

Role of Transformative Learning in Developing Global Mindedness in an EFL Literature Studies Context

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The purposes of this research were to examine the role of transformative learning on the development of the global mindedness of university students in an English as a foreign language literature studies context and to explore student attitudes towards their transformative learning experiences. Participants included 25 second-year English major students who were enrolled in the Introduction to Literature Course in the first semester of the academic year 2018 at a university in Thailand. The instruments used for this study were six lesson plans using transformative learning theory, a global mindedness scale, a reflective writing activity, semi-structured interview questions, and a classroom observation schedule. The t-test, the mean and standard deviation calculations including content analysis were used for data analysis. The findings revealed that the transformative learning experiences had a significant role in improving student global mindedness in the literature studies class via a process of worldview changing; an acknowledgement of differences of ideas, culture, and race; and a disorienting dilemma. The students also expressed positive attitudes towards their transformative learning experiences in the literature studies class.

Keywords: transformative learning, global mindedness, EFL learners, literature classroom

Introduction

“Life without the collective resources of our libraries, museums, theatres and galleries, or without the personal expression of literature, music and art, would be static and sterile-no creative arguments about the past, no diverse and stimulating present and no dreams of the future” (Mowlah, Niblett, Blackburn, & Harris, 2014, p. 4). The statement illuminates how the arts are important to people’s lives to enrich their emotional and intrinsic worlds. Given that no art exists outside the language (Bleinert, Curytto-Klag, & Kucala, 2014), the art of literature plays a vital role in nourishing our inner lives, reminding us of our prosperous and remorseful past, and inspiring us towards our promising future. Literature has been used in the EFL classroom for language improvement (Collie & Slater, 2001; Ghosn, 2002; Hosseini & Safari, 2018; Rew & Moon, 2013; Yilmaz, 2012), cultural understanding (Hall, 2015; Rahimi, 2014; Sell, 2005), as well as personal growth and emotional development in particular (Collie & Slater, 2001; Roohani, 2009; Yimwilai, 2015). Carter and Long (1991, p. 3) state that encouraging learners to read literature more effectively is to help them to grow as individuals and to enhance their relationships with other people. Hence, the teacher’s role in teaching literature is not merely to transmit the subject content but also to foster the growth and development of the learner. In the era of globalisation the world has become increasingly complicated, with the multifaceted social phenomenon impacting people’s lives in many different ways (Ball, Dworkin, & Vryonides, 2010). It is therefore challenging for language teachers to prepare students with the broad set of skills and knowledge they need for entry into the global workforce

of the 21st century. The students need skills related to creativity, critical thinking, problem-solving, decision-making, communication and collaboration, information and communications technology and information literacy. Additionally, students need support to develop their life skills such as how to be good local and global citizens, pursue life and career opportunities, and to demonstrate personal and social responsibility (ACT21S, 2013).

In this regard, the opportunity for the learners to frame their existence effectively and successfully within a global context requires the ability to solve problems, think critically, communicate effectively, and adapt to unfamiliar situations. This includes a deeper understanding of cultural pluralism and the development of global mindedness and shared responsibility (Hett, 1993; Walker, 2008). In response to the call for 'global-ready graduates' (Hunter et al., 2006), students are under increasing pressure to become good global citizens who possess a global mindset. This includes recognising their responsibility to resolve local and global problems and to believe in one's capability to make changes to the world (Brigham, 2011; Hunter et al., 2006; Israel, 2014; Oxfam, 2015). There are five dimensions to being a globally-minded person: responsibility, cultural pluralism, efficacy, global centrism, and interconnectedness (Hett, 1993). Among these five dimensions, 'responsibility' plays a vital role in cultivating students to become true global citizens as they can be trained in how to take on their responsibilities from an early age through to the higher education level (Israel, 2014). Raising awareness of one's responsibilities can be achieved by the process of transformative learning approach whereby students are provided with learning experiences that are personally engaging and which stimulate reflection on experience (King, 2004; Pohland & Bova, 2000). To examine the role of the transformative learning approach in fostering student global mindedness in relation to the dimension of responsibility, this study required the students to participate in learning activities based on this approach in an EFL Literature Studies class. Few studies to date have sought to examine the role of transformative learning in the promotion of EFL student global mindedness (especially in relation to the dimension of responsibility) at the higher education level. Indeed, most studies have focused on the use of literature to improve students' language skills, vocabulary acquisition, social interactions, and critical thinking skills (Anurit, 2016; Balone, 2015; Bedel, 2016; Carrison & Ernst-Slavit, 2005; Donato & Brooks, 2004; Graham-Marr, 2015). As such, there has not been a lot of attention in the EFL teaching context given to the relationship between the study of literary themes and the personal growth of the student in relation to global mindedness; specifically, the dimension of responsibility. Given the limited number of studies of student transformative learning experiences in literature studies classes, this study aims to examine the role of transformative learning in fostering student global mindedness with the focus on responsibility dimension. To guide the examination of the students' attitudes towards their transformative learning experiences in the literature studies class, the following research questions were formulated.

