



## **Impact of Global Literature on Students' Intercultural Competencies and Global Attitudes among Freshman at Ambo University**

Habtamu Walga Adaba (PhD)

Ambo University, Ethiopia, [duressaw@gmail.com](mailto:duressaw@gmail.com), +251920231513, P.O.Box, 19

Received date March 5, 2024

Accepted date April 2, 2024

### ***Abstract***

*The study looked at how using international literatures affected first-year students at Ambo University's global perspectives and intercultural competency in 2023. The study questions were addressed through the use of a quasi-experimental design. The comparison group and comparison group students took part in the study. The comparison group participated in an eight-week global literature intervention, and the comparison group did not participate in the intervention but attended their regular classes. Questionnaires and interviews were used as data-gathering instruments. The collected data were analyzed using SPSS 23 version, while the interview was analyzed qualitatively. The students who participated in the global literature increased their global attitudes from 39.16 to 42.62, with a difference of 3.46. However, the mean score of the comparison group increased from 38 to 39.88, with a difference of 1.88. When compared to the comparison group, the students in the treatment group showed a higher score. In a similar way, the students in the treatment group increased their intercultural competences after the global literature intervention compared to students who did not participate in it ( $M = 2.94$ ,  $SD = .13$  to  $M = 3.86$ ,  $SD = .19$ ). This study also found that the use of global literature positively affected students' perceptions' of global literature. Therefore, it is necessary for teachers to include learning from multi-cultures so that their students understand others' cultures and religions and become members of the global community.*

**Key words:** global literature, global attitude, cultural competence, literature, attitude, effect.



## 1. Introduction

In this competitive age and the 21st century, global knowledge and skills are paramount. In order to help our students be competent with international competitors, it is important to focus on global cultures and global literature in the classroom, especially in EFL classrooms. Global literature is an element of international education since it comprises the contents and contexts of global. In an increasingly globalized world, the decades-old call for the inclusion of international knowledge in the English language curriculum has become more urgent (Liang et al., 2013). Arguments for international education include the ability to promote respect for different cultures and traditions (Martens et al., 2015), helping students acquire the skills necessary for global citizenship (Choo, 2014), and supporting children's "intellectual, emotional, ethical, and social" development (Lehman et al., 2010, p. 6).

21<sup>st</sup> century skills require knowledge of international culture and a positive global attitude (Levine, 2005). The researcher of this study observed that Ethiopian teachers do not teach about the cultures of the world, especially global literature, which is better taught in the English classroom. They can teach global literature in the English language. This may disadvantage Ethiopian students when competing with international students. His personal observation also indicated that the

teachers themselves lack global culture and literature. In addition to this, the curriculum seems to lack the contents of the global curriculum. The global curriculum consists of international boundaries to interconnect culture, economy, politics, and technology. By doing this, we can help our students learn and appreciate other people's cultures, observe the world with their minds, and understand that other people in the world need it. The inclusion of global literature and culture helps students develop global attitudes and the ability to be effective in the community around them (Banks, 1997).

According to Cafo and Somunco (2000), effective global curricula include elements such as respect, truthfulness, empathy, responsibilities, tolerance, honesty, cooperation, and communication. These scholars found that the implementation of these elements had a positive effect on students' global outlook.

Ethiopian education also promotes global citizenship (Bethel & Mark, 2020). One way of developing global citizens is by using global literature in the classroom (Guo, 2014). Global literature refers to literary works that come from various cultures, countries, and regions around the world. It encompasses writings that reflect diverse perspectives, experiences, and voices beyond a single national or cultural context (Mandarani & Munir, 2021). Global literature



often explores universal themes, such as love, identity, and human struggles, while also shedding light on specific cultural, historical, and social contexts (Johnson & Smith, 2018). Global literature can also include works of fiction, non-fiction, poetry, drama, and other literary forms. It encompasses both classic and contemporary texts, written by authors from different cultural backgrounds and in various languages. These texts transcend geographic boundaries and offer readers the opportunity to explore and understand different cultures, traditions, and ways of life (Mustofa & Hill, 2018).

Students' global attitude, cultural competence, and attitudes toward global literature are influenced by their prior exposure to diverse texts and their teachers' pedagogical approaches (Anderson, 2020). In addition to this, Smith and Thompson (2017) argue that the integration of global literature into the curriculum positively impacts students' motivation and engagement in learning in general.

