

Enhancing Intercultural Competence by Using Video-Based Instruction

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Abstract: *Intercultural competence is the ability to understand cultures, including your own, and use the understanding to communicate appropriately with people from other cultures. Even though intercultural competence is indicated as an expected learner's learning competence in the official curriculum, in English language class teachers rarely put emphasis on intercultural competence. The purpose of this study was to investigate learner's intercultural competence; awareness, skills, attitudes and knowledge after implementing video-based instruction. The participants were thirty-seven learners in grade 10 which were purposively selected. A set of self-assessment questionnaires was used as a tool to investigate the learners' intercultural competence before and after ten-periods of video-based instruction. The data revealed that the video-based instruction raised the learners' awareness of intercultural competence, followed by skill, attitude, and knowledge. The lessons they had learned develop their intercultural competence. This instruction helped learners to see the real context of western cultures which did not show much in the textbooks. Videos were one potential factor enhancing learners' intercultural competence and getting the target information easily and having a better understanding than the traditional instruction.*

Keywords: Intercultural competence, intercultural competence by using video-based instruction, video-based instruction, developing intercultural competence

Background of the study

Intercultural competence is the ability to understand cultures, including your own, and use the understanding to communicate appropriately with people from other cultures. This competence is very important in English Language Teaching (ELT) because, nowadays, English is the international language used globally to convey national and international perceptions of reality which may be different from those of English speaking culture (Alptekin, 2002). It adds positive feelings among people in different cultures, enhances positive feelings about our culture, helps complete the responsibilities of international job, decreases culture-contact stress-related ailments, helps people adjust to live in different cultures, increases interaction internationally, reduces disparities between dominant and non-dominant cultures, and improves community relations in multinational environments (Hammer, 1998). The goal of foreign language teaching is not only to help learners acquire communicative competence, but it also endorses intercultural competence of learners. Non-native English teachers could be able to potentially share not only pronunciation, correct language use, but also culture points clearer than the native ones because of the culture differences between learners and teachers (Walkinshaw & Duong, 2014). Several previous studies have shown that language teachers generally focus on equipping learners with linguistic competence rather than focusing on other aspects of language teaching such as intercultural competence. Linguistic competence is a small part of communicative competence. Communicative competence is consisted of grammatical (or linguistic), sociolinguistic, and strategic competences (Canale & Swain, 1980, 1981). That is the reason why teaching only linguistic competence to learners are not sufficient for them to be good language users.

For a long time, the traditional teaching method (or conventional education), students would sit in silence, had been used to enhance the international knowledge to the learners by using only textbooks to foster intercultural competence which were very boring because it does not have any interesting use of any media supporting the learners' needs. It is important that teachers should integrate other teaching methods in order to be effective and appeal to various learning styles of learners (Baker, 2008; Richardson, 2012).

Baker (2008) and Garza (2010) stated that video-based instruction provides a unique chance to present, teach, and internalize the target linguistic, cultural, and visual knowledge. It is an excellent setting for concentrating learners' attention on specific details and for creating exercise materials based on the videos; furthermore, videos can give learners opportunities to learn linguistic, spatial, and rhythmic intelligence. This instruction is used as the stimulus lesson in class with external exercises.

Based on our teaching experiences, as high school English teachers, it is observed that learners lack of knowledge on how to use English appropriately with people from various backgrounds. The learners also lack of understanding and recognizing how communication should be affected by cultures of communicators. Moreover, they lack of having good attitude with foreign languages and cultures. At the time of learning new cultures, the learners usually laugh when they feel that the cultural ideas are odd. Some of them usually look down on other differences. Nowadays, Thai schools really concern about national admission examination. Because of these results, teachers have to teach learners to reach the grammar and lexical proficiency to get a high score for admission (Suwannasom, 2015).

Using video-based instruction describing different ways of living in language class could help learners to comprehend real language using situations or how people behave in real life situations. In order to enhance learners' intercultural competence, this study attempts to investigate learner's intercultural competence after implementing video-based instruction.