Literature Review

Global Mindedness

The term 'global mindedness' has been defined by Hett (1993, p. 143) as "a worldview in which one sees oneself as connected to the world community and feels a sense of responsibility for its members and reflects this commitment through demonstrated attitudes, beliefs, and behaviors." Global mindedness comprises five dimensions: responsibility, cultural pluralism, efficacy, global centrism, and interconnectedness. The 'responsibility' dimension is the focus of the present study because it plays a significant role in educating and nurturing students to become committed and active global citizens. In turn, raising awareness of one's global responsibilities and training on how to meet them can be commenced at an early age and extended through to the higher education level (Israel, 2014). According to the global citizen leadership framework (Israel, 2014), the learners should fulfil their responsibilities in 8 aspects: 1) understand one's own perspective and the perspectives of others on global issues; 2) respect

the principle of cultural diversity; 3) make connections and build relationships with people from other countries and cultures; 4) understand the ways in which the peoples and countries of the world are interconnected and inter-dependent; 5) understand global issues; 6) advocate for greater international cooperation with other nations; 7) advocate the implementation of international agreements, conventions and treaties related to global issues; and 8) advocate more effective global equity and justice in each of the value domains of the world community.

In this study, the definition of ‘responsibility’ from Hett (1993) provided above has been adapted to include additional details in terms of being responsible at the local and international levels. This includes responsibilities at the smallest unit of society; namely, the family, as well as responsibilities at the global society level as a larger unit. It refers to a consciousness of one’s duty as a member of a family, a citizen in a community, and a participant in the global society. Additionally, it includes a belief in one’s capability to initiate changes to create a better world and an awareness of the interconnectedness of people and all living things in the world. Lastly, it includes an engagement in social activities in response to emerging global issues.

Literature Teaching in Thai Universities

Literature course has been integrated into the English curriculum at undergraduate level in many universities to serve the goal of liberal arts education to foster the students to understand the relationship between human beings and the world around them as well as recognize the significance of social, political, religious and educational influences on people’s lives. In terms of language skill development, students can improve their reading, writing and speaking skills by engaging with literary texts. For example, they can learn about the application of expressions, sentence patterns, and writing styles in different contexts from the works they read. Students can then apply this new knowledge in their own writing as well as express their opinions about significant issues presented in the literary works through oral discussion (Carrison & Skavit, 2005; Fisher, 2003). It is also claimed that literary texts represent a good resource for authentic vocabulary and sentence patterns which are useful for language learning. In other words, reading literary texts helps learners to become familiar with the English language used in various real-life situations (Collie & Slater, 2001; Ghosn, 2002; Hadaway et al., 2002; Hismanoglu, 2005; Keshavarzi, 2012).

Importantly, literature studies are also claimed to facilitate the personal development of students. According to the three approaches to teaching literature (Carter & Long, 1991); namely, the language model, the cultural model, and the personal growth model, the latter is viewed to enhance the emotional and intellectual experiences of students. This is achieved by focusing on the active role of students in expressing their feelings and thoughts towards the texts they read as well as by making a connection between the texts and their own lives. In this respect, literature enhances the affective development or personal growth of the student rather than just remaining a subject of study. Personal growth involves a developmental process in which the individual matures through the quest for self-knowledge. Hence, it is important to the process of the person getting to know oneself and to reflecting on his or her thoughts and emotions (Larsson, 2017).

Upon realising that studying literature has the potential to enhance the personal growth of students, raising student awareness of their responsibilities can be achieved using literary texts that include a responsibility theme. As such classroom activities can be designed which allow the students to explore and reflect on their own and other’s feelings and attitudes about the issues related to responsibility as raised in the texts.

Unfortunately, current methods for teaching literature studies in Thailand rely heavily on the traditional approach; that is, the lecture format and teacher-led discussion, which may not support the personal growth of students. As Hall (2015) claims, lecture-based teaching using anthologies of classic works which primarily focus on summarising the author’s biography, themes, plot, characters, and on preparing for examination questions with key quotations appears to be a favoured pedagogical approach in literature

classrooms in many parts of the world, even at advanced levels. As such, promoting student global mindedness, especially the dimension of responsibility, may not be implemented successfully in this type of teaching and learning dynamic.