Park and Lee (2019) investigated how exposure to global literature contributes to the development of students' critical thinking skills. Their studies showed that analyzing and interpreting diverse texts enabled students to think critically about social, cultural, and global issues. Therefore, it is teachers' role to help their students connect with global time. Nowadays,

people move around the world for education, business, and vacation. Therefore, knowledge of world culture is very important for the new generation. According to Engler and Hunt (2004), students who have knowledge of cultural relations benefit in many ways, such as getting good jobs and meeting the needs of the 21st century. International education is not only the teaching of the history of the world and the teaching of the land topography of the world (Merryfield, 1997), but also the teaching global literature and cultures.

Teaching English through literature is a powerful and engaging approach that allows students to develop language skills while exploring rich and diverse texts. By incorporating literature into English language teaching, you can inspire a love for reading, enhance language skills, and foster critical thinking and cultural awareness among your students (Park & Lee, 2019). However, in my experience as a student and teacher of English at different levels, there was a lack of integration of literature in teaching English on behalf of teachers and curriculum. This may affect students' global attitudes, cultural competence, and perceptions of using literature. Therefore, the purpose of this study is to investigate the effects of global literature on freshman students' global attitudes, cultural competence, and perceptions of using global literature.



Studies were conducted in the area under study. For instance, Louise's (2006) study found that the teaching of literature from different cultures increased students' understanding of many cultures. Another study by Kuperus (1992) also showed the students had a positive attitude and awareness of global literature. Galinsky et al. (2005) also found that students develop intercultural competence when they understand their own and global cultures. Hassan et al. (2020) investigated students' perceptions of the English literature component in Malaysian secondary schools. Hassan et al.'s (2020) study found that students had a good perception of English literature. Students also believe that English literature can help them develop cultural awareness, critical thinking, and English grammar and vocabulary.

In local contexts, Amsalu (2019) also studied Grade 11 teachers' and students' perceptions towards the significance of reading literary texts in English language learning in Addis Ababa. His study showed that almost all teachers and students agreed on the role of reading literary texts in learning English. However, because of language problems, a lack of time, and a lack of interest, they did not regularly read in them. In addition to this, Gedefaw and Yihnew (2018) also carried out a study on a panoramic evaluation of literary texts in preparatory (grades 11 and 12) students' English textbooks. This study showed that most of the texts are

beyond the abilities of students. Teachers themselves also confirmed that they had difficulty understanding the language of some texts.

### 1.1 Research Questions

1. Is there a statistical difference in the global attitudes of students who participated in global literature compared to the students who did not participate in it?
2. Is there a statistical difference in the cultural competence of students who participated in the global literature compared to those who did not take part in the global literature?
3. What are students' perceptions toward global literature?

## 2. Review Literature

### 2.1 Nature of global literature texts

The global literature in this study was adapted from literature identified by IRA 2009. The IRA collected global literature and international cultures. Many of the works of literature were chosen from these lists, and others were gathered from the internet. Moreover, the researcher picked up global literature that is appropriate for the levels. In doing that, global literatures that reflect the interconnectedness of the world and address universal human experiences, such as love, loss, identity, and the human condition, were selected for this study.



They were materials that were written by authors from different countries and cultures but translated into English to enable participants in the study to engage with them.

The students were first taught global literature. Then, the students read passages that represent different cultures and discussed them with each other in pairs and groups. They were encouraged to expand their cultures and put them in global contexts. The communicative language teaching methods were used in the classroom to enhance the student-centered approach. Participants in the study reflected on what they read and reacted to the texts. The role of the researcher was to scaffold the discussions.

Materials selected were also in the form of fictions and non-fictions so that the students could understand elements of literature or stories in reading fictions and cultural components in reading nonfictions. Fairclough (1999) argues that bringing other cultures into one culture motivates students to practice language. According to Bond (2006), if the teaching materials the students engage in are taken from global texts, they can be difficult and the students cannot comprehend. Therefore, global texts should engage students in such a way that they easily understand other cultures and invite self-expression (Xu, 2015). This is called culturally responsive teaching.

This means teachers need to adopt culturally responsive teaching practices that connect students' cultural backgrounds and experiences with the global literature being studied. In addition to this, this study includes contemporary global literature that reflects current societal issues and concerns such as migration, globalization, climate change, and social justice. This helps students engage with real-world issues and fosters critical thinking and empathy (Gay, 2010).

Constructivism theory was used as a theoretical framework. This theory places much of the responsibility of learning on students and teachers as facilitators (Marzano, 2003). Therefore, the students were allowed to explore and discover global cultures using global literature. They interacted by reading texts full of literature and discussing them with one another after reading the texts. The researcher explained the elements of a story, like setting, plot, character, theme, conflict, point of view, and mood, before reading the texts. Then, the students shared character, themes, and any other issues they understood.