Background Literature

Intercultural competence

Intercultural competence is the ability to understand cultures, including your own, and use the understanding to communicate successfully with people from other cultures. The most important point is that learners have to use their own cultural awareness by acquiring a broad knowledge of values and beliefs of other cultures rather than looking at them as the stereotypes of each culture (Williams, 1994). Byram (1997) described that the components of intercultural communication, composed of knowledge, skills of interpreting and relating, skills of discovery and interaction, attitudes, and critical cultural awareness/political education. The learners who attend to the intercultural communication course should acquire some culture specific and culture general knowledge, knowledge of self and others, knowledge of interaction, awareness of the ways in which culture affects communication, education, and religion affects values, knowledge of living conditions in different societies, skills to interpret, relate, discover and/or interact with other cultures, attitude to relativize self and value others, positive disposition towards learning intercultural competence, and general disposition characterized by a critical engagement with the foreign culture under consideration and one's own. Byram and Fleming (1998: p.9) advocated the intercultural speaker as a norm for intercultural communication. An intercultural speaker should have a capacity to discover and relate to new people from other contexts for which they have not been prepared directly. To enhance learners' intercultural competence, Deardorff

(2006) illustrated how to improve intercultural competence in pyramid model of intercultural competence in Figure 1.

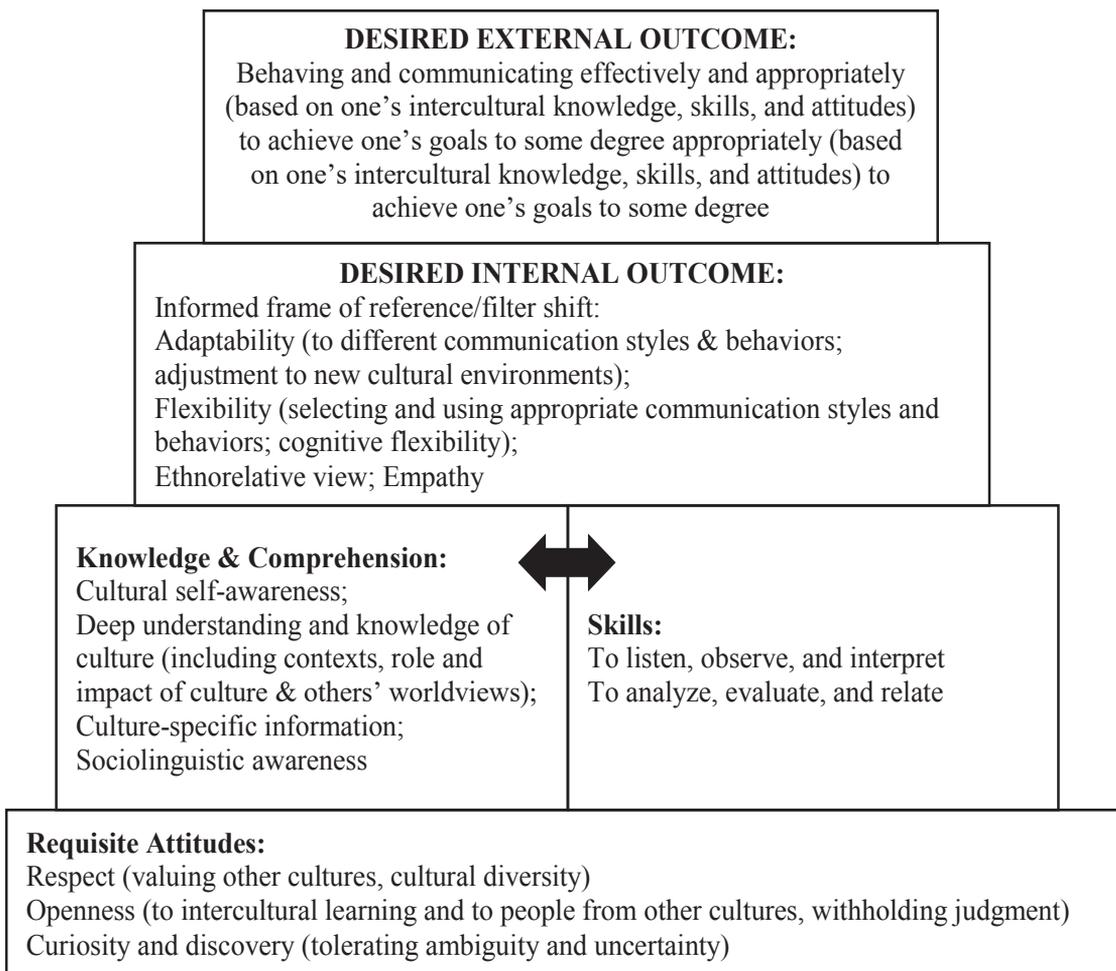


Figure 1 Pyramid Model of Intercultural Competence (Deardorff, 2006).