Transformative Learning

Mezirow (1997) describes transformative learning as a process of changing the frame of reference in a person's life through critical reflection on both habits of mind and points of view. Habits of mind refer to habitual ways of feeling, thinking, and doing that can be influenced by cultural, social, educational, economic, political, and psychological codes. Points of view can be changed over time and tend to be more accessible than habits of mind. Ten phases of transformative learning are identified by Mezirow (1978) as follows: 1) a disorienting dilemma, 2) a self-examination with feelings of guilt or shame, 3) critical assessment of epistemic, sociocultural, or psychic assumptions, 4) recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change, 5) exploration of options for new roles, relationships, and actions, 6) planning a course of action, 7) acquisition of knowledge and skills for implementing one's plan, 8) provision trying of new roles, 9) building of competence and self-confidence in new roles and relationships, 10) a reintegration into one's life on the basis of conditions dictated by one's perspective.

Despite the claim given by Mezirow's (1985) that the transformational process may not occur within a short period of time since transformative learning requires time to manifest as a gradual change in a person's life, a learner's change can be facilitated by being authentic, having group support, setting up learner networks, helping with personal adjustment, providing supportive action, experiencing conflicting and ethical issues, and considering individual differences. Additionally, transformative learning can be fostered by using several strategies such as questioning, consciousness-raising experiences, journals, experiential learning, critical incidents, and arts-based activities (Cranton, 2016).

Raising awareness of one's responsibilities in the new global context requires students to critically engage with the conflicting issues raised in the texts and to reflect on one's own beliefs and positions. This process entails a transformative learning approach whereby students are provided with learning experiences that are direct, personally engaging and which stimulate reflection on experience (King, 2004; Pohland & Bova, 2000). The emphasis in transformative learning is on a re-examination of existing assumptions and points of view with a reinterpretation of experiences through the process of critical reflection and self-reflection (Cranton, 1996). Therefore, transformative theory based learning activities in a literature studies classroom using texts that focus on the theme of responsibility may provide the necessary platform for the development of student global mindedness in the responsibility dimension.

Research Questions

1. To what extent does transformative learning improve university students' global mindedness in the responsibility dimension in an EFL literature studies classroom?
2. How do EFL students perceive their learning experiences following participation in activities using transformative learning theory to improve student global mindedness?

Method

Participants

Twenty five second-year English major students (13 males and 12 females) enrolled in the Introduction to Literature Course in the first semester of the academic year 2018 at a medium-sized public university

in Northern Thailand were selected by purposive sampling method based on the researcher's assigned teaching course.

Research Instruments

Both quantitative and qualitative research methods were employed in this study to investigate the students' transformative learning experiences. A single group pre-and post-test study in a pre-experimental design was conducted to compare the students' global mindedness before and after the implementation of transformative learning activities. In turn, a reflective writing task, classroom observations, and semi-structured interviews were also employed in this study to obtain rich data.

The instruments used were six lesson plans using transformative learning theory to promote global mindedness, a global mindedness scale, a writing rubric to assess student global mindedness, observation schedules and semi-structured interview questions. First, the six lesson plans were implemented by the researcher after being approved by three experts in the fields of English literature and English language teaching. The literary texts included three short stories, two novels, and one play. They were *The Necklace* by Guy de Maupassant, *Toys of Peace* by Saki, *The Sound of Thunder* by Ray Bradbury, *The Little Prince* by Antoine de Saint-Exupery, *Frankenstein* by Mary Shelly and *The Sandbox* by Edward Albee, respectively. The literary works, all written in English, were confirmed by the experts to include themes related to global mindedness, particularly the responsibility dimension, and to be of suitable length and level of English language appropriate to the students' language proficiency. The learning activities were designed using six characteristics of a transformative learning approach: 1) creating a friendly and relaxing learning atmosphere, 2) using imagination as a tool to activate experience, 3) using body movement to stimulate knowledge, 4) implementing unfamiliar activities to open new experiences, 5) encouraging the expression of critical opinion, and 6) eliciting performing and reacting. They were Guessing with six words/ phrases, Picture focus, Book talk, Have your say, Sculpture drama and Debate.

Second, the global mindedness scale was designed to assess the participants' global mindedness levels before and after implementing the six learning activities. The survey consisted of 26 rating-scale questions. The five-point rating-scale questions were divided into four parts: responsibility for family, responsibility for local community and global society, responsibility for one's actions and words, and responsibility for the environment. Participants were requested to consider each item carefully and to indicate the level to which they agreed or disagreed with the statement; namely, strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree. The questions were approved by three experts in the field of English literature and English language teaching. The Index of Item-Objective Congruence (IOC) was used so as to find the content validity. The items that had scores lower than 0.5 were revised. On the other hand, the items that had scores higher than or equal to 0.5 were reserved. The overall IOC score of the survey was 0.95. The reliability of the survey was determined so as to ensure that the responses collected through the instrument were reliable and consistent. The pilot survey was tested with 25 second-year English major students studying an Introduction to Literature course at a university in the northern part of Thailand (the researcher's workplace) that were not in the sample group. Cronbach's alpha coefficient was applied to assess the reliability (internal consistency) of the items in the survey, resulting in a reliability value of 0.975.