The intervention in global literature was taken for eight weeks, two times a week. In each lesson, the students who participated in the study were taught about global literature and cultures. Two types of reading texts on global literature were used for each session to be aware of them

about global cultures. Before starting the lesson, the students were asked about their prior knowledge about certain literature or cultures. Then, they attended lectures, read texts, and had discussions about what they understood about the texts. The discussion is sometimes carried out in the middle of lectures, where needed.

## 2.2 Readability level of literature

An assumption is that global literature prepared for practice should go with the students' levels. To ensure this, two pieces of literature were checked in terms of their readability using the Flesch Reading Ease software readability checker and an online software readability checker. According to this software, the two literature readability levels went with college students' ability levels, with a score of 28. This readability formula uses two measures. Firstly, it measures the average number of words in a sentence. Lastly, it measures the number of syllables per word. The software showed that the texts were appropriate for freshman students. Accordingly, the results were sorted according to the following:

Table 1. Readability level of literature

No	Scores	difficulty levels	Grade levels
1	90-100	Very easy	5 <sup>th</sup> to 7 <sup>th</sup> students
2	80-90	Easy	
3	70-80	Fairly easy	

4	60-70	Normal	8 <sup>th</sup> to 9 <sup>th</sup> students
5	50-60	Fairly difficult	10 <sup>th</sup> to 12 <sup>th</sup>
6	30-50	difficult	-
7	0-30	Very difficult	College students
No	Scores	difficulty levels	Grade levels
1	90-100	Very easy	5 <sup>th</sup> to 7 <sup>th</sup> students
2	80-90	Easy	
3	70-80	Fairly easy	
4	60-70	Normal	8 <sup>th</sup> to 9 <sup>th</sup> students
5	50-60	Fairly difficult	10 <sup>th</sup> to 12 <sup>th</sup>
6	30-50	difficult	-
7	0-30	Very difficult	College students

## 3. Methodology

### 3.1 Research Methodology

This study used mixed-methods research and a quasi-experimental design as research design. Seventy-five students took part in the learning of global literature. Quantitative data were collected on two variables: global attitude and intercultural competence. The former was first prepared by Westerville City Schools in 2010. The latter survey was prepared by Bennett (1993). Qualitative data was collected using interviews with five students to answer research question No. 3 and to support quantitative data. The purpose of the interview was also to check the participants' global attitudes and cultural competences after the intervention.





This study demonstrated participants' understanding of global attitudes before and after the global literature treatment. Adapted global attitude and cultural competence surveys were distributed before and after the intervention. Global attitude survey questions: 20 items with four points Likert scales include always, sometimes, never, and I don't know. An adapted form of cultural competence survey was first prepared by Bennett in 1993. This survey was also on four-point Likert scales: always, sometimes, rarely, and never. In this study, the adapted form was used. Bennett described many levels of cultural competence.

Comparison and comparison groups participated in this study. There were 75 students in the comparison group and 78 students in the comparison group. After pretests, students in the comparison group participated in learning about global literature and culture, but the students in the comparison group participated in the regular class.

### 3.2 Sampling techniques

The convenience sampling technique was used to identify the setting of the study. Ambo University is where the researcher is. Among the four campuses of the university, Hachalu Hundessa Campus was selected since the researcher taught English there in 2023. This type of sampling saves time and money (Hatch, 2003). There were 26 sections of freshman students. Among them, two sections were selected using simple random sampling techniques. Accordingly, sections 4 and 6 were

chosen for the study. Section 4 (N = 75) was selected as the treatment group, and Section 6 (N = 78) was selected as the comparison group by drawing a lottery.

### 3.4 Methods of data collection

Two types of instruments were used in this study to collect the necessary data. These were questionnaires and interviews.

#### 3.4.1 Questionnaires

Questionnaires were used to collect data about students' global attitudes and intercultural competence. Two types of questionnaires were collected: a global attitude survey and a cultural competence survey. Among the 24 items in the in the global attitude survey, only 13 questions were selected and adapted for this study (see table 6). An interview was also carried out with five students to gather data about their perceptions of using global literature.

#### 3.4.2 Interview

An interview was carried out to collect data about students' perceptions about the use of global literature. Five students participated in the interview. They were coded as S1, S2, S3, S4, and S5. A semi-structured interview type was used. A semi-structured interview is employed, which is used to collect qualitative data by setting up a situation that allows a respondent the time and scope to talk about their opinions on a particular subject. They were requested to



provide their honest responses. All the interview processes were recorded so that their responses were not lost for further analysis.

### 3.5 Methods of data analysis

Quantitative data were analyzed using an independent T-test and one-way independent sample ANOVA as statistical tools in order to check if the intervention of global literature had a positive effect on students' global attitude and intercultural competence. Two types of tests were used in this study. Both pretests and posttests were administered to the comparison and comparison groups. The students came from different cultures in Ethiopia and were assigned by the Ethiopian Ministry of Education randomly.

