeks on Saturdays and Sundays

was implemented for the participants. Most of the participants, about 60% had attitude, awareness and basic knowledge towards ASEAN studies. Only 47.73 % correctly answered the questions about the ASEAN community background which showed lack of adequate knowledge about intercultural communicative competence.

Research Instruments

The research instruments used included: 1) an evaluation form of the instructional model based on the 3 unit English lesson titled "A 4MAT−integrated ASEAN Social and Cultural Links" 2) pre, during and post achievement tests of ASEAN Studies in English, and 3) questionnaire for attitudes of ICLT and ICC.

The instructional model was designed in terms of lessons and approaches to teach learners addressing two issues namely: attitudes towards their language competence and their intercultural communicative competence development. The language achievement test, which was used to collect data on learner's language competence, was extracted from the assessment of unit quiz during and after they were taught by the instructional model. The intercultural communicative competence test included 4 ICC elements, namely: intercultural knowledge, attitudes, awareness and skills. A questionnaire was employed to obtain information from learners' attitudes towards the instructional model and ICC development after the course. The questionnaire's content included 20 items designed with a five−point scale (strongly disagree to strongly agree). The total reliability of the questionnaire calculated by Likert, was 0.84.

Data Analysis

The E_1/ E_2 and E.I were used to analyze the efficiency and effectiveness scores of the 3 unit English lesson. The percentage was used to compare the achievement of English scores in ASEAN studies before and after being delivered using the developed instructional model. The average and standard deviation of a five–point scale of the questionnaire was used to compare attitudes towards the instructional model and intercultural communicative competence development.

The data was then used to analyze both qualitative and quantitative content. The content analysis was presented through descriptive writing with examples, and the data obtained through the questionnaire was calculated statistically. These statistics were shown in tables and interpreted with descriptive writing.

Research Questions

Two research questions are formed:

What are young learners' achievement and attitudes towards the instructional model and their intercultural communicative competence development?

To what extent is young learners' intercultural communicative competence enhanced after being taught by the instructional model?

Research Findings

Effect of the Instructional Model

The result of the 3 unit English lesson titled "A 4MAT−Integrated Approach with ASEAN Social and Cultural Links (ASCL) for Youth" showed that the efficiency and effectiveness scores of the instructional model were higher than the expected level (80/80) with efficiency scores (E_1) and effectiveness scores (E_2) at 90.67/81.63 and effectiveness index (E.I) at 0.6488 or at their 64.88% (See Table 1, 2 and 3).

Table 1 Young learners' E_1 scores during learning with the instructional model

Scores during learning with the instructional model (N=120)	$\bar{x}$ (10)	Percentage	SD
1st Self−check	8.433	84.33	1.576
2nd Self−check	9.400	94.00	0.991
3rd Self−check	9.367	93.67	0.970
		E_1 = 90.67	

From Table 1, the efficiency score (E_1) during learning with the instructional model was at 90.67, which was higher than the expected level of 80. However, after two weeks of teaching through the instructional model, the mean score of the first self check test was low at 8.43 (out of 10). Then, four and six weeks later, the mean scores of the second and third self−check tests were higher at 9.40 and 9.37, respectively, which indicated that the instructional model was an effective tool to the young learners' competence of foreign cultures

into English language learning. For the total score of the three self check tests, the highest one was 27.20 (out of 30) while the lowest was at 19, which showed the average scores of learners were above 50% (15 out of 30), which indicated there was a significant difference in learners' intercultural communicative competence efficiency due to the use of the developed instructional model.

Table 2 Young learners' E_2 scores after taught by the instructional model

Post Test Scores	ΣX	$\bar{x}$ (30)	Percentage
N=120	2,939	24.49	81.63
		E_2 = 81.63	

To elaborate further, subsequent to teaching through the instructional model, the mean of the effectiveness score of 120 learners was 24.49 (out of 30) which indicated that there was a strong focus on foreign cultures in English language classes integrated with the instructional model of ASEAN studies and 4MAT approach. Accordingly, the effectiveness score (E_2) of the instructional model was 81.63%, showing that learners learned effectively both language competence (LC) and intercultural communicative competence (ICC) simultaneously in English language course.