Third, a classroom observation schedule was designed to record the students' participation in classroom activities. Fourth, a writing rubric was developed and verified by the same experts to guide the assessment of student global mindedness. The overall IOC score of the writing rubric was 1.0.

Fourth, the semi-structured interview questions were designed to explore the students' opinions towards their learning experiences following participation in the learning activities using transformative learning theory. The questions were loosely structured to focus on the interviewees' attitudes toward four main topics: personal transformation, activities used in class, literary texts used, and a prospective plan related to responsibility issues. Following a review of the questions by the experts, some changes were

made to improve their clarity and simplicity. Ethical approval for this study was obtained from University of Phayao Human Ethics Committee.

Procedure

The fieldwork for this research study took place in 2018 from August to December. During the first stage of the research, the global mindedness scale was implemented as a pre-study survey to assess the participants' global mindedness. Next, the students were introduced to the concept of global mindedness to support their understanding of the learning objectives and learning activities. Then, six lesson plans using transformative learning theory were implemented in the literature studies classroom over ten weeks; three hours per week for a total of 30 hours. The observation schedule was used to guide the observations of student participation in the learning activities. Then, after finishing reading each text, the students were asked to write a reflective journal on the value of responsibility as reflected in the text character's actions and behaviours. After finishing all six lessons, a post-study survey was administered to the participants to assess their global mindedness. Following this, semi-structured individual interviews were conducted with the students at the end of the course to explore their perspectives of the learning experiences based on in-class activities using transformative learning theory to improve student global mindedness. All interviews were conducted in Thai, took approximately 15 minutes' duration, and were audio-recorded with the interviewee's permission. They were conducted at the interviewee's university and all interviewees were very cooperative, providing very useful information for this study. Content analysis of the student interview responses was performed using the four main themes addressed in the interview; namely, personal transformation, activities used in class, literary texts used, and prospective plan related to responsibility issues.

Results

Transformative Learning Experiences

The first research question explored the extent to which the transformative learning experiences implemented in the literature studies class improved the global mindedness (Responsibility dimension) of EFL students. Analysis of the quantitative data was performed via t-tests to provide statistical measurements of any improvement in the participants' global mindedness after participating in the transformative learning theory-based activities to develop global mindedness.

TABLE 1
Comparison of Global Mindedness Pre-survey and Post-survey Scores

Source	\bar{X}	S.D	\bar{D}	S.D _D	t	Sig.(1-tailed)
Pre-survey	100.92	7.33	6.80	9.42	3.61*	0.0007
Post-survey	107.72	11.71				

As seen in Table 1, the students' pre- and post-intervention survey global mindedness scores were compared. The mean score for the post-survey (107.72) was significantly higher than the mean score for the pre-survey (100.92) at the 0.05 level. This indicates that the purposefully designed learning activities helped the participants to improve their global mindedness. No outliers were identified in the pre- and post-survey global mindedness scores and the distribution appeared to be approximately normal as supported by left skewness and kurtosis standardised values (-0.49, -1.79, 0.22 and 0.24, respectively).

Table 2 shows the data analysis results for the students' reflective writings on the six literary texts selected for inclusion in the study:

TABLE 2

Student Global Mindedness Scores (Responsibility Dimension) for Reflective Writings on Six Literary Texts