## 4. Results of the study

The goal of this study was to investigate the effects global literature on students' global attitudes and intercultural competence among Ambo University freshmen in 2023. In order to achieve the objectives of this study, two types of survey questionnaires and interviews were used. This means a mixed method is used in order to collect the necessary data. Treatment was conducted for 8 weeks. Then, posttest survey questionnaires were distributed. After that, pretest and posttest results for each comparison and treatment group were recorded and analyzed to check whether there was an increase in global

attitude and intercultural competence or not. To ensure this, a T-test was used to see the difference between the two groups in terms of global attitude and intercultural competence, and an interview was conducted to see students' perceptions about using global literature.

### 4.1. Reliability Analysis of Global Attitude and Intercultural Competence Survey Questionnaires

A Cronbach's alpha level was computed to check the reliability of global attitude and intercultural competence survey questionnaires. The pretest of the global attitude survey and intercultural competence survey questionnaires were distributed before conducting global literature instruction. The global attitude survey questionnaire is aimed at measuring the students' global attitude, whereas the intercultural competence survey is aimed at measuring the students' intercultural competence. A pilot study was conducted with different students on the main campus, which was different from where the main study was carried out. The pilot study also aimed at testing the reliability of the global attitude and intercultural competence survey questionnaires. The pilot result indicated that both global attitude and intercultural competence survey questionnaires were highly reliable. Based on the pilot study, some items were revised in order to meet the subjects' background knowledge.



Table 2. Reliability statistics for global attitude and intercultural competence survey questionnaire

R.No	Surveys	Cronbach's Alpha	Cronbach's alpha based on standardized items	N of Items
1	A global attitude survey	.902	.904	20

In order to see the internal consistency of the global attitude survey, the questionnaire was distributed to students from different campuses. Then, Cronbach alpha was computed. Accordingly, the reliability coefficient result indicated that these survey questionnaires had high reliability. The output of reliability statistics shown in Table 2 above indicated that the observed internal consistency of the instruments for this pilot study was greater than 0.75, i.e., global attitude was.90 while intercultural competence was.87. According to Lütffi and Ahmet (2020), the tests had an acceptable degree of reliabilities if they had a value greater than 0.75.

#### 4.2 Analyses of global attitude pre-test and post-test

Table 3. Descriptive statistics of comparison and comparison groups global attitude pretest and posttest

Global attitude survey results	Groups	N	Mean	Std. Deviation	T	Sig.

Pretest results of global attitudes	Comparison Group	78	38.00	21.79	52.22	.669
	Treatment Group	75	39.16	26.79		
Posttest results of global attitudes	Comparison Group	78	39.88	22.13	55.4	.001
	Treatment Group	75	42.62	24.66		

The aim of the pretest was to compare students' global attitudes and intercultural competences with the scores after the intervention of global literature. As it can be seen from the table, both the comparison and treatment group scores had similar results in pretests. The comparison group (N = 78) scored a mean score of 38.00 with a 21.79 standard deviation. In a similar way, treatment group (N = 75) scored a mean score of 39.16 with a standard deviation of 26.79. This implies that the students in the comparison group and treatment group were similar before the global literature intervention. However, the comparison group scored a mean score of 38 in the global attitude pretests and 39.88, with a difference of 1.88. The mean score of the treatment group was 42.62, with a difference of 3.46. When compared to the comparison group, the students in the treatment group showed a higher score. Concerning whether the alternative or null hypothesis is accepted, the alternative hypothesis is accepted because the p value is.001. This shows that the comparison group gained a global attitude after taking part in the global literature intervention. The implication is

that exposure to global literature increases students' knowledge of the global outlook.

### 4.3 Analyses of Intercultural Competence

Table 4. Descriptive statistics for the overall intercultural competences of the comparison and treatment groups before the intervention

Groups	Mean	Std. Deviation
Comparison group	2.82	1.17
Treatment group	2.94	1.06

The above Table 4 displays the SPSS output on the overall intercultural competence's descriptive statistics (mean and standard deviation for the two groups). The mean and standard deviation of intercultural competences between the treatment and comparison groups need to be similar if the data are normally distributed. Coefficients of skewness and kurtosis also determine the normal distribution of scores. If the coefficient of skewness is too extreme, the data are not normally distributed. The skewness coefficient is accepted if its value is between a negative and a positive one. The table above indicated that there was no difference between treatment and comparison groups before the global literature intervention. The comparison group scored (M = 2.82, SD = 1.17), and the treatment group scored (M = 2.94, SD = 1.06). This result is important to compare

the difference after the global literature intervention.