According to Figure 1, learners who need to achieve a goal of intercultural competence, they should have their own requisite attitudes. Then, they have to practice on cultural knowledge and comprehension, together with some important skills. After that, they would have internal outcome, followed by external outcomes. To support learners reaching the goal of intercultural competence, teachers must consider that they play the important role of selecting material which is comprehensible and suitable with the curriculum. Moreover, the material should be allowed to formulate the evolution for learners to let learners be accustomed to the inside and outside of the target language and cultural data (Kewara, 2012).

Video-based instruction for intercultural competence

To implement video-based instruction in the classroom really supports the learners because this instruction served them as multimodality (e.g., visual, auditory, text, acting, and etc.). Concurrently presented both visual and auditory modalities, they supported learners to get information easier both in text and narration (Anderson & Bower, 1974, 2013; Baddeley, 2003; Jackson, 2012; Kress, 2000; Kress, 2010; Lee & Young, 1974; Low & Sweller, 2005; Paivio, 1991; Zacchi, 2012).

We were really interested in video-based instruction enhancing intercultural competence. I used Berk's (2009) video-based instruction as the instructional framework. The video-based instruction was conducted into 10 lesson plans. There were seven steps implementing for all 10 lesson plans. First, the teacher had to pick a clip to provide the content or illustrate a concept or principle. Second, the teacher introduced the video briefly to strengthen the purpose of the clip. Next, the clip was played. Learners assimilated target culture. Then, the learners discussed about what they had seen in the picked scene with a set of time. After that, they checked their understanding by watching the important parts one more time. Next, learners compared and contrasted own with target culture. Lastly, the learners made a small group or a large group format for structuring a discussion about the questions given.

Research Questions

Does video-based instruction enhance learners' intercultural competence?

Methods

This study employed a quasi-experimental research design. This study was a one-group pre-instructional questionnaire-post-instructional questionnaire design using video-based instruction as the intervention to effectively enhance learners' intercultural competence.

Participants

The population in this study were 160 Grade-10 (Mattayomsuksa 4) Thai learners, studying Language and Western Culture at a secondary school in the eastern part of Thailand. They were about 15-16 years old. One from the four classes was purposively selected as the participants. Those participants were majoring in English-Japanese which are foreign languages for those classes majoring in different subjects. In addition, all participants had at least 10 years of exposure to learning English. All of them also had never taken any classes that aim to develop intercultural competence. There were thirty-seven learners in this class, including seven males and thirty females.

The Content of Videos in Classes

The selected videos were about interactions between people from different cultures, extracted from ads, films, and movies. The criteria of the video selection were adopted from the rubric by Smaldino, Lowther, and Russell (2012). There was no evidence of objectionable bias or advertising. The contents were shown in Table 1.

Table 1 The content of each video

Unit	Objective	Name of video	Contents
1	Social greetings	<ul style="list-style-type: none"> Outsourced (2006) 	<ul style="list-style-type: none"> Cultural misunderstandings between American customers call center and Indian call center workers.
2	Table manners	<ul style="list-style-type: none"> Dining Etiquette with Sybil Davis (2010) 	<ul style="list-style-type: none"> How to eat, place, and use utensils on a western table with proper table manners.
3	Idioms and proverbs	<ul style="list-style-type: none"> Symphony in Slang (1951) 	<ul style="list-style-type: none"> Some interesting idioms and proverbs.
4	Greek mythology	<ul style="list-style-type: none"> Greek Gods Overview (2013) 	<ul style="list-style-type: none"> Interesting facts about Greek gods and goddesses.
5	Easter Sunday	<ul style="list-style-type: none"> Son of God (2006) 	<ul style="list-style-type: none"> History of Jesus Christ from Christmas to Easter Sunday.