Student No.	The Necklace	Toys of Peace	The Sound of Thunder	The Little Prince	Frankenstein	The Sandbox	\bar{X}	SD.
1	1	3	3.5	2.5	4	4	3.00	1.14
2	2.5	4	4	5	5	5	4.25	0.98
3	1	3.5	3	3	3	3.5	2.83	0.93
4	1	2.5	1.5	2.5	3.5	3.5	2.41	1.02
5	1	4	4	4.5	4	5	3.75	1.40
6	2.5	3	3.5	3	5	3	3.33	0.87
7	1.5	4	2.5	4.5	4.5	5	3.66	1.36
8	3	4	4	5	4	5	4.16	0.75
9	3	3.5	4	2.5	4	4.5	3.58	0.73
10	1	3.5	4	5	5	5	3.91	1.56
11	1	3	1.5	2.5	3	4	2.50	1.09
12	3	3.5	3.5	2.5	3	3	3.08	0.37
13	1	3	3	3	3	3	2.66	0.81
14	2	4	3.5	4	4	4.5	3.66	0.87
15	3	3.5	3.5	2.5	4.5	5	3.66	0.93
16	1	3	2.5	3	3	3.5	2.66	0.87
17	3	1	3	3.5	4	4	3.08	1.11
18	3.5	4	4	4	4	4.5	4.00	0.31
19	3	3.5	4.5	4.5	5	5	4.25	0.82
20	4	4	4	3	5	5	4.16	0.75
21	3	4	4.5	4.5	3.5	5	4.08	0.73
22	2.5	3	3.5	5	5	5	4.00	1.14
23	1	3.5	3	2.5	4	4	3.00	1.14
24	3	3	3.5	2.5	3	3.5	3.08	0.37
25	2.5	2.5	2.5	2.5	2.5	2.5	2.50	0.00

The data in Table 2 shows the highest mean score for the students' reflective writing was 4.25 and the lowest mean score was 2.41. Eight students achieved scores in the 2.41 to 3.00 range, 10 students achieved scores in the 3.01 to 3.99 range, and 7 students achieved scores in the 4.00 to 4.25 range. According to the rubric for evaluating global mindedness in the responsibility dimension as reflected in the participants' reflective writing, the data revealed that the highest scores achieved by the students were in the 4.00 to 4.25 range. This indicates that the students' abilities to recognise unstated assumptions (themes/messages) being made by the writer, provide relevant evidence to support references to the issue of responsibility as reflected in the text, analyse the motivation of the main characters, and establish a connection between the issue of responsibility in the texts to their own lives.

The data also revealed that the scores achieved by most participants ($n = 10$) were between 3.01 and 3.99. This score shows that the students could recognise unstated assumptions being made by the writer, analyse character motivation, and provide relevant and reasonable evidence to support references to the issues of responsibility in the text. At this stage, however, the participants still could not establish a connection between the text character's demonstrations of responsibility and their own lives. 8 student participants achieved a score in the 2.41 to 3.00 range, suggesting that they could recognise unstated assumptions being made by the writer, analyse character motivation, and analyse the main character's demonstration of responsibility, but without providing evidence from the text to support their opinions.

TABLE 3

Mean and Standard Deviation Scores for Student Global Mindedness (Responsibility Dimension) Related to Their Reflective Writings on Six Literary Texts

Literary texts	\bar{X}	SD
<i>The Necklace</i>	2.16	0.99
<i>Toys of Peace</i>	3.34	0.68
<i>The Sound of Thunder</i>	3.36	0.79
<i>The Little Prince</i>	3.48	0.99
<i>Frankenstein</i>	3.94	0.79
<i>The Sandbox</i>	4.20	0.81
Total	3.41	0.84

The results presented in Table 3 show the students gained the highest scores for their responses to *The Sandbox*, the last literary text studied in the course ($\bar{X} = 4.20$; SD = 0.81). The lowest score ($\bar{X} = 2.16$; SD = 0.99) was for *The Necklace*, the first text studied in the course. The mean score across all six stories was 3.41 and SD was 0.84. Notably, from Figure 1, it is clear from the results that the students showed significant improvement of global mindedness in terms of responsibility from their study of the first text to their study of the last text.