Table 5. Levene's Test of Equality of Error Variances for pretest scores of intercultural competence

F	df1	df2	Sig.
2.413	1	152	.132

The equality of variances was computed using Levene's test. Table 5 above shows the test of homogeneity of variance for the intercultural competence inventory pretest. The probability value was .132, which is bigger than 0.05. This showed the variances were equal with the confidence level (95%),  $F(1,152)=2.413$ ,  $p>.130$ , which indicated that there were initially equal differences concerning their intercultural competence prior to comparing the means of the groups. In addition to this, the dependent variable's error of variance was equal across groups.

Table 6. Descriptive statistics of the intercultural competence inventory for the treatment group after the global literature intervention

R.N o	Items	Mean	Std. deviation
1	I often seek contact with other people in order to learn as much as possible about their culture.	4.52	.551
2	When other people don't feel	3.37	.839

	comfortable in my presence, I notice it.		
3	I find it difficult to adapt to people from diverse origins.	4.21	.988
4	When I am a newcomer in a group with people from a different country, I try to find out the customs in this group by observing their behavior.	4.57	.497
5	When a conversation with people from different countries fails, I reflect on why this may have happened.	3.80	1.032
6	When conversation partners use gestures and expressions that are unknown to me, I ignore them.	3.71	1.23
7	When talking to other people, I am always aware of their body language.	4.48	.503
8	In conversations with speakers of other languages, I avoid unclear or ambiguous words.	1.79	.811
9	I feel comfortable when encountering the different customs of people from other	4.19	.703

	cultures.		
10	It feels fairly normal to me to communicate with people of different cultures, for example, coping with misunderstandings, having a different sense of humor, etc.	4.35	.789
11	When I observe people in other countries, I often guess how they are feeling.	3.42	.829
12	When the behavior of people from other cultures alienates me, I avoid making contact with them.	4.52	.551
13	I feel comfortable when adapting to the rhythm of life in other cultures, for example, getting used to different mealtimes, etc.	3.34	.850
	Grand mean	3.86	.7825

As it can be seen in Table 6, the grand mean score of the intercultural competence inventory for the treatment group after the global literature intervention was 3.86. The highest mean score in the items was item numbers 1 and 12, while the least score was item number 8, with a 1.79 mean. This indicated that the students who participated in the global literature intervention scored better than before the intervention.

Table 7: Comparison of mean scores of intercultural competence pretest and posttest

Tests	The two groups	N	Mean	Std. Deviation
Intercultural competence tests	Comparison group	78	2.82	.18
	Comparison group	75	2.94	.13
Intercultural competence posttests	Comparison group	78	2.99	.37
	Treatment	75	3.86	.19

The students who did not participate in the global literature did not increase intercultural competence scores before ( $M = 2.82$ ,  $SD = .18$ ) and after the treatment ( $M = 2.94$ ,  $SD = .37$ ). However, the students who participated in an eight-week global literature intervention increased their intercultural competence scores after the treatment ( $M = 2.94$ ,  $SD = .13$  to  $M = 3.86$ ,  $SD = .19$ ).

#### 4.4 Analyses of interviews on students' perceptions of global literature

One of the objectives of this study was to investigate students' perceptions about using global literature. Interviews were one of the data gathering tools used to collect data about them. The aim was to collect data about students' perceptions of using global literature after the interview. Students' perception of global literature refers to the way students understand, interpret, and engage with literary works from different cultures, regions, and languages around

the world. The assumption here was that the global literature intervention encompasses their attitudes, beliefs, and subjective experiences when encountering and reflecting upon global literary texts. Perception in this context involves the cognitive and emotional processes through which students make sense of and form impressions about global literature. It includes their understanding of the themes, characters, cultural contexts, and social issues presented in the literature. Students' perception of global literature is shaped by their prior knowledge, personal experiences, cultural background, and educational influences.

The result obtained by the interview indicated that the students participation in global literature increased their cultural awareness. For instance, S2 said, '*The characters and narratives from different cultures helped me to understand different cultures of the world.*' This is why Mandarani and Munir (2021) argue that exposure to global literature can enhance students' cultural awareness by introducing them to diverse perspectives, traditions, and experiences from different countries. In a similar way, the students who participated in global literature increased their awareness of global issues. For instance, the students developed a deeper understanding of others' experiences, emotions, and challenges (summary from S1).



The results obtained through the intercultural competence survey indicated that the students improved their intercultural competence. In a similar way, the result of the interview also supports the idea that the students who participated in the global literature improved their intercultural competence. Studies have shown that exposure to global literature can contribute to the development of intercultural competence by promoting open-mindedness, tolerance, and the ability to navigate cultural differences (Jing, 2023).