Research Instrument

The 6 Likert scale questionnaire used in this study was adapted from Fantini's the Assessment of Intercultural Competence (2006) (0 means strongly disagree; 1 means disagree; 2 means somewhat disagree; 3 means somewhat agree; 4 means agree; 5 means strongly agree). This adapted questionnaire was used twice before and after implementing the video-based instruction. There were forty-two statements separated into four major aspects of intercultural competence which are knowledge (items 1-7), attitudes (items 8-16), skills (items 17-27), and awareness (items 28-42). The questionnaire was translated into Thai for facilitating students' understanding. The reliability analysis was performed, and it was found that the questionnaire had the reliability of Cronbach's alpha at the .86 level.

Data collection

We started with the pre-instruction questionnaire with thirty-seven learners from one class. The questionnaire was used for inspecting the learners' four aspects of intercultural competence. Then, the video-based instruction was implemented in this selected classroom. The framework of every class was adapted from Berk (2009) as follows, 1) Activating cultural schema, 2) Posing guided questions, 3) Exposing the target culture, 4) Discussing in small groups, 5) Replaying the video, 6) Comparing and contrasting cultures, and 7) Summarizing culture. After that, the learners took the post-instruction questionnaire.

Data analysis

This article reports only quantitative data. The questionnaire data were analyzed by using descriptive statistics with the purpose to compare the learner's intercultural competence before and after implementing video-based instruction. We performed a paired-sample t-test to compare intercultural competence before and after implementing video-based instruction.

Ethical considerations

The scores of the pre-instruction and post-instruction of all participants are confidentially kept myself to avoid hurting the participants' feeling of their scores. The questionnaire data, both before and after classes, were used for research purposes only, they did not affect class performance. The information of using video-based instruction was explained to all learners that I wanted to try the video-based instruction to the group.

Findings

The questionnaire was used to elicit learners' intercultural competence, consisting of four aspects: knowledge, attitudes, skills, and awareness. The results of questionnaires, pre-instruction and post-instruction, were shown in the Table 2 below.

Table 2 The results of the questionnaire used before and after the intercultural classes

Aspects of Intercultural Competence	Pre-instruction		Post-instruction		<i>t</i>	<i>Sig</i> *
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Awareness	2.14	0.72	3.36	0.57	7.500	0.000
Skills	2.11	0.60	3.31	0.60	7.846	0.000
Attitudes	2.59	0.82	3.45	0.58	5.277	0.000
Knowledge	2.52	0.90	3.28	0.58	4.491	0.000
Overall	2.34	0.60	3.35	0.53	7.276	0.000

**p* < .05

As shown in Table 2, a paired-samples t-test was conducted to determine the differences between the pre-instructional and post-instructional questionnaire conditions. There was a significant difference in the scores for the pre-instructional questionnaire of the overall aspects ($M = 2.34$, $SD = 0.60$) and the post-instructional questionnaire of the overall aspects ($M = 3.35$, $SD = 0.53$); $t(36) = 7.276$, $p = 0.000$. The category that has increased the most from the intercultural classes is the category of awareness. There was a significant difference in the scores for the pre-instructional questionnaire ($M = 2.14$, $SD = 0.72$) and the post-instructional questionnaire ($M = 3.36$, $SD = 0.57$); $t(36) = 7.500$, $p = 0.000$. According to the results, the step of exposing the culture was very effective. The objective of this step was to raise learners' awareness of the target culture. The videos used in class were related to the lesson and raised learner's awareness effectively. The videos presented the real context of the target cultures to learners.

In this questionnaire, there were 42 items which were divided into four groups. In this report, I would like to focus merely on the aspect of intercultural knowledge since the intercultural knowledge was the one essential key that led learners to have intercultural understanding of all intercultural aspects. Table 3 presents the details of intercultural knowledge.