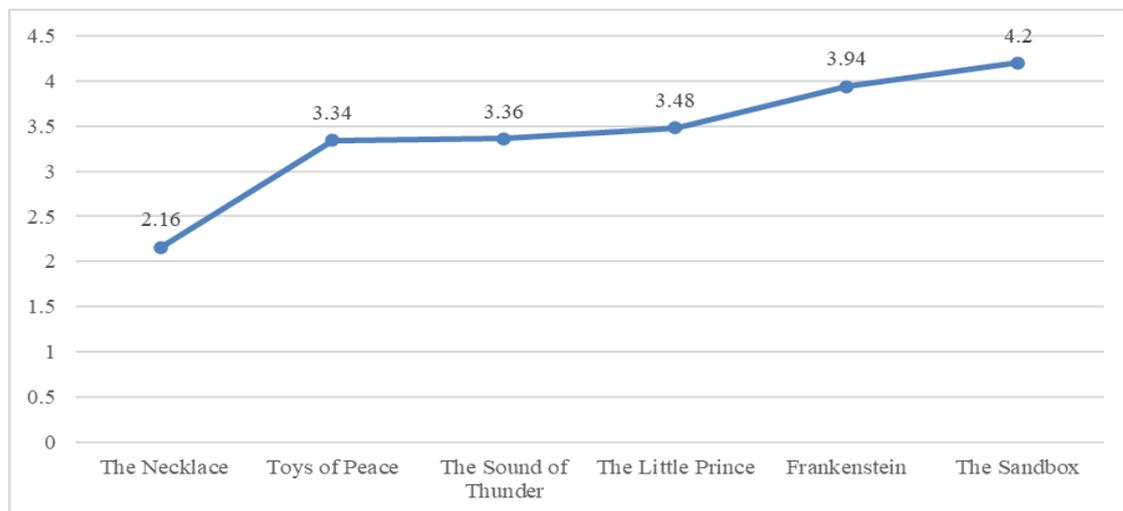


Figure 1. Students' development of global mindedness scores (Responsibility dimension) related to their reflective writings on six literary texts.

Students' Attitudes toward Transformative Learning Experiences to Enhance Global Mindedness (Responsibility Dimension)

Personal transformation

The data analysis revealed that the participants experienced certain changes following their participation the learning activities using the transformative learning approach. Analysis of the interview data shows the participants were aware of their global mindedness development according to the three levels (i.e., slight change, moderate change, and complete change). To clarify, some participants claimed they had slightly changed because they did not deeply engage in the stories or the activities in the classroom. As stated by one participant:

For me, I think I have changed a little bit since I do not appreciate the stories that much. I enjoy doing classroom activities, but I do not think that I have changed much because of that. (interviewee no. 14)

Some participants expressed change at a moderate level based on their altered points of view and world perspectives. As the following comments reveal, they thought that they had become more critical of the situations around them:

I think that my mindset has changed. For example, in the sculpture drama activity, I had to think critically about how I should present my actions to the others by connecting to the story and the character's behaviour at the same time. (interviewee no. 22)

I think the classroom activities helped me become more responsible. Moreover, in terms of internal change, I think I have changed my perspectives towards the world by sharing and discussing things with others in the groups. (interviewee no. 23)

Finally, some participants reported changes in terms of the use of reasoning, idea organisation, and worldview reflection:

I think I have changed internally in terms of the use of reasoning and idea organisation. I always think critically before doing something and look at things with more reflective eyes and from different perspectives. (interviewee no. 2)

From classroom activities, I learn to understand the characters from different perspectives and try not to judge their actions without considering the factors involved. I become more emotionally sensitive to others and begin to look at a few more angles before I make any decisions. (interviewee no. 20)

Activities in class to enhance global mindedness

With regard to the learning activities to enhance student global mindedness in terms of responsibility, most participants claimed that they had learnt a lot from the debate. This was because it encouraged them to be open-minded and widen their perspectives when listening to the opinions of the group members. Examples of participant comments indicating this sentiment include:

I liked the debate. I think it was fun. I can learn what other people think about the same topic. (interviewee no. 17)

To put it simply, the main aim of the debate is to exchange opinions. Sometimes we see the world from just our own perspective which makes us blind to other's points of view. (interviewee no.20)

For the debate, we just discussed what we believe and advocate our viewpoints as well as challenge the views of others. (interviewee no. 14)

However, the debate was not a favourite activity for everyone. One participant mentioned that she did not like debating because the preparation time was quite limited. As a result, she suggested that she did not have enough information to argue an opposing viewpoint:

I did not like the debate because I did not have enough time for the preparation. I could not find sufficient evidences to support my points. (interviewee no. 5)

Similarly, interviewee no.12 agreed that she did not like the debate because she was not good at expressing her opinion in front of other people. She preferred to write her opinions down because she had some time to reflect on her thoughts and feelings.

Regarding the sculpture drama learning activity, most participants found it an exciting activity in which they could reveal their inner feelings:

It revealed what we think subconsciously about how we see each character. I liked this activity because it was interesting to find out what others think about each character. (interviewee no. 7)

I think that the sculpture drama was one of the activities which helped to break the ice by giving a chance to the students to act or perform actions that represent their true feelings about the characters. Unlike when we talk, action speaks louder than words. In my opinion, action is more honest compared to speaking. (interviewee no. 20)

The participants also mentioned that the learning activity to guess words and picture also helped to develop their creativity to create stories according to their imagination.