Table 3 Young learners' effectiveness index (E.I) of the instructional model use

N=120	Scores before the instructional model use	Scores after the instructional model use	The difference scores of before and after the instructional model use	The difference scores of the total score and after the instructional model use	Effectiveness Index (E.I.)
3,600	1,718	2,939	1,221	1,882	0.6488

The effectiveness index (E.I) of the use of the instructional model: "The 4MAT approach, a multifunctional instructional method integrated with ASEAN Social and Cultural Links (ASCL)" was positive at 0.6488 (64.88%), which indicated that learners had higher LC and ICC development.

Result of Language Competence and Intercultural Communicative Competence

With regard to the quantitative data collected from the pre– and post– test, it is evident in Table 4 that the mean score of the young learners' LC and ICC, before being taught by the instructional model, was 14.32 (out of 30). This meant that learners' LC and ICC were quite low as they had never taken any intercultural courses before. After a 7 week course, the mean score of learner's LC and ICC, taught by the instructional model, was 24.49 (out of 30), which indicated that there was a significant difference in learners' competence of LC and ICC (t =29.205; p =.01). Accordingly, it can be concluded that young learners' competences after their course had changed significantly.

Table 4 Young learners' language and intercultural communicative
competence after taught by the instructional model

| Items | t | Sig. | x̄ (SD) (N=120) | |
			Before	After
30 items	29.205	.01	14.32 (3.415)	24.49 (2.012)

*Result of youth learners' attitudes towards intercultural communicative
language teaching and their intercultural communicative competence*

According to the results from the questionnaire, it is evident in Table 5 that the mean score of the young learners' attitudes towards ICLT, after a seven week course, was 4.42 (out of 5), which indicated that there was a significantly strong agreement in learners' perceptions of ICLT (SD = 0.08). As a result, it can be concluded that learners felt more positive about ICLT after their course as their attitudes towards it were significantly high.

Table 5 Young learners' attitudes towards ICLT

Items	x̄	SD (N=120)	Level of Satisfaction
20 items	4.42	0.08	Mostly agree

More remarkably, young learners were aware of the elements of ICC (see table 6), which consists of knowledge, attitudes, awareness, and skills. That is why they were certain that it was necessary and important for learners to have knowledge of foreign cultures ($\bar{x}$ = 4.50, SD = 0.03), to develop their curiosity, openness, and readiness to learn about foreign cultures ($\bar{x}$ = 4.40 ,   SD = 0.02), as well as to

raise their awareness of cultures ($\bar{x}$ = 4.35, SD = 0.02), and to be taught how to communicate with people from different countries effectively and appropriately ($\bar{x}$ = 4.44 ,   SD = 0.03).

Table 6 Young learners' attitudes towards ICC

Items (N=120)	$\bar{x}$	SD	Level of Satisfaction
Knowledge	4.50	0.03	Strongly agree
Attitudes	4.40	0.02	Mostly agree
Awareness	4.35	0.02	Mostly agree
Skills	4.44	0.03	Mostly agree
Average	4.42	0.08	Mostly agree

Additionally, all four ICC indicate the same pattern of a high level of satisfaction agreement. However, these results reveal that learners found intercultural knowledge much easier to improve than attitudes, awareness and skills.

Discussion

The results indicated that the research participants had increased their knowledge of ASEAN studies or intercultural communicative competence. This is due to lessons being created with content from basic to advanced or from an easy to difficult. Tran and Seepho (2016) also claimed that intercultural content used in ASEAN countries are developed based on the importance of intercultural language education, with particular emphasis on diverse cultures of the ASEAN community in terms of visible or tangible cultural content (e.g. costumes, food, places, and artifacts) and invisible or intangible cultural content (e.g. values, attitudes, and norms of behavior). The material should have

culture–specific content (i.e. a deep understanding of one cultural context through detailed cultural knowledge).