Table 3 Intercultural knowledge before and after using video-based instruction

Statement	Pre-instruction		Post-instruction		<i>t</i>	<i>Sig</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
1 .I could cite a definition of culture and describe its components and complexities.	2.43	1.09	3.38	0.79	4.388	.000
2 .I knew the essential norms and taboos of western culture (e.g., greetings, dress, behaviors, and etc.).	2.95	1.43	3.46	1.04	1.941	.060
3 .I could contrast important aspects of western languages and culture with my own.	3.05	1.20	3.30	0.85	0.953	.347
4 .I recognized signs of culture stress and some strategies for overcoming it.	2.27	1.31	3.08	0.86	3.125	.004
5 .I knew some techniques to aid my learning of western languages and culture.	2.35	1.16	3.14	1.03	3.462	.001
6 .I could contrast my own behavior with those of westerners in important areas)e.g., social interactions, basic routines, time orientation, and etc.(.	2.38	1.36	3.46	0.99	4.142	.000

Statement	Pre-instruction		Post-instruction		<i>t</i>	<i>Sig</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
7. I could discuss and contrast various behavioral patterns in my own culture with westerners.	2.22	1.42	3.16	0.83	3.815	.001

* $p < .05$

Generally, it was found that learners increased intercultural knowledge after attending video-based instruction. When analyzing each statement carefully, it was found that two statements increased the most (statements 1 and 6). For statement 1, there was a significant difference in the scores between before ($M = 2.43$, $SD = 1.09$) and after implementing video-based instruction ($M = 3.38$, $SD = 0.79$); $t(36) = 4.388$, $p = 0.000$. From statement 6, “I could contrast my own behavior with those of westerners in important areas (e.g., social interactions, basic routines, time orientation, etc.),” there was a significant difference in the scores between before ($M = 2.38$, $SD = 1.36$) and after implementing video-based instruction ($M = 3.46$, $SD = 0.99$); $t(36) = 4.142$, $p = 0.000$. These two statements indicate that learners possessed more knowledge in terms of definition of culture and the differences between one’s own culture and western culture. To illustrate, according to the western table manners lesson (unit 2), the video presented how to use the kitchenware and utensils on the table and how to eat in western table manners properly. After implementing the video-based instruction, in the step of discussing in small groups, learners tried to express the idea they acquired comparing with their family table manner. It showed that learners could not only mock the manners and behavior, but also compare and contrast their own and western culture. According to the videos, the lessons of social greeting and table manner (unit 1) enhanced learner’s definition of culture, and helped learners be able to contrast important behaviors of the learners’ culture and western culture. Both videos showed good examples of the target cultures. Learners watched the videos. After that, they were able to know the definition of cultures, and they also contrasted some important aspects of behavior with their own. They understood how westerners worked in daily life, behaved in business, and proper table manners. That is the reason why the results of statement 1 and 6 were raised.

It appears that learners’ intercultural knowledge increased in many items; however, there were differences in statement 3, “I could contrast important aspects of western languages and culture with my own.” According to the findings, it was shown through statement 3 that the scores between before ($M = 3.30$, $SD = 1.20$) and after implementing video-based instruction ($M = 3.30$, $SD = 0.85$, conditions; $t(36) = 0.953$, $p = 0.347$) were different. They did not change their minds to be higher or lower than before. The result of this statement was unclear that I could not translate whether the video-based instruction could help learners enhance skills of contrasting between western and Thai languages and cultures. For unit 3, the lesson of idioms and proverbs did not enhance learners’ skill of contrasting important aspects of western language. The result might infer that the videos used in class was not appropriate to all learners because of the result of statement 3.

Each of the videos improved learners’ intercultural knowledge as shown in Table 3. In the lesson of social greeting, the video itself activated not only learners’ knowledge of

definitions, complexities, and important aspects of behavior, but also learners' essential norms, taboos, and various patterns of behavior. Furthermore, it also augmented learners' about how to recognize signs of cultural stress and overcome strategies. The lesson of Easter day (unit 5) really expressed all aspects of intercultural knowledge as being the easy-understanding-to-religious-complexity movie. It showed the real norms and taboos of Jewish people, or Christians, and some interesting history of Jesus Christ from birth until the time of crucifixion and resurrection which was really different from the history of Lord Buddha. Moreover, the lesson of table manner showed how to eat, sit, and use utensils of western table manner properly. The video enhanced learners' knowledge about discussing and contrasting own cultures and western essential norms and cultures. Hence, those used-in-class videos enhanced learners' intercultural knowledge from somewhat disagree to somewhat agree.