Regarding the reflective journal writing task, the participants stated that it helped them to reflect on what they had learnt from the stories and sometimes even made them realise how to behave or to deal with a similar situation that they may encounter in the future:

When I start writing a journal, my mind concentrates on what I have studied and what I have learnt from the characters in terms of responsibility. Sometimes the characters teach me how to behave in different situations in the future. (interviewee no. 7)

Literary texts used to develop global mindedness in the responsibility dimension

Analysis of the interview data clearly revealed that the participants considered each text studied in class helped them to improve their global mindedness in relation to the responsibility dimension. They indicated that an analysis of the characters and themes in the texts raised their awareness of the significance of responsibility. The texts most participants claimed had the biggest impact in this regard were *Frankenstein* and *The Little Prince*. The participants expressed this sentiment in the following ways:

I am touched with the story of *Frankenstein*. Victor is so irresponsible for his creation. He is so mean. (interviewee no. 10)

The story that had the most impact on me was *Frankenstein*. It reminds me that when we do something, we never know its effect to our lives in the future. Thus, we should do our best today and be responsible for everything we do. (interviewee no. 18)

I focused on the story of *The Little Prince*. Actually, he is only a child, but the story shows that he is more responsible than an adult. He keeps promises with the fox whom he has tamed and also the rose that he has owned and taken care of. (interviewee no. 6)

Prospective plan related to responsibility issues

Drawing on the interview data analysis results, most participants mentioned that they had no plans to undertake activities relating to responsibility issues in the near future because they wanted to focus on completing their studies first. However, some participants claimed that they may join in some social activities in the future if they have the opportunity. Examples of the participants' comments on this issue include:

I think I plan to be more responsible for my own study. I am very lazy, so I want to improve myself. (interviewee no. 7)

Umm, at this time, I have no plan to join any activities yet, but may be in the future I will do if I have a chance. (interviewee no. 8)

Only a few participants mentioned that they had already initiated a running project to help collect garbage at the university. (interviewee no. 20)

Recently, I initiated a running project to collect the garbage at the university with my friends. The road to the university is littered with garbage, so I want our university to be clean. We can get exercise and do something good for the community at the same time. (interviewee no. 20)

Discussion

The data analysis results of this study reveal that the transformative learning experiences implemented in the literature studies class had a significant role in improving student global mindedness. This was primarily achieved via the changes to the world perspective of the students and their acceptance of different ideas, cultures, and race including being involved in ethical or social conflicts. Participating in the various activities based on transformative learning theory enabled the students to engage in critical reflection by adjusting their frame of reference around their experiences, concepts, values, assumptions, and beliefs leading them to construct new meanings of the world (Mezirow, 2003).

In a nutshell, the findings to emerge in this study show that the learning activities drawing on the transformative learning approach in this study improved student global mindedness in the responsibility dimension. The students were motivated to critically reflect on their learning experiences engaging in six literary texts embedded with different responsibility-related themes including morality, economics and politics; care for the environment; and the appropriate applications of science and technology. Moreover, the students felt encouraged during their interactions with the literary texts to express both orally and in writing their feelings and thoughts towards the characters and the texts. This encouragement was facilitated through six activities: Guessing with six words/ phrases, Picture focus, Book talk, Have your say, Sculpture drama and Debate.

The first activity, *Guessing with Six Words/Phrases*, involved the preparation of six phrases or sentences by the teacher that were related to the text. The students were organised into groups of five and the six sentences or phrases were then shown to a representative of each group to remember. The group representative was then required to reveal all six sentences or phrases to their group members who then used them to present their stories to the class. The students were explicitly directed by the teacher to use their creativity and imagination to create the story from six sentences or phrases given. As such, the students could use their past reading experiences to form expectations about the new texts they were going to read. This could in turn activate their previous knowledge and experiences about the plot, characters, and themes of the story. The characteristics of transformative learning used in this activity were: creating a fun and exciting atmosphere, using imagination as a tool to activate experience, developing comprehension (predicting the plot-line), and performing an unfamiliar activity to create new experiences.

The next activity was *Picture Focus* which required the students to demonstrate their connection skills by relating the picture with the text. The students were asked to analyse the picture in relation to the events in the text narrative and present their opinions to the class. During the group activity the students were encouraged to exchange their ideas and talk about their similarities and differences. Engaging with different perspectives in order to expand or change one's point of view which is a characteristic of transformative learning.

Regarding the *Book Talk* activity, the students were asked to retell the main events in the text and describe their favourite part of the story or favourite character. They then discussed how the stories had changed the way they thought about life focusing on the representation and value of responsibility in the character's actions. Additionally, the students participated in group discussions of the important questions to arise from the narratives to broaden their points of view and to generate new ideas. In this regard, this activity helped the students to develop their speaking skills and critical thinking skills simultaneously. Arguably, the activity also enhanced their critical self-reflection and critical discourse skills in the process of transformational learning. To clarify, the students were given the opportunity to explore their ideas and feelings and to investigate how they impacted their thoughts, actions, and perspectives. In terms of critical discourse, the students discussed and shared their ideas, points of view and feelings by listening to each other and by comparing and examining their ideas. This also had the potential to lead to new discovery.