As a result of the instructional model's lesson, the 3–unit lesson consisted of unit 1 "Welcome to ASEAN Community", which focused on the background and national symbols of each member country, for example, national flags, national currencies, national clothes, national flowers, and national greetings. This shows the strong emphasis on cultural content of the ASEAN countries. Figure 4 shows the example of unit 1 content "Welcome to ASEAN Community".

We are _____.

We live in _____.

We love_____.

Listen to the song and fill the blank with correct words in Word Bank below.

Then, answer the question.

Throughout these years

We have (1)_____

Working hard together

For a true (2)_____

The beauty of (3)_____

Bridging all the (4)_____

A sense of (5)_____

Word Bank

community   diversity   future

unity   true   one   virtue

integrate   resolved   find

strength   strive   vision

Figure 4 The example of unit 1 content "Welcome to ASEAN Community"

To illustrate more, this is the example of Unit 2 "Travel through the ASEAN Community", which contained information about places to eat and see around the ASEAN Community, for example, national food and national landmarks. This is another example of visible or tangible cultural content which indicates a deep understanding of one cultural context through detailed cultural knowledge. Figure 5 shows the example of unit 2 content "Travel through ASEAN Community".

Figure 5 The example of unit 2 content "Travel through ASEAN Community"

To elaborate further, Unit 3 "Cultural Wonder" provides content about travel tips and do's and don'ts, when traveling around the ASEAN Community. This content includes invisible or intangible cultural content and particularly strong emphasis on the diverse cultures of ASEAN community. Figure 6 shows the example of unit 3 content "Cultural Wonder".

Research Project
Unit 3: Cultural Wonder
Name_____
Put the correct information in each box.

Vs.

Thailand   Malaysia

3 Dos	3 Dos
1._____	1._____
2._____	2._____
3._____	3._____

3 Don'ts	3 Don'ts
1._____	1._____
2._____	2._____
3._____	3._____

Travel Tips

1. Perform the "Wai", a slight bow with the palms pressed together in a prayer-like fashion, while saying "Sawasdee Krab" or "Sawasdee Ka".
2. Point forefinger at things. Instead, the thumb of the right hand with four fingers folded under is the preferred way.
3. Touch a person on the head.
4. Express negative opinions about the King or any member of the Royal Family. All people have utmost respect for the Thai monarchy.
5. Wait to convert your currency in the country. There is restriction of bringing large amounts of the currency into or out of the country.
6. Shake hand with men for greeting, but not women unless they offer to do so first and use right hand to receive or give something.
7. Respect the places and dress appropriately when visiting temples and religious sites.
8. Involve in illegal drugs. There is a mandatory death penalty for trafficking.
9. Remove your shoes before entering a Malaysian home or religious buildings.
10. Always treat any image of a Buddha and Buddhist monks with extreme respect.
11. Wear hot pants and vests at mainland beaches if you are female.
12. Raise your voice or get angry as it is a sign of disrespect.

Imagine your friend is in each country and choose only "1 Do" and "1 Don't", then tell him the reason why.

In Thailand: Do	You_____
Don't	You_____

In Malaysia: Do	You_____
Don't	You_____

Figure 6 The example of unit 3 content "Cultural Wonder"

The 3 unit English lessons was designed based on learners' interests and awareness and urges them to pay more attention and to actively participate during the 7 weeks, or 21 hours, of the quality enhancement process. According to humanistic theories, it is obvious that every human being has his/her own full potential to learn, as well to pursue his/her integral self−motivation to improve and develop. Moreover, these theories assert that learners can learn better when they experience meaningful learning, which is related to their experiential learning focusing on leaner−centered approach (Richards & Rogers, 2001).