The students who participated in global literature expanded their worldviews. For example, S4 said, ‘*I understood different societies, values, and beliefs.*’ This means that such exposure to diverse perspectives can help students develop a more nuanced and inclusive worldview.

All of the interviewed students showed interest and excitement about the opportunity to discover literature from different parts of the world and embrace the diversity of human experiences in global literature. Sobkowiak (2019) argues that students who value diversity and cultural exchange often appreciate global literature as a means of broadening their understanding of different societies, languages, and customs. In addition to this, they reported that global literature allowed them to explore different cultures, traditions, and perspectives from

around the world. They also appreciated the opportunity to learn about different societies, traditions, and historical contexts through literature. They also explained how they understood global literature and their attitude toward teaching it in the classroom. Furthermore, global literature enhanced their critical thinking skills and fostered a greater appreciation for the diversity of literary expression. Some of them reported that they also developed the English language. Additionally, interview results showed that the students who participated in the global literature developed their English language. Most of the participants reported that they developed their vocabulary and reading comprehension skills as a result of the intervention. For instance, S5 said, ‘*Exploring global literature inspired me to learn new vocabularies.*’ The interview result indicated that the students who participated in the global literature classroom got comfortable with how the cultures were integrated in the form of literature.

## 5. Discussions

This study found that the use of global literature positively affected students’ global attitudes, intercultural competences, and perceptions’ of global literature. This implies that the selection of global literature from different regions and cultures affects students’ global attitudes, intercultural competence, and good perceptions about the use of global literature. One reason for



this finding was that the students shared the cultures they read with each other and related them to the texts they read before. The materials were also prepared in such a way that they create safe and inclusive classroom environments that value and respect diverse perspectives. In addition to this, students engaged in collaborative discussions and encouraged meaningful discussions and dialogue about global literature in the classroom. This also provided opportunities for students to share their interpretations, ask questions, and challenge assumptions. Active listening, respect for different viewpoints, and the exploration of multiple perspectives were also encouraged by the researcher. Furthermore, the students were also helped to make connections between global literature and their own lives and relate the themes and issues in the texts to their local contexts, personal experiences, and current events. This helped them to see the relevance and applicability of global literature in their own lives, then to develop a global attitude, intercultural competences, and a positive perception about using global literature.

This finding is similar to previous studies. For example, Hernandez and Thompson (2018) investigated the relationship between exposure to global literature and the development of students' intercultural competence. Similar to the current study, they found that exposure to reading diverse texts enhance students'

understanding of cultural differences, communication skills, and ability to navigate global contexts.

This study is also similar to previous studies. For instance, Johnson and Smith (2018) studied the impact of global literature on students' cultural awareness and empathy. Their study indicated that students exhibited increased cultural awareness and empathy through exposure to global literature. Another study by Lee and Chen (2019) showed that students perceive global literature as a means to broaden their understanding of diverse cultures. Like the current study, Li and Johnson (2021) also examined students' perceptions of global literature in a cross-cultural classroom. This study identified that classroom interactions shape students' attitudes towards global literature and their understanding of diverse perspectives.

Previous studies also found that exposure to global literature led students to have a positive perception of global literature. For instance, Martinez and Adams's (2017) study showed that exposure to global literature influenced students' perceptions of cultural diversity. In a similar way, Chen and Wilson (2020) studied students' perceptions of global literature in secondary education and found that exposure to global literature positively affected students' interests in reading global literature. The current study





also revealed that students' attitudes, interests, and enjoyment of diverse texts in using global literatures. The findings of this study also indicated that students who participated in global literature had a positive perception of using global literature. This happened because the students practiced in the classroom and then practiced at home.

According to O'Dowd (2007), the students' positive perception of global literature is not only influenced by the literature itself but also by the socio-cultural and educational contexts in which they engage with it. The students also discussed what they read in the classroom and at home. In a similar way, the Hassan et al. (2020) study found that students had a good perception of English literature. Students also believe that English literature can help them develop cultural awareness, critical thinking, and English grammar and vocabulary. The students in the comparison group carried out cross-curricular integration, which means they collaborated with texts from other disciplines to integrate global literature across the curriculum. They were encouraged to connect global literature with subjects like history, geography, social studies, and language learning. This interdisciplinary approach provides a holistic understanding of global issues and promotes critical thinking skills.