Regarding the *Have Your Say* activity, the main goal was to use technology as a tool to elicit ideas from the students. For example, the students were asked to send a message to any character in *The Little Prince* via www.menti.com using their mobile phone. The expectation was that the technology would facilitate enjoyable and creative student learning in a comfortable and relaxing atmosphere which is different from the traditional lecture environment. This is, the students were encouraged to present their ideas using a new learning channel; namely, online platform. The online environment is relevant and meaningful to the students and supports the process of transformative learning by engaging them in fun and sometimes unfamiliar activities to provide them with new learning experiences.

In relation to the *Sculpture Drama* activity, the students were asked to express their attitudes and feelings towards the word "Frankenstein" by using their body to perform any actions they liked and providing an explanation for their movements. The objective of this activity was to have the students use body movement to stimulate knowledge by performing and reacting, as well as by using their imagination as a tool to activate experience. Moreover, participating in an unfamiliar learning activity meant the students were being afforded new learning experiences to increase their learning capacities.

The last activity was the *Debate* which required the students to discuss the important issues to emerge from the text. Specifically, the students were asked to debate the topic, "Whose responsibility?: Who should be responsible for the child's behaviour?" in relation to *The Toys of Peace*. The students divided into three groups to represent the arguments of three parties: parents, government, and community members. This activity encouraged the students to express critical opinions, and to discuss and share ideas, points of views and feelings with others. Furthermore, the students needed to listen to each other and to compare their own and other's points of view. The observation data revealed that the student could critically discuss ideas and demonstrate argumentative skills to support the team view. The students also demonstrated critical thinking skills, explored new perspectives, and re-examined their own points of view. In this regard, they were experiencing the transformational learning process as they were encouraged to listen to different opinions from friends and to reevaluate their own assumptions and beliefs as well as expand their perspectives.

In conclusion, transformative learning plays an important role in developing student global mindedness in the responsibility dimension. That is, it supports the process of broadening the world perspective of the student by encouraging her/him to listen to others who have different opinions and by experiencing conflicting situations relating to ethical or social problems. By means of six in-class activities, the students were provided with opportunities to critically reflect on their points of view and adjust or change the frames of reference they use (comprising past experiences, attitudes, feelings, assumptions, and beliefs) to make meaning of the world (Mezirow, 2003).

Therefore, when the students participate in activities based on transformative learning, they access different ideas and perspectives from their group members and classmates. Furthermore, when confronted with ethical or social conflicts arising from the texts, they are stimulated to express their critical reflections in critical discourse (e.g., Book Talk, Picture Focus, and Debate activities) in an exchange of ideas and feelings. The students were also required to carefully listen to each other in order to evaluate the different ideas and feelings to potential generate new perspectives. In this respect, the students improved

their global mindedness in the responsibility dimension through the self-reflection and critical discourse processes.

Conclusion

The findings from this research study imply that it is possible to enhance student global mindedness in an EFL literature studies context by applying a transformative learning approach via the process of critical self-reflection and critical discourse. Critical self-reflection involves exploring one's self in terms of ideas and feelings, investigating how they affect one's thoughts, actions, and perception, and also how they expand or change one's point of view. Critical discourse refers to the discussion and sharing of ideas, points of view and feelings with others, and to listening to others in order to compare and examine one's idea, and ultimately to generate new ideas (Mezirow, 2003). In the context of literature teaching, the design of learning activities to trigger student critical self-reflection and critical discourse should aim to integrate the six aspects in the developmental process: creating a friendly and relaxing atmosphere, using imagination as a tool to activate experience, using body movement to stimulate knowledge, engaging in unfamiliar activities to open new experiences, expressing critical opinion, and performing and reacting (Mezirow & Taylor, 2009). The six activities included in this study were Guessing with six words/phrases, Picture focus, Book talk, Have your say, Sculpture drama and Debate. Additionally, the literary texts play an important role in enhancing student global mindedness and can be selected from a range of classical and well-known literary works written in English based on the theme of "Responsibility."

The findings also have implications for fostering a global mindset among EFL learners entering into the global workforce of the 21st century. It should be noted however that the limitation of this research lies in the small sample. This may limit the generalisability of the findings and make comparisons with other studies difficult. Future studies should attempt to increase the sample size and incorporate more students from other fields of study. Moreover, given that the transformation towards a global mindset occurs over time as it is believed that the students are able to critically reflect on their perspectives in late adolescence, the change in the students may take place during the experimental period and beyond (Butterwick & Lawrence 2009; Daloz, 2000). Therefore, it is recommended that future research adopt a longitudinal study design in order to better understand the transformational process taking place in the development of student global mindedness from different perspectives and over a longer period of time.

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