The LC and ICC scores of ASEAN Studies among 120 young learners from 20 communities in Nakornping Sub−district, Chiang Mai, Thailand, after being taught by the 4MAT approach were significantly higher than those prior to using this approach at 81.42% with 0.01 of standard deviation (SD). The results revealed that the 4MAT approach affected the learning achievement scores in terms of quality enhancement with knowledge sharing through an inquiry method, along with knowledge creation during interactive action learning, as well as knowledge presentation of cooperative, and finally, it helped improve learning and knowledge aesthetics and reflective thinking.

To illustrate these results, table 7 focuses on how the 8 steps of the 4MAT approach influences learning skills and achievements with the developed activities in the 3 units of ASEAN studies.

Table 7   The process of quality enhancement of how to influence English learning skills and achievement through ASEAN Studies integrated with 8 steps of 4MAT Approach

8 STEPS OF 4MAT APPROACH	LEARNING SKILLS AND ACHIEVEMENT	ACTIVITIES IN 3 UNITS OF ASEAN STUDIES
Step 1: Creating experience Step 2: Analyzing experience	Knowledge Sharing/ Inquiry Method /Mind Mapping/Semantic Mapping	Unit 1: "WELCOME TO ASEAN COMMUNITY" − ASEAN songs activity − ASEAN cartoon watching − National Symbols with meanings matching Unit 2: "TRAVEL THROUGH ASEAN COMMUNITY" − ASEAN Food VDO Clip watching − ASEAN Places VDO Clip watching Unit 3: "CULTURAL WONDER" − Travel Tips and Guides

Table 7 The process of quality enhancement of how to influence English learning skills and achievement through ASEAN Studies integrated with 8 steps of 4MAT Approach (conts).

8 STEPS OF 4MAT APPROACH	LEARNING SKILLS AND ACHIEVEMENT	ACTIVITIES IN 3 UNITS OF ASEAN STUDIES
Step 3: Integration reflection into concept Step 4: Developing theories and concept	Knowledge Creation/ Interactive Action Learning/Mind Mapping/Semantic Mapping/Learning by doing	Unit 1: "WELCOME TO ASEAN COMMUNITY" − Singing ASEAN songs activity − Summarizing ASEAN cartoon activity − Stimulating Semantic National Symbols Unit 2: "TRAVEL THROUGH ASEAN COMMUNITY" − Making Semantic Mapping of National Foods and National Landmarks Unit 3: "CULTURAL WONDER" − Making Mind Mapping of Do's and Don'ts in each nation in ASEAN

Table 7   The process of quality enhancement of how to influence English learning skills and achievement through ASEAN Studies integrated with 8 steps of 4MAT Approach (conts).

8 STEPS OF 4MAT APPROACH	LEARNING SKILLS AND ACHIEVEMENT	ACTIVITIES IN 3 UNITS OF ASEAN STUDIES
Step 5: Working on defined concept Step 6: Messing around	Knowledge Presenta-tion/ Active Learning/ Cooperative Learning/ Group Role Play/ / Learning by doing	Unit 1: "WELCOME TO ASEAN COMMUNITY" − Dressing National Clothes Activity Unit 2: "TRAVEL THROUGH ASEAN COMMUNITY" − Making ASEAN foods activity − Traveling around ASEAN landmark activity Unit 3: "CULTURAL WONDER" − Taking a trip with Do's and Don'ts Activity
Step 7: Analyzing for usefulness of application Step 8: Doing it themselves and sharing what they do with others	Knowledge Aesthetics/ Reflective Thinking/ Peer learning	− Oral Presentation − Sharing Ideas − Reflection Session

Additionally, young learners' attitudes towards intercultural communicative competence teaching and development reflected the four pillars (1. learning to know: intercultural knowledge; 2. learning to do: intercultural skills; 3 learning to live together: intercultural attitudes; and 4. learning to be: intercultural awareness) of education for the twenty−first century as identified by the International Commission on Education for the Twenty−First Century (Delors, 1996). This was developed as four distinct objectives of intercultural education and incorporated in the guidelines on international education suggested by UNESCO (UNESCO, 2006).