Gedefaw and Yihenew (2018) also carried out their study on a panoramic evaluation of literary texts in preparatory (grades 11 and 12) students' English textbooks. This study showed that most of the texts are beyond the abilities of students and teachers. The teachers themselves confirmed that they had difficulty understanding the language and contents of the text. The text did not include the students' cultural history because almost all of the texts are written by foreigners in foreign contexts. However, in this study, students' backgrounds and language levels were considered in preparing global literature for the purpose of the intervention.

## 6. Conclusions

The 21st century needs globally competitive workers who understand global issues and can connect with people in other countries. International education is required to meet this need. Having this in mind, the aim of this study was to investigate the effects of using global literature on students' global attitudes and intercultural competence among Ambo University freshmen students in 2023. The comparison group participated in eight weeks of global literature practice. Those freshman students came from different social backgrounds in Ethiopia. The comparison group consisted of 75 students, and the comparison group consisted of 78 students. A mixed-methods approach was used to answer research questions. Quantitative data was used to answer research questions one



and two, while qualitative data was used to answer research question three. Before conducting interventions on global literature, pretests of global attitude and cultural competence were distributed to both comparison and comparison groups.

The students participated in the global literature and were interested in the intervention. In their classroom learning about global issues, they sometimes learn geography and history subjects. However, global education requires more content than world history and world geography. It should include an in-depth study and understanding of global issues that affect people, as well as an understanding of good behavior and performance that will help people thrive in the world. It must respond to the opinions of the world population. That was why this study included global literature to see whether the intervention would affect freshman students' global attitudes and intercultural competence. According to Engler and Hunt (2004), higher institutions need to promote international programs so that university or college graduates have an impact on the world and the economy of the world. The researcher of this study believes that the inclusion of global literature in the classroom can be one way of introducing global issues in higher education.

## 7. Recommendations

This study found that the use of global literature positively affected students' global attitudes, intercultural competence, and perceptions' of global literature. Based on the findings of this study, the following recommendations are forwarded:.

Since understanding global literature increases students' global attitude and cultural competence, it is necessary for teachers to include learning from multi-cultures so that their students understand others' cultures and religions and become members of the global community.

Additionally, the impact of global literature on students' global attitudes and intercultural competence should be considered as part of a broader educational approach that includes other intercultural learning activities and experiences.

Finally, the students should read global literature on their own since the use of global literature improves their global attitude, intercultural competence, and perception toward using global literature.

## 8. Acknowledgment

I would like to thank some people contributed for the completion of this paper. First of all, I would like to thank God who gave me health in my career development. Then, my thank goes to English Language instructors of Ambo

University who provided data and helped me in doing this research. Finally, I would like that my friend Sata Gebisa who supported me by giving me inputs and moral.

## References

- Amsalu, A. (2019). Teachers and students' perceptions towards the significance of reading literary texts in English language learning: Derartu Tullu and Fitawurari Abayneh preparatory schools (unpublished MA thesis), Addis Ababa University, Addis Ababa, Ethiopia.
- Anderson, L. (2020). Factors Influencing Students' Attitudes toward Global Literature: A Mixed-Methods Study. *Journal of Adolescent Literacy*, 35(4), 210–228.
- Bennett, M.J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In M. Paige (Ed.), *In Education for the Intercultural Experience* (pp. 21–71). Yarmouth, ME: Intercultural Press.
- Bethel, G., and Mark, L. (2022). From civic to citizenship education: Toward a stronger citizenship orientation in the Ethiopian CEE curriculum, *International Journal of Educational Development*, 72, <https://doi.org/10.1016/j.ijedudev.2019.102143>.
- Bond, E. (2006). Reading outstanding international children's books. *Journal of Children's Literature*, 32(2), 70–76. <http://www.childrensliteratureassembly.org/journal3.htm>.
- Chen, Y., & Wilson, M. (2020). Exploring Students' Perceptions of Global Literature in Secondary Education. *Journal of Adolescent Literacy*, 38(4), 315–331.
- Choo, S. S. (2014). Cultivating a hospitable imagination: re-envisioning the world literature curriculum through a cosmopolitan lens. *Curriculum Inquiry*, 44(1), 68–89.
- Fairclough, N. (1999). Global capitalism and critical awareness of language. *Language Awareness*, 8(2), 71–83.
- Gay, G. (2010). *Culturally responsive teaching: theory, research practice* (2nd ed.). New York, NY: Teachers College.
- Gedefaw, A., K., & Yihnew, M. (2018). A Panoramic Evaluation of Literary Texts in Preparatory Students' English Text Books. *Theory and Practice in Language Studies*, 8, 996–1004. <http://dx.doi.org/10.17507/tpls.0808.11>.
- Guo, L. (2014). Preparing teachers to educate for 21st century global citizenship: envisioning and enacting. *Journal of Global Citizenship and Equity Education*, 4(1), 1-23.
- Hernandez, M., & Thompson, L. (2018). The Impact of Global Literature on Students' Intercultural Competence. *Journal of Global Education*, 32(1), 25–42.
- Jing, H. (2023). Global Awareness, Intercultural Communicative Competence, and Global Citizenship. In: *Developing Global Awareness for Global Citizenship Education*. Intercultural communication and language education Springer, Singapore. [https://doi.org/10.1007/978-981-99-4179-7\\_2](https://doi.org/10.1007/978-981-99-4179-7_2).
- Johnson, A., & Smith, B. (2018). The Impact of Global Literature on Students' Cultural Awareness and Empathy. *Journal of Education and Culture*, 42(3), 127–145.
- Kiran, P. (2015). The Goal of Teaching Literature: Global Citizenship Beyond Narrow Borders The Asian Conference on Literature and Librarianship: Official Conference Proceedings. [https://papers.iafor.org/wp-content/uploads/papers/librasia2015/LibrAsia2015\\_11139.pdf](https://papers.iafor.org/wp-content/uploads/papers/librasia2015/LibrAsia2015_11139.pdf).
- Lee, C., & Chen, D. (2019). Exploring Students' Perceptions of Global Literature: A Qualitative Study. *International Journal*