Discussion

According to the findings of the research question, the learners mostly agree that the intercultural competence class via using video-based instruction could enhance their intercultural competence. In this study, the learners somewhat agreed that this class mostly raise their awareness of intercultural, followed by skills, attitudes, and knowledge. It could be considered that the designed lessons with the selected video clips presented the culture underneath of what learners cannot see in the textbook, such as values, behaviors, and beliefs (Edgar, 1992), and the class makes learners understand about intercultural communication by using video-based instruction as the intervention. Even though the learners of the study are just the 15-to-16-year-old learners, the findings are consistent with the former studies which were conducted with undergraduates and working adults in specific contexts (Pandey, 2011; Roell, 2010; Yalcin, 2013). Hence, video-based instruction enhances learners' intercultural competence no matter how old learners are. This instruction helps learners to see the real views and cores of western cultures which are not shown in textbooks and allow learners be accustomed to the inside and outside of western languages and cultures (Kewara, 2012; Williams, 1994) by giving both visual and auditory modalities at the same time. Both modalities can help learners get the target information easily and have a better understanding from traditional instruction (Anderson & Bower, 1974, 2013; Baddeley, 2003; Jackson, 2012; Kress, 2000; Kress, 2010; Lee & Young, 1974; Low & Sweller, 2005; Paivio, 1991; Zacchi, 2012).

All lesson plans of video-based instruction were implemented to learners whose overall results showed that their intercultural competence, especially the intercultural knowledge was increased. Focusing on each item of intercultural knowledge, the results show that they learn definitions, components, and complexities of culture. They also learned about norms, taboos, signs, and behaviors of target culture. Because of the contents of the videos, learners assimilated some target cultural knowledge from the videos shown in class. The learners understood the knowledge of each class, contrasted with their own cultural knowledge, and adapted it into their real life. Then, learners' intercultural attitude also improved. The intercultural attitude reflects the learners' willingness to learn, understand, and interact with target culture. To have intercultural attitude, learners have to discuss and present their thoughts with people. After they improve their attitudes, their intercultural skills have increased. Learners understand how to compare and contrast own cultures and target cultures. They also learned to be adaptive and flexible with people from different cultures from examples of videos. Finally, learners gradually acquired intercultural awareness.

Implications

Teaching intercultural competence with video-based instruction

Based on the study, this study is considered to be an example for teaching the topic of intercultural competence to young adult learners. With the video-based instruction, this class gives both learners and teachers various interesting pros, including western cultures, behaviors, norms, taboos, beliefs, and values. For the teachers, this style of teaching is very famous and popular in training undergraduates and adults, but not for high school learners, so it is a good opportunity to adapt this class into practice in every school. Teachers shouldn't teach the learners only in the traditional way. We, as the teachers, should give learners several interesting ways of learning to create the best chances for them to be good citizens not only the language but also the intercultural competence. According to the various steps of the instructional framework of video-based instruction, both learners and teachers will improve their intercultural competence altogether interestingly

Limitations

There are some limitations found after conducting the study. One thing that we, as the teachers, should concern the different backgrounds of the learners. Some of them do not think about how important intercultural competence is, so we should be encouraging and supporting the importance to the learners to make them accept this idea. Moreover, learners' background knowledge about the language is extremely crucial for the class. We have to present some vocabulary related to the lessons; besides, adding some subtitles in the video is required for some learners who are not familiar with the language. Arranging video-based instruction classes are still an issue. The videos should be divided into parts which are associated with each lesson.

Future research

For the teachers, video-based instruction should be promoted in teaching intercultural competence in high school because this instruction framework enhances teachers' skills of acceptance, classroom environments and tasks. Also, the lesson plans of video-based instruction should be investigated more in other schools and learners of different contexts to get more reliable results.

Longitudinal research on the video-based instruction can be interesting in foreign language class for learners to attain and develop their intercultural competence. In addition, the lesson plans of video-based instruction should be examined with different contexts because this study was implemented with only high school learners, and the results will vary from this study. Also, intercultural classroom management should be examined in future studies as factors may affect learners' intercultural competence assimilation. Besides, more concern should be focused on the contents of the lesson of the target culture

For the educational leaders, they should enhance the educational system to improve learners' and teachers' intercultural skills. At least, everyone should be treated equitably without any bias or differences.

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