Successfully completed activities in each unit of ASEAN studies through the 8 step 4MAT approach illustrate the quality enhancement process of English learning. Morror's (1981) statement "to learn it, do it" (p. 59) is associated with the communicative language learning process, which provides learners with real life situations to practice. In accordance to the results conducted by Willkerson and White (1988) the 4MAT approach affected learning achievements and knowledge retention of students in science subjects in North Carolina government's school in terms of encouraging students' interest in lessons, and they achieved higher scores of learning with 0.05 of standard deviation (SD). Figure 7 briefly shows how these activities work for 120 young learners from 20 communities in Nakornping, Chiang Mai, Thailand.

Figure 7 The quality enhancement process of activities successfully done in each unit of ASEAN studies through the 8 steps of 4MAT approach

Miller and Perkins (1990) suggested that in order to teach reading skills and to design comprehensive reading strategies, teachers must provide learners with strategies to integrate new ideas before developing new theories and concepts of new vocabulary in a new reading passage. The teacher should give them an opportunity to discuss with peers, to practice by doing and by creating authentic tasks. When learners work with peers in a fun and safe learning environment within a 4MAT teaching framework, they will not be bored with learning activities. Johnson (1982) claimed that cooperative group learning helps boost a variety of learning skills particularly: brainstorming, knowledge sharing, inquiry method and knowledge conclusion through

mind mapping or semantic mapping, as well as through peer learning, active learning, cooperative learning, and learning by doing.

The findings also revealed that the young learners' attitudes towards ICLT were positive after a seven−week course as they were aware of ICC and the importance of the ICC, and believed in the important role of ICLT. In other words, young learners understood what ICC was, what it was for, and how ICC is composed. This may be the result of the teacher's awareness raising teaching strategies, which are a crucial aspect of ICC instruction, as learner's awareness is one of the necessary conditions for the learning process to take place (e.g., Robinson, 2003; Schmidt, 1995).

The study also indicated that young learners' ICC had further improved. This may be due to the fact that learners were motivated to focus more on the learning of intercultural content as this type of intercultural communicative language was new to them. These results match those of previous studies (e.g., Shoman, 2011; Ottoson, 2013). Shoman (2011) concluded a study using a framework to develop ICC and the proficiency of advanced learners of Arabic, and found that the proposed lingua−cultural framework not only developed learners' abilities to recognize the knowledge, as well as to produce Arabic varieties used in Egypt but also fostered their ICC (knowledge, attitude, awareness, and skills).

Conclusion

Consistent with the basic contention of this study, the results of the 4MAT approach were used as an instructional tool for ASEAN background knowledge education, for the capturing and preserving of knowledge, for knowledge generation, brainstorming and as a starting point for the creation of knowledge formalisms.

The implication of the study for the improvement of English learning is that young learners should recognize and realize their English skills problems, and their awareness and attitude towards ASEAN studies, so that they are ready to be equipped with the English knowledge and skills that they require. They will gradually develop and will be able to effectively apply the ASEAN English knowledge toward their future objectives, when functioning as part of ASEAN community.

Therefore, in order to foster the implementation of ICLT in a Thai and other similar contexts, especially for EFL learners there should be a shift from the current teaching approach to an intercultural language approach. First, teachers should be supported to gradually acknowledge the importance of integrating intercultural content into standard English language classes. Moreover, teachers and also learners should be encouraged and motivated to be autonomous learners which is based on the acquisition process of ICC as a matter of life long learning. All in all, the learning materials chosen for ICLT should promote learners' ICC, and the content of the learning materials should be authentic, up−to−date, informative, and appropriate for learner's age group and interest.

Quality enhancement is easily framed by the concept of action research. The roots of quality enhancement are aligned with action research's cyclical components of: evaluation, planning, acting and re−evaluation. Better language proficiencies and knowledge awareness add value to learners' potential in the age of globalization and global communication.

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