- of Multicultural Education, 21(2), 87–105.
- Lehman, B. A., Freeman, E. B., & Scharer, P. L. (2010). Reading globally, K–8: Connecting students to the world through literature. Thousand Oaks, CA: Corwin.
- Liang, L. A., Watkins, N. M., & Williams, V. S. (2013). A step toward global awareness: An examination of USBBY's outstanding international books for the primary grades. *Journal of Children's Literature*, 39 (1), 16–24.
- Li, Y., & Johnson, M. (2021). Examining Students' Perceptions of Global Literature in a Cross-Cultural Classroom. *Reading and Writing Quarterly*, 39(4), 321–338.
- Lütfi, S., and Ahmet, M. (2020). Validity and reliability in quantitative research *Business and Management Studies, An International Journal*, 8(3):2694–2726. 10.15295/bmij.v8i3.1540
- Mandarani, V., and Munir, A. (2021). Incorporating multicultural literature in the EFL classroom *Indonesian Journal of English Language Teaching and Applied Linguistics*, 6(1), 1–12.
- Martens, P., Martens, R., Doyle, M. H., Loomis, J., Fuhrman, L., Furnari, C., Soper, E., & Stout, R. (2015). Building intercultural understandings through global literature. *The Reading Teacher*, 66(8), 609–617.
- Martinez, L., & Adams, K. (2017). The Impact of Exposure to Global Literature on Students' Perceptions of Cultural Diversity. *Journal of Cultural Studies in Education*, 40(2), 89–104.
- Mustofa, A., and Hill, J. (2018). Understanding Cultural Context in Responding to Literature: Researching the Teaching of Literature in EFL Classroom Context. *English Language Teaching*, 11(6), 1-08-114. doi: 10.5539/elt.v11n6p108.
- O'Dowd, R. (Ed.) (2007). *Online Intercultural Exchange. An Introduction for Foreign Language Teachers.* Clevedon: Multilingual Matters.
- Park, J., & Lee, E. (2019). The Role of Global Literature in Fostering Students' Critical Thinking Skills. *Journal of Adolescent Research*, 34(5), 511–530.
- Smith, J., & Thompson, K. (2017). The Role of Global Literature in Motivating Students' Reading Engagement. *Reading Research Quarterly*, 52(1), 67–89.
- Sobkowiak, P. (2019). The impact of studying abroad on students' intercultural competence: An interview study. *SLLT* 9(4), 2019. 681–710. *Studies in Second Language Learning and Teaching*. <https://orcid.org/0000-0003-4717-3956>.
- Westerville City Schools. (2010) District Demographics. [http://www.wcsoh.org/content\\_page.aspx?cid=328](http://www.wcsoh.org/content_page.aspx?cid=328).
- Wissman, K. K. (2018). Teaching Global Literature to Disturb the Waters: A Case Study. *English Education*, 51(1), 17–48. <https://www.jstor.org/stable/26797018>.
- Wissman, K. K., Burns, M. N., Jiampetti, K., O'Leary, H., & Tabatabai, S. (2017). *Teaching global literature in elementary classrooms: a critical literacy and teacher inquiry approach.* New York: Routledge.
- Xu, X. (2015). The image of China in *Red Scarf Girl*: Promoting international understanding or reinforcing Western hegemony? *Bookbird*, 53 (4), 12–19.